

COMPARATIVE STUDY OF LEARNING STYLES BETWEEN STUDENTS
WHO ARE LIVING ON AND OFF CAMPUS AT MAN 2 JEMBER

THESIS

Written By:

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12130102



INTERNATIONAL CLASS PROGRAM

SOCIAL SCIENCE EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG

June, 2016

COMPARATIVE STUDY OF LEARNING STYLES BETWEEN STUDENTS
WHO ARE LIVING ON AND OFF CAMPUS AT MAN 2 JEMBER

THESIS

Submitted in Partial Fulfillment of the Requirement for Bachelor Degree (S. Pd)

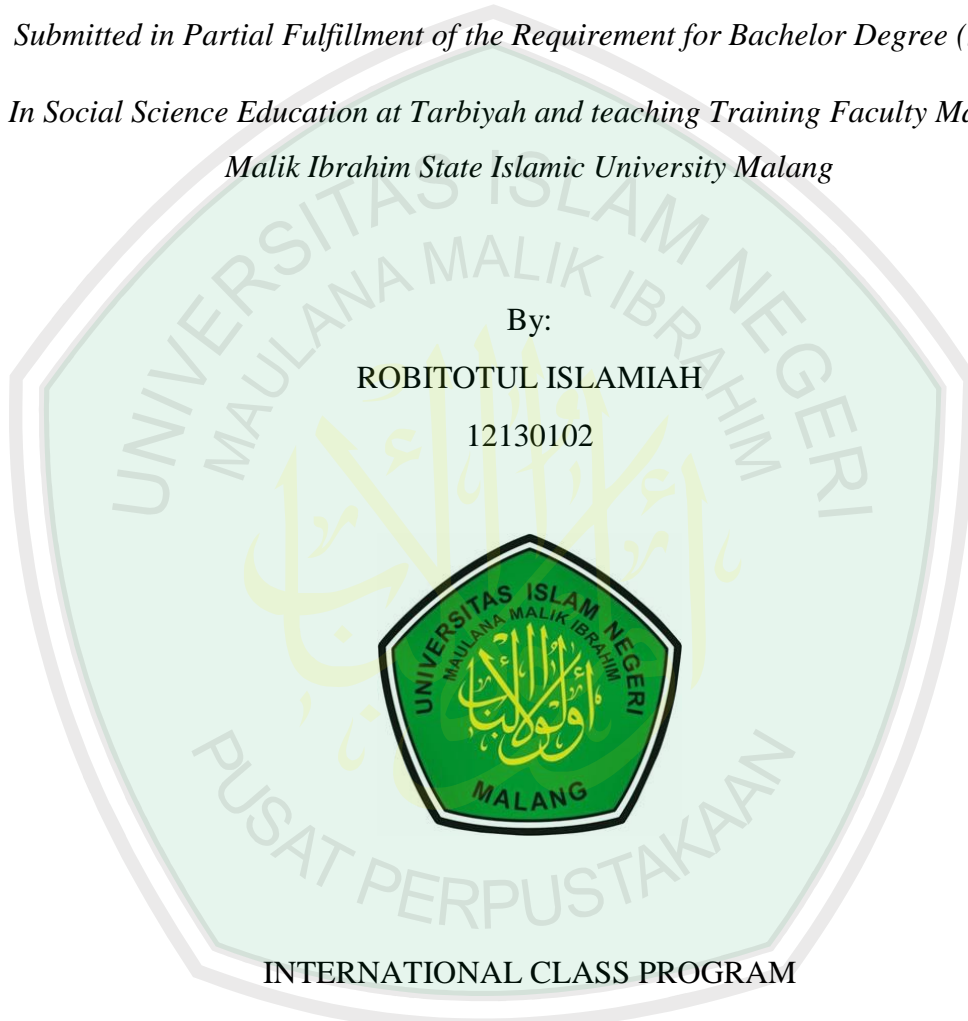
In Social Science Education at Tarbiyah and teaching Training Faculty Maulana

Malik Ibrahim State Islamic University Malang

By:

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APPROVAL SHEET

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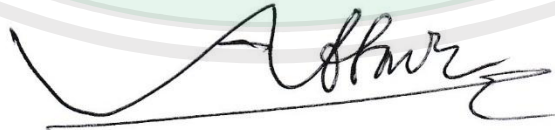
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WHO ARE LIVING ON AND OFF CAMPUS AT MAN 2 JEMBER

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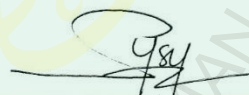
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Dedication

First of all Thanks to our God Allah S.W.T because I can complete my Thesis currently

Secondly my Sholawat and salam always be given to our Prophet Muhammad S.A.W who guide us from the darkness to the lightness, from the stupidity to the cleverness, namely islamic religion

This Thesis I dedicate to my beloved people whom I loved

I dedicate for my beloved parents, my lovely mom Sri Fatmawati, M.Pd and my daddy Mansur, M.Pdi without they support, I cannot do it now.

I dedicate for my Big family especially my little cousin Fadil Muhammad Abdul Latif and Bilqies Amadea Istifa.

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I dedicate to my second family especially for my best classmate in ICP Social education class, because they are not only friends but everything in the world and I grateful together with us until now.

Motto

Build Your Dreams, or Someone Else Will Hire You to Build Theirs

(Farah Gray)

Tak apa kau menjadi orang desa tetapi pendidikan mu seperti orang
kota

(My Daddy)



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in
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Title of Thesis : “Comparative Study of Learning Styles Between Students Who are
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Is considered **acceptable** to be defended after being intensively read and regularly
consulted in the area of research content, language, and writing composition.

Wassalamualaikum Wr. Wb.

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DECLARATION OF AUTHORSHIP

I certify that the thesis I wrote to fulfill the requirement for Sarjana Pendidikan (S.Pd) entitled "*COMPARATIVE STUDY OF LEARNING STYLES BETWEEN STUDENTS WHO ARE LIVING ON AND OFF CAMPUS AT MAN 2 JEMBER*" is truly my original work. It does not incorporate any materials previously written or published by another person, except those in quotations and bibliography. Due to fact, I am the only who responsible for the thesis if there is any objection or claim from others.



PREFACE



All praise be to Allah the all mighty, who has giving us mercies and blessing until I can finish this thesis on the title “*Comparative Study of Learning Styles Between Students Who are Living On and Off Campus at MAN 2 Jember*” on time. My Sholawat and Salam always be presented to our prophet Muhammad SAW, the last messenger of Allah who has save the human’s life from destruction to safety namely Islam is the true religion.

This thesis is proposed to fulfill the last task of academic requirement as the last task for getting bachelor or under-graduate degree.

The author never forget to thanks beloved parent that always give motivation to study hard until getting the bright future and some special persons in supporting and guiding me to finish this thesis. Those are:

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The last, the Author believe that there are so many mistake on this thesis, so that I never forget to ask some suggestion for the mistake in this thesis. May Allah give us his mercies and blessings.

