

ABSTRAK

Lana Sugiarti. 2013. *Korelasi Komponen Visual, Komponen Auditorial, dan Komponen Kinestetik dari Gaya Belajar dengan Prestasi Belajar Matematika pada Siswa Kelas VIIIA SMP Kanisius Gayam Yogyakarta Tahun Ajaran 2012/2013*. Skripsi. Yogyakarta: Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk (1) mengetahui apakah ada hubungan antara komponen visual dengan prestasi belajar matematika siswa (2) mengetahui apakah ada hubungan antara komponen auditorial dengan prestasi belajar matematika siswa (3) mengetahui apakah ada hubungan antara komponen kinestetik dengan prestasi belajar matematika siswa. Jenis penelitian merupakan penelitian korelasi dengan data kuantitatif.

Penelitian ini dilaksanakan di SMP Kanisius Gayam Yogyakarta Tahun Ajaran 2012/2013, pada bulan November – Desember 2012. Data berupa skor angket komponen visual, skor angket komponen auditorial, skor angket komponen kinestetik, dan skor tes prestasi belajar siswa. Dengan populasi siswa kelas VIII sebanyak 57 siswa dan sampel kelas VIIIA sebanyak 29 siswa. Penelitian ini menggunakan jenis data interval dan pengolahan data secara statistik Inferensial parametris, dengan menggunakan Uji Normalitas Kolmogorov – Smirnov dan Uji Koefisien Korelasi Product Moment.

Hasil penelitian ini dapat disimpulkan bahwa (1) tidak terdapat hubungan yang signifikan antara komponen visual dengan prestasi belajar matematika siswa (koefisien korelasi sebesar $-0,265$) (2) terdapat hubungan yang signifikan antara komponen auditorial dengan prestasi belajar matematika siswa (koefisien korelasi sebesar $0,661$) (3) tidak terdapat hubungan yang signifikan antara komponen kinestetik dengan prestasi belajar matematika siswa (koefisien korelasi sebesar $-0,217$).

Kata kunci : *gaya belajar visual, gaya belajar auditorial, gaya belajar kinestetik, prestasi matematika, korelasi antara gaya belajar dan prestasi belajar*

ABSTRACT

Lana Sugiarti. , 2013. *The Correlations between Visual Component, Auditory Component, and Kinesthetic Component of Learning Styles and Learning Mathematics Achievement among Students of Grade VIIIA of Kanisius Gayam Junior High School Yogyakarta in the Academic Year 2012/2013.* Yogyakarta: Mathematics Education Study Program, Department of Mathematics and Science Education, Faculty of Teachers Training and Education, Sanata Dharma University.

This research aimed to (1) know whether there was a correlation between the visual component of mathematics learning and the mathematics achievement of students (2) know whether there was a correlation between auditory component of mathematics learning and student mathematics achievement (3) know whether there was a correlation between the kinesthetic component of mathematics learning and the mathematics achievement of students. This research belonged to the type of correlation research using the quantitative data.

The research was conducted in Kanisius Gayam Junior High School Yogyakarta in Academic Year 2012/2013, in November-December 2012. The data were in the form of visual component questionnaire scores, auditorial component questionnaire component scores, kinesthetic component questionnaire scores, and student achievement test scores. With a student population of 57 students of class VIII and student sample of 29 students from class VIIIA. The data were analyzed using Inferential Parametric statistics, by using Kolmogorov - Smirnov to check the Normality of the data and Product Moment Correlation Coefficient Test.

The results of this research were as follows: (1) there was no significant correlation between visual component and student mathematics achievement (correlation coefficient $-0,265$, not significant) (2) there was a significant correlation between auditory component and student mathematics achievement (correlation coefficient $0,661$) (3) there was no significant correlation between kinesthetic component and student mathematics achievement (correlation coefficient $-0,217$, not significant).

Keywords: *visual style of learning, auditory style of learning, kinesthetic style of learning, mathematics achievement, correlation between learning style and achievement*