Malang, 13th June 2016

The Author

GUIDELINES OF ARABIC-LATIN TRANSLATION

Process of translation Arabic-Latin writing on this thesis use translation based on decision of Menteri Agama RI and Menteri Pendidikan and Kebudayaan RI no 158 on 1987 and no 0543 b/U/1987 that can explain like:

A. Letter

ا = a	ز = z	ق = q
ب = b	س = s	ك = k
ت = t	ش = sy	ل = l
ث = ts	ص = sh	م = m
ج = j	ذ = dl	ن = n
ح = h	ط = th	و = w
خ = kh	ظ = zh	ه = h
د = d	ع = ‘	ء = ‘
ذ = dz	غ = gh	ي = y
ر = r	ف = f	

B. Long Vocal

Vocal (a) long	=	a
Vocal (i) long	=	i
Vocal (u) long	=	u

C. Difthong Vocal

أُ	=	aw
أَيُّ	=	ay
أُو	=	u
أَيُّ	=	i

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ABSTRAK

Islamiyah, Robitotul. 2016. *Perbandingan Gaya Belajar Siswa yang Tinggal di Asrama dan Luar Asrama di MAN 2 Jember*. Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing skripsi: Mokhammad Yahya, M.A, Ph.D

Kata Kunci: Gaya Belajar, Asrama

Pembelajaran sangat penting bagi peran guru didalam kelas. Proses pembelajaran dapat mengembangkan kreatifitas siswa melalui gaya belajar yang dimiliki oleh setiap siswa. Gaya belajar pada setiap siswa berbeda namun ada satu gaya belajar dominant yang digunakan untuk memahami setiap pelajaran, dengan cara tersebut siswa dapat mengikuti pelajaran sesuai dengan gaya belajar. Didalam kelas terdapat berbagai macam karakter siswa yang harus bisa dipahami oleh guru sehingga memudahkan guru dalam menyusun pembelajaran dikelas. Faktor yang mempengaruhi proses pembelajaran adalah sikap siswa dan perubahan. Proses pembelajaran dapat meningkatkan prestasi siswa jika siswa mengerti gaya belajar yang mereka sukai. Didalam kehidupan sosial juga terdapat adanya interaksi sosial antar sesama siswa khususnya siswa yang tinggal diasrama dan luar asrama di MAN 2 Jember. Interaksi sosial yang diwujudkan akan membuat suatu kelompok besar dalam hal belajar adanya tutorial sebaya dan tidak ada rasa malu antar sesama.

Tujuan dari penelitian ini adalah (1) untuk menjelaskan gaya belajar siswa yang tinggal diasrama (2) untuk menjelaskan gaya belajar siswa yang tidak tinggal diasrama dan (3) untuk menjelaskan perbedaan dan persamaan siswa yang tinggal diasrama dan luar asrama

Penelitian ini menggunakan jenis penelitian pendekatan kualitatif yaitu peneliti mengamati apa yang dilakukan oleh siswa langsung di lapangan. Menurut Bogdan dan Taylor, metode qualitative adalah untuk mendapatkan gambaran data dari objek yang diteliti seperti tulisan dan lisan. Sumber data yang dibutuhkan dalam penelitian ini adalah data primer dan sekunder untuk mendukung adanya penelitian ini.

Berdasarkan Hasil peneitian didapatkan bahwa gaya belajar siswa siswa yang tinggal diasrama rata-rata memiliki gaya belajar visual dan ada pula gaya belajar lainnya yang juga mendukung belajar siswa di asrama. Namun, gaya belajar visual lebih dominant dibanding yang lainnya. Selain itu interaksi sosial antar sesama juga terjalin dengan baik karena pengurus asrama dan semua anggotanya menciptakan belajar dengan berkelompok untuk menunjang semangat belajar siswa diasrama. Sedangkan, gaya belajar siswa yang tinggal diluar asrama lebih dominant pada gaya belajar auditori, siswa lebih suka belajar dengan mendengarkan musik, cerita atau mengulang kembali pelajaran dan interaksi sosial yang diwujudkan lebih kepada bersifat pribadi suka belajar sendiri tetapi ada pula yang membutuhkan teman untuk saling membantu satu sama lain. Perbedaan siswa yang tinggal diasrama dan luar asrama terletak pada kegiatan sehari-hari yang mereka lakukan dan prestasi siswa yang diperoleh selama mengikuti proses belajar mengajar dikelas. Persamaan siswa yang tinggal diasrama dan luar asrama terletak pada cara mereka belajar dengan menggunakan gaya belajar yang bervariasi dan interaksi sosial yang mereka ciptakan juga relatif baik dengan saling membantu satu sama lain dalam hal belajar dan mengerjakan tugas.

ABSTRACT

Islamiah, Robitotul. 2016. *Comparative Study of Learning Styles between Students Who are Living On and Off Campus at MAN 2 Jember*. Thesis, Social Science Education Department, Faculty of Tarbiyah and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang. Advisor: Mokhammad Yahya, M.A, Ph.D

Keywords: Learning Styles, Dormitory

Learning process is important to role of teacher in the class. Learning process can develop the student creativity by learning style that had by every student. Learning style in each student are different but there is a dominant learning styles that used to understand each lesson in the class. the way of learning style, student can joint the lesson appropriate to student learning style. In the class there are some student characteristic that must understood by teacher so, easy to teacher for make lesson plan in the class. Factor that influence in learning process are student behavior and changes. In learning process can increase if student learn by dominant learning style and they like. In social life, there are social interaction between student especially student living on campus and off campus at MAN 2 Jember. Social interaction which realize can make a big group in studying, there is a contemporary tutorial and there is no shy between student.

The purpose of this research are (1) to explain the learning style of student living on campus (2) to explain the learning style of student living off campus and (3) to explain the similarities and differences between student living on and off campus.

This research use qualitative research approach that the researcher observe what student do in field directly. According to Bogdan and Taylor, qualitative method is to get describe data from the object of research such as written and oral. Data resources are needed in this research that primary data and secondary data to support this research

Based on result of research, the researcher get the data that learning style of student living on campus has visual learning styles and there are other learning style to support student learning of student living on campus. but, visual learning style more dominant than other learning styles. Except, social interaction between student are good because the manager and all of members in dormitory create learning with a group to support student spirit of learning in dormitory. for learning style of student living off campus more dominant to auditory learning styles, student refer learning with music, listen the stories or repeat the lesson and social interaction are created by student living off campus is individual but there are student who need help other one. The diffeences and similarities between student living on and off campus are in daily activity and student achievement that get during learning process in the class. The similarities between student living on and off campus are the way to learning with use the types of learning style and socail interaction that created by student living on and off campus are good by each help in learning process and do tasks.

مستخلص البحث

الاسلامية، ربيطة.2016. مقارنة أسلوب تعلم التلاميذ الذين يعيشون في المعهد وخارج المعهد.مدرسة العالية الحكومية 2جمبير.البحث الجامعي، قسم علم التعليم والإجتماعي.كلية علوم التربية والتعليم، جامعة مولان مالك إبراهيم مالانج. المشرف:الحاج محمد يحيى، الماجستير.

الكلمة الأساسية : أسلوب التعلم ، المعهد

عملية التعلم مهم للمعلم في الفصل. عملية التعلم يمكن أن تتطور الإبداع التلاميذ من خلال أسلوب التعلم التي يملكها التلاميذ، أسلوب التعلم لكل التلميذ هو مختلف ولكن هناك واحد أسلوب التعلم مسيطر الذي المستخدمة لفهم الدرس. وتلك الطريقة يمكن التلاميذ يتبع الدراسية وفقا لأسلوب التعلم. في الفصل هناك شخصية التلاميذ متنوعة ينبغي أن يفهم بهم المعلم ليسهل في إعداد الدراسية. العوامل التي تؤثر على عملية التعلم هي المواقف التلاميذ والتعلم. عملية التعلم يمكن أن يحسن الإنجاز التلاميذ إذا كانوا يعرفون أسلوب التعلم المفضل لديهم في الحياة الاجتماعية. وهناك أيضا التفاعل الاجتماعي بين زملائه التلاميذ خصوصا هم الذين يعيشون في المعهد وخارج المعهد في مدرسة العالية الحكومية 2 جمبير. التفاعل الاجتماعية سيجعل مجموعة كبيرة، توجد برنامج التعلم وليس هناك الحياة بينهم.

يهدف هذا البحث هو: (1) لشرح أسلوب تعلم التلاميذ الذين يعيشون في المعهد. (2) لشرح أسلوب تعلم التلاميذ الذين لا يعيشون في المعهد. (3) لشرح الاختلاف والمساواة التلاميذ الذين يعيشون في المعهد وخارج المعهد.

استخدم هذا البحث، البحث الكيفي وهو تلاحظ الباحثة الأشياء بما فعل التلاميذ في المدرسة. عند بوغدان وتيلور (Boghdan dan Taylor) البحث الكيفي هو للحصول على صورة البيانات كتابة والشفوية. مصادر البيانات المبتج هي البيانات الأولية والبيانات الثانوية

أما نتائج البحث هي أن أساليب التعلم التلاميذ الذين يعيشون في المعهد معظم لديهم أسلوب التعلم البصري. وهناك أسلوب التعلم الآخرون الذين يؤيدون تعلم التلاميذ، ولكن أسلوب التعلم البصري مسيطر من آخرون . الى جانب ذلك التفاعل الاجتماعي بين زملائه كان جيد . أما أسلوب التعلم التلاميذ الذين يعيشون في خارج المعهد هو أسلوب التعلم السمعية، التلاميذ يفضلون التعلم بالاستماع الموسيقى، وقصص أو تكرار الدرس ويتجلى التفاعل الاجتماعي أكثر شخصية. هم يفضلون تعلم الذاتي، بل أيضا يحتجون أصدقاء لمساعدة بعضهم بعضا. اختلاف التلاميذ الذين يعيشون في المعهد وخارج المعهد هو من الأنشطة اليومية والإنجاز الذي يحصلوه التلاميذ في عملية التعلم في الفصل. والمساواة التلاميذ الذين يعيشون في المعهد وخارج المعهد هي في كيفية تعلم واستخدام أسلوب التعلم متنوعة وتفاعل الاجتماعية الجيدة بالمساعدة بعضهم بعضا في التعلم ويعملون الواجباتهم.

CHAPTER I

INTRODUCTION

A. Background of Study

Study as a process of effort to get behavior alteration totality which done by everyone, as result of experience in social interaction.¹ Behavior alteration become different because one of behavior alteration characteristic is an alteration to study going concern and dynamic. An alteration happen to the next alteration and useful to learning process in life. Aspect of behavior alteration are included to attitude, skill, knowledge etc.

In studies, learning process has important role for teacher and student because learning process pointed to attitude figuration, development of intellectual perspicacity and development of student skill with component requirement. Based on condition of study requirement, Student must be able to active participation for increase interest and guide to achieve instructional purpose, study must occur reinforcement and student motivation to achieve instructional purpose, study need challenge where student can develop their skill to explore and efective study and study need student interaction with environment.²

In social life, we need communicate and have good interaction to society. According to George H. Mead, human behavior use symbol for

¹ Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2003), p. 2

² *Ibid.*, p. 27

interaction to other people, as gesture or stimulation.³ Every people ever to get stimulation and we will give response quickly, this activity can be habitual action in society. Mead discuss about “Self” which divide to two social process that “I” and “Me”. “I” is called active self because every activity they do by their self and other people can not forbid them. “Me” is respective self because it can be received suggestion and opinion from society. “Me” has socialized characteristic, this is also clear for good interaction and action to society can describe someone be a good person, because society has different characteristic which must understand by our selves.⁴

Factors that influence to student in learning process is learning style. Human behavior likes modernity and changes to their manner of study because learning style is the one manner to increase student achievement, if student feel bored in learning style so, student will change to other learning style.⁵ Because learning style is a manner to thinking, processing and understanding information.

Problem toward student now, students do not understand their own learning style and teaching style that different to learning style of student. This is inhibitor factor in learning process. Teacher use one method to teach students in class so, student will be bored. Attention of teacher needed to

³ George Ritzer, Douglas J. Goodman, *Teori Sosiologi Modern* (Jakarta: Kencana Prenada Media Grup, 2012), p. 276

⁴ Ibid., p. 285

⁵ Abdul Qa'qa' Muhammad bin Shalih Alu Abdillah. *102 Kiat Agar Semangat Belajar Agama Membara*. (Suarabaya: La Raiba Bima Amanta (Elba), p. 113

awaken student attention in learning process and develop aptitude from education and environment influence. Socialization, in student development need communicate with other people. Student as individual human and social human which developed, teacher must give instruction to be a good social human as like carry, responsibility and cooperation.

Concern of this research, the researcher get data that every student has different ability to increase their knowledge. They can explore what they want, especially in their studies. The learning style of every students is different. We can look at how they understand, how they remember, how they do homework, how they do some activities in their live. This is also clear for student who live in dormitory have more activities then student who do not live in dormitory.

They do all of activities from 03.00 AM to 10.00 PM. In dormitory, there is special activity that One Day One Juz to read and On Day One Ayat to memorize. Group of learning is needed by student, because student can help each other and learn each other. In dormitory, the student learn about some material and behavior. The student will be guided by teacher for obey some rule so, the student can be dilligent. The student who do not live in dormitory always do anything by their selves. They do not have rule and do activity that they need.⁶ The student must have motivation to start process

⁶ Interview result pra-research by researcher with bu Enike the one of manager in Dormitory of MAN 2 Jember, Wednesday, 25 November 2015

of learning study, because motivation is encouragement to do action which has purpose to get expectation in self.⁷

This research be important because the different learning style can influence the way to study in each student, dominant learning style are known be student to easier their learning. The way to study student living on and off campus are different based on the environment that shape individual to study especially friends and support to study hard.

Learning process to get knowledge is an obligation to each student and human requirement in life for behavior and science application. Allah SWT said:

وَلَا تَقْفُ مَا لَيْسَ لَكَ بِهِ عِلْمٌ إِنَّ السَّمْعَ وَالْبَصَرَ وَالْفُؤَادَ كُلُّ أُولَئِكَ كَانَ عَنْهُ مَسْئُولًا ﴿٣٦﴾

36. *And follow not (O man, say not or do not or witness not) that of which you have no knowledge. Verily, the hearing, and the sight, and the heart of each of those ones will be questioned (by Allah).*⁸

Based on background of study above, so the researcher interested to make qualitative research, by the title “**Comparative Study of Learning Styles between Students Living On and Off Campus at Man 2 Jember**”.

⁷ Soetomo, *Dasar-DasarInteraksi Belajar Mengajar* (Surabaya: Usaha Nasional, 1993), p. 34

⁸ Muhammad Muhsin khan and Muhammad Taqiud-Din Al-Hilali, *Interpretation of the Meanings of the Noble Qur'an in the English Language* (Saudi Arabia: DarusSalam, 1996) p. 371

The purpose is to describe the learning style of student in the school and dormitory and also to know student behavior in the school and dormitory.

B. Research Questions

Based on background that researcher explains the research question of this student are:

1. How is the learning style of students who live in dormitory (on campus)?
2. How is the learning style of students who do not live in dormitory (off campus)?
3. What are similarities and differences of learning style of students who live and do not live in dormitory?

C. Objectives of the Study

Based on background and research question that made by researcher, the objectives of the study are:

1. To explain the learning style of students who live in dormitory (on campus).
2. To explain the learning style of students who do not live in dormitory (off campus).
3. To describe the similarities and differences learning style of students who live and do not live in dormitory (on and off campus).

D. Significance of the Study

The researcher has done observation in the school, we get some information for this research. The researcher know the similar and difference between student who live and do not live in dormitory, but there are some point can compare both of them. The researcher can compare student activity, behavior and attitude every day in dormitory and school to add data for research.

For institution, this research can be used to look at and give student achievement from cognitive, psycomotoric, and afective aspect for assessment. Teacher observe student in the class, how they study, how they do rule in the school and how to create good interaction with their friend.

For teacher, to understand what method will used to do learning process in the class with different dominant learning style which has each student and create comfortable situation in the class in order to student are not bored to study more.

For development of science, Student are prepared by teacher to be a good social human who can create good communication and interaction to solve the problem in society from habitual activity which done in each environment that student living on and off campus.

For researcher is to look at the difference and similarity activity between student who live and do not live in dormitory, look at the way to study with other people in order to there is no differences between student in the school.

E. Previous Studies

There are limited numbers of thesis focusing on learning style of students in high school. Among others are thesis by Ermawati, entitled “*Pengaruh Lingkungan Sosial Budaya Siswa dan Gaya Belajar Siswa Terhadap Prestasi Belajar Siswa pada Jurusan Ips Madrasah Aliyah Manbail Futuh Jenu-Tuban*” explained that social-cultural environment and learning style is needed by teacher to know student achievement and student assessment in learning process. So, teacher assess student achievement from two side.

Another thesis by Hilyatus Sholihah, entitled “*Variasi Gaya Belajar Mahasiswa pada Mata Kuliah Sejarah Kebudayaan Indonesia Jurusan Pendidikan IPS UIN Malang TA 2010/2011*” explained that learning style of student is different from teaching style. University student has own style to understand subject suitable to student creative and innovative so, university student can decide how they will understand the material with my own style.

While thesis by Siti Zulaichah, entitled “*Variasi Gaya Belajar di Kelas VII SMP Negeri 18 Malang*” explained that learning style in this research focus on social science integrated, how student learn about social science integrated learning in the class and teacher do teaching style to student. So, teacher can adapt student learning with learning style in each students.

However my thesis will be distinctive because its main concern on the students who live (on campus) and do not live (off campus) in dormitory, besides that every student has different learning style which must teacher know in each class for teaching student and focus on behavior in daily life of student who live (on campus) and do not live (off campus) in dormitory also the different and similarity of student activity in each place.

F. Operational Definition

To border the problem, this research will be focused on learning style and dormitory. The focus on this research such as:

1. Learning is trying to get knowledge from interction between stimulus and respon. Style is ability to do something, strength. Learning style is student ability to receive information from interaction between stimulus and respon also processing the information.
2. Dormitory is a place to stay for members of a group, mostly school children and usually building with rooms that can be occupied by residents in every room. To create good communication in social life with diferent characteristic of student.

G. Structure of the Study

In this research, the researcher give general description about contains of this research. It is divided to six chapter, the structure of this research such as:

Chapter I Introduction, This chapter will discuss about background of study, research question, objective of study, significant of study and definition of terminology.

Chapter II Review of Related Literatures, This chapter discuss about the first, learning style; definition, purpose, types of learning style, useful and weakness. The second is behavior and attitude; definition, positive and negative impact.

Chapter III Research Method, This chapter discuss about the approach and type of research, attendance of researcher, the site of research, the sources of data, research instrument, data analysis and data collection are observation, documentation, interview to teacher and student.

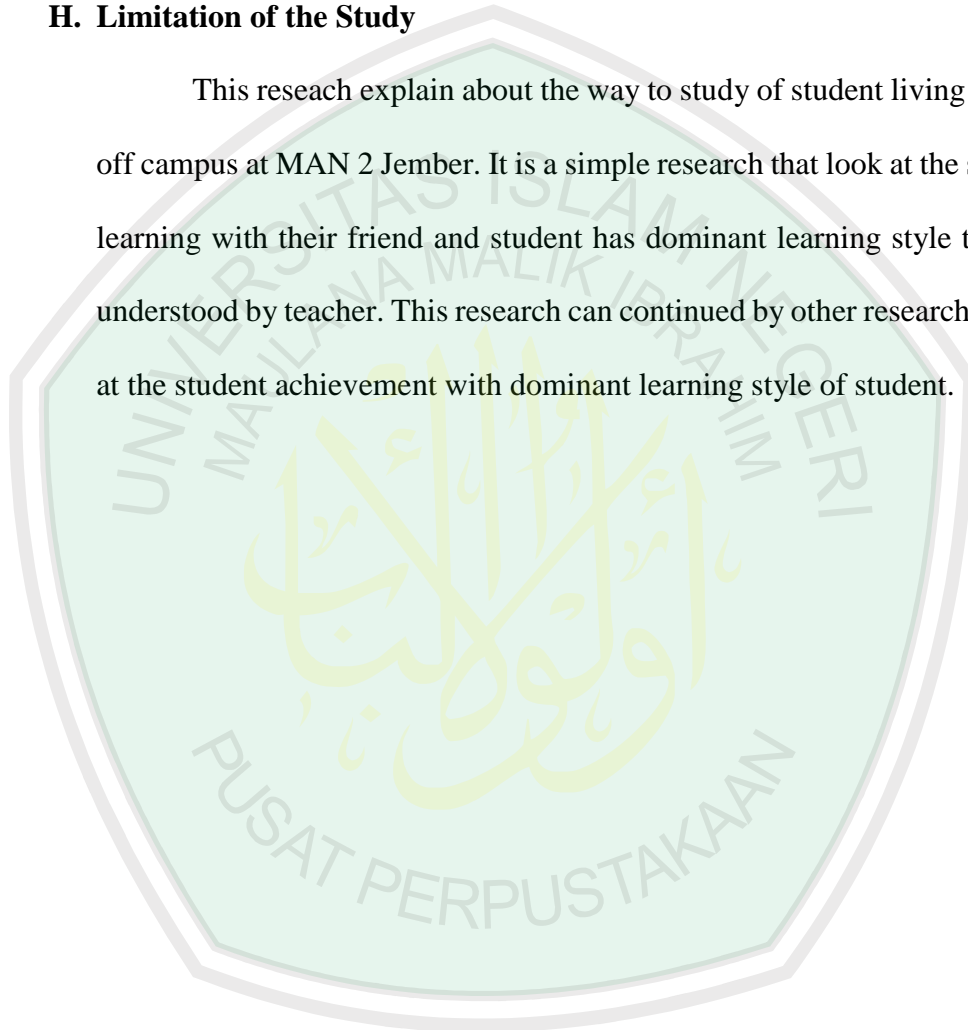
Chapter IV Research Result, This chapter discuss about background of research object, presentation and data analysis for the research in the school and dormitory.

Chapter V Discussion, This chapter discuss about result of research discussion, describe the similarity and difference student in the school and dormitory.

Chapter VI Conclusion, This chapter discuss about conclusion as the end of research and suggestion as information to get motivation from this research.

H. Limitation of the Study

This reseach explain about the way to study of student living on and off campus at MAN 2 Jember. It is a simple research that look at the student learning with their friend and student has dominant learning style that are understood by teacher. This research can continued by other researcher look at the student achievement with dominant learning style of student.



CHAPTER II

REVIEW OF RELATED LITERATURES

A. Concept of Learning

1. Definition of Learning

Learning is the conscious effort made by human continuously and will be done by people still alive. Learning is a process that cannot be seen, because the process happens within human beings who are going through the process of learning.⁹

People will have a lot of experience and knowledge from the study, because in fact humans do it real not only the theory and study of human behavior changes is formed by itself, so that they can accept the situation easily. The learning process that resulted in the formation of attitudes, the development of intelligence and the development of student skill in accordance to the required competencies.

On KBBI, as etymology definition “Learning is the effort to get cleverness or knowledge”.¹⁰ The definition has meaning that the human effort to fill requirement of knowledge, so learning can give understanding to do something useful.

⁹ Muhammad Thobroni, Arif Mustofa. Belajar dan Pembelajaran. (Jogjakarta: Ar Ruzz Media, 2011), p. 16

¹⁰ Suharso and Ana Retnoningsih, *Kamus Besar Bahasa Indonesia Edisi Lux* (Semarang: Widya Karya, 2015) p. 21

As for some definition of learning according to western experts, according to Hilgard and Bower that Learning is to gain knowledge, comprehension, or mastery of through experience or study, to fix in the mind or memory, to acquire through experience, and to become in form of find out.¹¹

According to Gagne that Learning occurs when a stimulus situation along with the contents of the memory affects students so that his actions changed from time to time before he experienced that situation to the time after he experienced the situation.

According to Morgan that Learning is a relatively settled any change in behavior that occurs as a result of practice or experience. Besides, Witherington explain that Learning is a change in personality is revealed as a new polka from the reaction in the form of kecakpan, attitudes, customs, cleverness or an understanding. The opinion of Travers is Learning is the process of making adjustment behavior.¹²

According to Cronbach that Learning is shown by a change in behavior as a result of experience. The definition has meaning that experience is the best learning. The other opinion from Horold Spears that Learning is to observe, to read, to imitate, to try something

¹¹ Baharuddin, Esa Nur Wahyuni. Teori belajar & Pembelajaran. (Jogjakarta: Ar-Ruzz Media, 2012), p. 13

¹² Muhammad Thobroni, Arif Mustofa. Belajar dan Pembelajaran. (Jogjakarta: Ar Ruzz Media, 2011), p. 21

themselves, to listen, to follow direction and according to Geoch that Learning is a change in performance as a result of practice.¹³

However, the opinions above about the definition of learning can be concluded that learning is a process that done continuously for human to get the change of behavior in students. As for opinions about learning style variations are according to Horold Spears that Learning is to observe, to read, to imitate, to try something themselves, to listen, to follow direction. Therefore main purpose in learning is a process that created, it is not results will be achieved. How students get experience of learning environment, how to interact with the environment between individuals and how to develop skills in students.

2. Purpose of Learning

The formation of knowledge and skills in students to achieve learning objectives need to be created is a conducive learning environment so, students are able to think critically and creatively, the opened attitude, democratic, and will accept the opinions of others. So in teaching, teachers must have a plan and establish teaching and learning strategies to achieve instructional effects.¹⁴

The explanation above, can generally be conclude learning objectives that:

¹³ Sardiman. *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: RajaGrafindo Persada, 1994), p. 22

¹⁴ *Ibid.*, p. 28

a. To get knowledge

Knowledge can be gotten from the ability of thinking students. The knowledge and ability of thinking are inseparable. The ability to think will rich knowledge but, can not develop the ability to think without knowledge. This large purpose of development learning activities and the role of teachers as teachers are visible.

The types of interactions that used to benefit of students with a method of presentation or give some assignment in order to increase knowledge and to develop of thinking in rich knowledge.

b. Planting concepts and skills

The development of skill concept that both of physical and spiritual. Physical skills is skills that can be seen, observed, so it will be focussing on motion or appearance skill members of the body from someone who learn. While the spiritual skills more abstract concerns the question of thinking skills and creativity to complete and formulate a concept.

Skills can be teach with coached abilities. The one of them is with express feeling to written or oral which all takes some practice.¹⁵

¹⁵ Ibid., p. 29

c. Formation of attitude

In make attitude, behavior and personal students need skills to direct motivation and thinking by using personal teachers as role models. Therefore teachers are not just "teach" but as an educator who give value to students. Good values is needed by students will grow awareness and preferences to practice everything that has been studied.¹⁶

So the learning objectives wants to get knowledge, skills and formation of attitudes and value of student. Knowledge and skill students can develop their learning style, so learning must be practice in learning process.

3. Principals of Learning

The principle of learning can be done by student in different situation, because each individual has different ability. As for the arrangement of the principles of learning, as follows:¹⁷

a. Based on the necessary precondition for learning

- 1) In learning, students must be active participants, increasing interest and guide to achieve instructional.
- 2) Learning must be able to appear reinforcement and motivation in students to instructional objectives.

¹⁶ Ibid., p. 30

¹⁷ Slameto. Belajar dan Faktor-Faktor yang Mempengaruhinya (Jakarta: Rineka Cipta, 2003), p. 27

- 3) Learn need the challenging environment where student can develop the capabilities to explore and get effective learning.
 - 4) Learn need student interaction with their environment.
- b. Fit the nature of learning
- 1) Learning is continuous process, so it must be gradually according to its development.
 - 2) Learning is the process of organization, adaptation, exploration and discovery
 - 3) Learning is the process of relationship understanding between one definition one to another definiton so, it gets best definiton. Stimulus which is given will emerge expected response.
- c. Appropriate to material will be learned
- 1) Learn must have structure of material, a simple presentation, so students easy get material.
 - 2) Learning must be able to develop specific ability with the instructional objectives that must be achieved.
- d. Prerequisite of success learning
- 1) Learning need enough means so students can study with peace of mind
 - 2) Repetition, in learning process need do task many times in order to get definition/skill/attitude it deep in students.¹⁸

¹⁸ Ibid., p. 28

The principle of learning also consists of three things. First, the principle of learning is a change in behavior as a result of learning that have the following characteristics.

- a) As a action result of rational instrumental, that changes realized
- b) Continuous with other behavior
- c) Functional and useful as a provision for living.
- d) Positive or accumulated
- e) Active as an planed effort and performed
- f) Permanent
- g) Aims and directional
- h) Include all of human potential

Second, learning is a process. Learning happens because boost from requirement and objectives want to achieved. Learning is a functional unity of the various components of study. Third, learning is a form of experience. Basically the experience is the result of interactions between students and environment.¹⁹

The third principle of learning and the characteristics already mentioned above can conclude that, learning is behavior change that make process of to shape students know about their environment.

¹⁹ Muhammad Thobroni, Arif Mustofa. Belajar dan Pembelajaran. (Jogjakarta: Ar Ruzz Media, 2011), p. 21

4. Characteristic of Learning

Some definitions of learning by western experts above, can be conclude some characteristic of study, that:

- a. Study perceived by changes behavior. This means that the results of study only can be observed from behavior, it is change behaviour from do not know be know from unskilled to become skilled. Without observe behaviour of study result, we will not be able to find out result of study.
- b. Relative permanent behavior. This means a change behavior that occurs because learning to a certain time will remain, but the behavior change will not stake a lifetime.
- c. Change behavior must not be observe in learning process is going on, change behavior is a potential.
- d. Change behavior is a result of practice or experience.
- e. Experience or training can give reinforcement. Something that reinforced give spirit to change behavior.²⁰

5. Result of Learning

According to Suprijono, the results of study is pattern deed, values, definitions, attitudes, appreciation, and skills. Refer to Gagne thought, the result of study that:

²⁰ Baharuddin, Esa Nur Wahyuni.. Teori belajar & Pembelajaran. (Jogjakarta: Ar-Ruzz Media, 2012), p. 15

- a. Verbal information, is the capability of knowledge expression to form of language within oral or written. Ability to respond specifically to specific stimulus.
- b. Intellectual skills is the ability to present concept and symbol. Intellectual skills consists of analytical-sistesis ability, fact-concept and develop scientific principles.
- c. Cognitive strategies is ability to channelizing and directing the cognitive activity. This ability consists using concept and capabilities include the use of concepts and rule in problem solving.
- d. *Motorik* skill is ability to doing physical motion in affairs and coordination so materialized automatism of physical motion.
- e. Attitude is a human ability to accept or reject objects based on assessment to those objects. The attitude for internalize and externalization value. As for the attitude is the ability for making values as behavior standart.²¹

6. Influence Factors of learning

Learning is a process to make change happen in behavior and skill. Result of student learning determined by individual learning process, learning process has two factor that influence to result of study, are:

²¹ Muhammad Thobroni, Arif Mustofa. Belajar dan Pembelajaran. (Jogjakarta: Ar Ruzz Media, 2011), p. 22

a. Internal Factor

Internal factor is a factor which origin by individual self and it can influence to result of individual study. Internal factor consist of physiological factor and psychological factor.

1) Physiological Factor

Physiological factor is factors which related to individual physic condition. First, physical condition. Good physic condition will give positive impact to learning process and result of study. So, student need effort to keep good physic condition. Manner to keep good condition are keep healthy eating with good nutrition because if student has low nutrition so, body will tired, weak and sleepy.²²

Second, physic function condition. Role of physiological function influence to learning process and result of study, especially the five senses. In learning process, the five senses is place of entered information which accepted and caught by human. So, teacher and students must keep the five senses in order to learning process run well with consume good food, health control function of eyes and ears.

²² Baharuddin, Esa Nur Wahyuni. Teori belajar & Pembelajaran. (Jogjakarta: Ar-Ruzz Media, 2012), p. 19

2) Psychological Factor

Psychological factor is psychological factor which can influence to learning process. Psychological factor which influence to learning process are student intelligence, motivation, interest, attitude and aptitude.

a) Student Intelligence

Student intelligence is an ability to adapt with environment. Intelligence concerned to brain that important organ as executive control from all of people. Student intelligent is an important factor to learning process because it decide to quality learning student. If student has high intelligent so, student will easy to get success in learning.²³

b) Motivation

Motivation is the one of factor that influence to effective learning process. Psychological expert has definition of motivation that as a process in individual active self, boost, give direction and keep behavior. Motivation divided to 2 source, intrinsic motivation is all of factor which in active self and give boost to do something such as reading.

According to Arden N. Frandsen, include to intrinsic motivation to study are: has feel to know and want to research deeply, has positive thinking and creative to be a good people,

²³ Ibid., p. 20

wants to rich good achievement and need support for important person such as parents, teacher, family and friends, and requirement to have good knowledge.

Extrinsic motivation is factor which come from other individual self but influence againts spirit to study such as rule, teacher model, and commendation.

c) Interest

According to Reder, interest is rare in psychology because dependence to iternal factor. But, interest is same as student intelligent and motivation, it also influence to learning activity because if someone does not interest to study so, they do not want to study.²⁴

d) Attitude

In learning process, individual attitude can influence result of learning process. Attitude is internal indication to respond with relatif manner againts object, people, and happening. Student attitude in learning can influenced by happiness or badness to teacher performance so, teacher must be a profesional teacher in order to student has poditive thinking to teacher.

²⁴ Ibid., p. 24

e) Aptitude

Aptitude is potential ability which had by people to rich success in future time. According to Slavin, aptitude as general ability which had by each student in learning process. If aptitude appropriate to area which make learning so, student will success

b. External Factor

External factor influence in learning process. According to Syah, external factor influence to study can divided to 2 class, that:²⁵

1) Social Environment

a) School, as teacher, administration and classmate can influence student learning process. Good relation between three subjek can be student motivation to study. Good attitude can be an example for student to study.

b) Society, environment condition will influence to study. Bad environment, there are a lot of unemployment can influence student activity, student will difficult to look for good friend for study and discussion.

c) Family, this object is influence to learning activity. Family suspense, parent characteristic, family demography, and family organization. If student has good relation between

²⁵ Ibid., p. 26

parents, brother and sister will help student to do well learning activity.

2) Non-Social environment

a) Nature, as fresh air, cool and calm condition is a factor which influence student learning activity. But, if bad condition so student does not want to study.

b) Instrumental, learning equipment divided 2 types that hardware such as school building, learning tools, learning facility, field, etc. software, such as school curriculum, school rule, syllabus, book etc.

c) Lesson subject, teaching method must appropriate to development of student condition because teacher can give positive contribution to learning activity if teacher understand with lesson subject and teacher must repeat the lesson with some method of teaching.²⁶

B. Concept of Learning Style

1. Definition of Learning Style

Learning style is a combination of how someone absorbs ability in learning, organize and manage information.²⁷ In learning student is main object in learning, student ability in learning is students quality to

²⁶ Ibid., p.27

²⁷ Suparman, *Gaya Mengajar yang Menyenangkan Siswa* (Yogyakarta: Pinus Book Publisher, 2010), p. 63

increase learning experience, and students must be able to organize themselves in learning process so, they get information easily because student has different way to learning. How student absorb information, teacher must have teaching style, from give homework until teacher who like telling story to get student enjoy in the class.

Learning style is manner that be chosen by someone to receive information, in this matter where students will choose learning style that suits with desires.²⁸ Role of teacher in learning style is influence in learning process, where teacher must know student learning style, so student can get and process information well.

Learning style is the way we like in learning, from learning person can do activities to think, process and understand information. For example, if you want to learn about how to learn well, do you watch a video about a learning well or you listen to other person, read the book yourself or you have a discussion with your friends.²⁹

According to Rose and Niholl that person who has different learning and all ways is good. Each way has own strength. In fact we have three learning styles but usually just one dominates.

²⁸ Djoko Susilo, *Belajar Menjadikan Pintar* (Yogyakarta: PINUS, 2006), p. 94

²⁹ Gunawan, *Genius Learning Strategy Petunjuk Prektis untuk Menerapkan Accelerated Learning* (Jakarta: Ikrar Mandiri Abadi, 2003), p. 139

Result of research show that student who use learning styles when work on the test, will achieve a higher value than they learn with different way to do work.

In general learning style is combain from three factors, namely:

a. How to Absorb the Information Easily

On class, consist of 30 students, 20 of them will be able to balance their ability to absorb information in different ways. They usually can survive when the information displayed by visual, auditorial and kinesthetic. Two or three of them will have difficult in learning because factors outside classroom. Other side, six of them or 20% that is visual, auditorial or kinaesthetic only. They difficult to absorb information if the information is presented in different style with student like.

b. How to Organize and Process Information

People has powerful in left brain which can absorb information logically and easily when presented in logical and linear. While people has dominant in right brain usually more excited to see the picture first and like the presentation of visual, music, art, imagination and intuition. Relatio between left and right brain so it will open multiple Intelligence, certainly can absorb and process information more effectively.

c. Easy Conditions to Absorb Information.

Physical environment influence the learning process. Sound, light, temperature, seating and posture are all important. Some people like learning themselves, other people are working with the group. Learning style is how student process information in accordance with modality, are including audio, visual, or kinesthetic. In Hadits mentioned that:

حَدَّثَنَا مُحَمَّدُ بْنُ سِنَانٍ حَدَّثَنَا فُلَيْحُ بْنُ سُلَيْمَانَ حَدَّثَنَا هِلَالُ بْنُ عَلِيٍّ عَنْ عَطَاءِ بْنِ يَسَارٍ عَنْ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ إِذَا ضَيَّعْتَ الْأَمَانَةَ فَاَنْتَظِرْ السَّاعَةَ قَالَ كَيْفَ إِضَاعَتُهَا يَا رَسُولَ اللَّهِ قَالَ إِذَا أُسْنِدَ الْأَمْرُ إِلَى غَيْرِ أَهْلِهِ فَاَنْتَظِرْ السَّاعَةَ

“Have told us Muhammad Ibn Sinan, told us Fulaih bin Sulaiman, told us Hilal bin Ali, from Atho’ bin Yasar, from Abu Hurairah ra, Rasulullah SAW said if the instruction has been vained, wait for destruction occurs. “there is sahabah Rasulullah asked: “how meaning of the instruction vained?” Rasulullah answered: “if affair is handled by not in expert people, so wait the destruction.” (HR. Bukhori)

Hadits above explain that everything must be directed at experts, such as learning styles, if student has visual learning style so, teacher must teach them with picture or video and film.

There are also outline the general approach that there are seven known, as for the seven ways of learning are:

- a. The approach based on processing of information; determine a different way to look at and process new information. This approach was developed by Kagan, Kolb, Honey & Mumford, Gregorc, Butler, Mc Carthy on
- b. The approach based on personality; determine type of different character. This approach was developed by the Myer-Briggs, Lawrence, Keirsey Simon Bates, & & Byram, Singer-Loomis, Grey-Wheelright, Holland, Geering.
- c. The approach based on modality of knowledge; determine the level of dependence to senses. This approach was developed by Bandler, Grinder & Messick.
- d. The approach based on environment; determine different response to condition of physical, psychological, social, and intruotional. This approach was developed by Witkin, Eison, Canfield.³⁰
- e. The approach based on social interaction; determine a different to relation with other people. This approach was developed by Grasha-Reichman, Perry, Mann, Furmann-Jacobs, Mirrill.
- f. The approach based on intelligence; determine different talent. This approach was developed by Gardner, Handy.

³⁰ Gunawan, Genius Learning Strategy Petunjuk Prektis untuk Menerapkan Accelerated Learning (Jakarta: Ikrar Mandiri Abadi, 2003), p. 140

g. The approach based on the area of brain; determine the relative dominance of various parts of brain, such as left brain and right brain. This approach was developed by Sperry, Bogen, Edwards, Hermann.

2. Types of Learning Style

According to Bobbi Depoter, Mark Reardon and Sarah Singer Nourie-outline that learning styles are divided into three types, namely:

a. Visual Learning Style

Encouragement visual student make a lot of symbol and image in their records. In math and science, tables and charts will deepen their understanding. Mind maps can be good tool in subjects because visual student learn when they begin with an "Overview". This learning style use senses that eyes in the learning process. Coordination of eye and hand are very well, and they are very enthusiastic.³¹

Students has visual method with teaching method by using LCD display the medium of video, film, slide power point presentation, pictures or drawing on Board. In this case the students like the information usually placed in the class.

³¹ Suparman,. *Gaya Mengajar yang Menyenangkan Siswa* (Yogyakarta: Pinus Book Publisher, 2010), p. 66

b. Auditorial Learning Style

Listening to teaching, examples and stories or repeat information is the main way of studying. Auditorial student like recorded on cassette than notes, because they like listen to information repeatedly. They may repeat itself what you say. If you look at their difficult with a concept, then help them by talking of own to understand.

Learning style is generally maximize use the senses of listener in process of arrest and absorb information. Their ability in speaking more quickly recognize new word and happy with the story.³² Auditorial student like learning with listening to music, and regard other learning is a failure. Student auditorial may to talk with slowly while working.

c. Kinesthetic Learning Style

Students like applied project. Short and funny play proved to be helpful. Kinesthetic student like learning with movement and good to memorized information with associate movement each fact. Show the way to them. Many kinesthetic student distanced itself from their chair and they prefer to sit up in the floor and spread work around them also they cannot sit up and silent for a long time.³³ Practice is the one of way to be done by students who have auditorial learning style.

³² Ibid., p. 64

³³ Bobbi Deporter & Mike Hernacki, *Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan* (Bandung: Kaifa Learning, 2015) p. 118

Pattern/learning style need to be suitabled to the characteristics of subject that is entered, which will influence success person in rich ahievement, try to explain pattern/learning style here:

a. Collaborative Independent

Someone who feel easy to learn with friend or group include the collaborative style, with group learning make student excited and will find new ideas with thinking together. In contrast, student who have independent style prefer to learn own self, in independent learning style students have a high concentration and do not like crowded.³⁴

b. Verbal-Tactile

Tactile learning style is characteristic of people who like to use pictures, diagrams. They prefer to learn by reading or writing has a hobby of reading and he likes in writing.

c. Perception of Concrete-Abstract Analysis

There are people who easy to learn something based on a real experience, namely concrete perception learning style, such as by memorize information. There are student prefer to use abstract analysis, include learning by dig myself and learning with focus on understanding the meaning of something.

³⁴ DJoko Susilo, *Gaya Belajar Menjadikan Makin Pintar* (Yogyakarta: Pinus, 2006), p. 98

d. Audio-Visual

Students who easy to learning something when you listen to explanations from teacher has auditorial learning style. There are students who learn easy to view or read the subject has visual learning style.

The explanation above, students also often do learning styles above. So, students not only encouraged to three styles, students learning style make their learning achievements increase.

There are some matter to increase efforts in helping us to learn.

a. Create Condition of Learning Fun

The condition is fun and learning does not force will make us understand that learning is exciting.

b. Give a feeling of afford

Good behaviour must be supported. Not only, parents should give place to make mistakes in learning, so they do not angry but always give instruction how to solve it.

c. Give explanation

It is good for parent to give more explanation of the subject and related to daily life. So, student understanding be better because he know and understand the example.³⁵

In addition, there are some different learning style must we know, that:

a. Learning Style with the Words

This style can we start by invite friend who like to play with language, such as storytelling and reading also writing. Learning style is very fun because it can help us remember name, place, and other by hear and mention it. Things that are always learning style with words, memorizing every time, reading every time and want to understand every time material always speak the words.

b. Learning with Questions

For some people, learning is more effective and useful when it done by student with play questions. Example, we ask curiosity with a variety of questions. When we have answer, pursued with the question, then we get final result or conclusions.

³⁵ Ibid., p. 101

c. Learning Style with Picture

There are some people who prefer to learn by making pictures, design, view pictures, slideshows, video or film. People who have this hobby, usually have sensitivity in capturing pictures or color, sensitive in making changes, stringing and reading cards. These people are creative with what they produce and learn this can sharpen the brain to more creative.

d. Learning Style with Music

There are many people who like to remember information by remembering the melody or music notation. This is called rhythm of life. They try to get the latest information about variety of things with remember the music then make looking for information. Example, hear jazz music, how that song was made, who made, where, and what situation it appears.

e. learning Style with Movement

Human gesture while talking with use body to express idea is the one way of learning. They usually easy to understand information among the dancers, sportspeople. So, if you include to active group, must try to learn fun activity like dancing and sport.

f. Learning Style with Socializing

Relation with other people is the best way to get information quickly. We can absorb a variety of information include easy to understand, and usually information which obtain this way, it will be a longer recorded in memory.

g. Learning Style with Solitude

There are some people who like to learn by own self. This person like calm place to keep privacy. If we include this learning style, so we must have a private room to help you can learn independently.

C. Concept of Dormitory

1. Definition of Dormitory

Dormitory is a place of inn for a group, usually for student. Dormitory is a building with some room. It can be occupied by some people in each room, usually people stays in dormitory for a long time than in hotel or losmen.³⁶

According to KBBI, dormitory is a building to stay a group of people provisionally, there are some room for stay and a leader to responsible of dormitory.³⁷

So, dormitory is a building which have some room and there is a leader and usually dormitory is a place for a group of student.

³⁶ <https://id.wikipedia.org/wiki/Asrama> 01 juni 2016

³⁷ Suharso and Ana retnoningsih, Kamus Besar Bahasa Indonesia (Semarang: Widya Karya, 2015) p. 57

Dormitory is a place to live everyday and create activity as identity, many people live with different culture so, every people has tolerance to create peacefull life.³⁸ The build which retain many people to get purpose such as get science, get new activity which different as usual with effective and efficient. Dormitory occupant is given long time for study by the teacher because student is not only study in school but also study in dormitory with different material and usually student who has house far from school will be living in dormitory.

In addition, Dormitory is realization from boarding school modernization. Education system is made by teacher for integrated science such as, religion, natural and social science.³⁹ Dormitory as a place to get religion science except, mosque because, the purpose of mosque is for pray and reading holy quran.⁴⁰ The different of dormitory and apartemen are about the rule, usually in dormitory there is teacher to manage daily activity everyday so, student will do something usefull and apartemen is a place for live without rule and there is no teacher for manage some activity. There are some fuction of dormitory for student live in order to student feel like at own home with new friend and new experience.

³⁸ Resita Dyah Purnama Suci, dkk. *Kehidupan Mahasiswa baru di Asrama, Kos dan Apartemen* (<http:m.kompasiana.com>, diakses 29 Maret 2016 jam 06.34 wib)

³⁹ Jajat Burhanudin dan Dina Afrianty, *Mencetak Muslim Modern, Peta Pendidikan Islam Indonesia* (Jakarta: PT RajaGrafindo Persada, 2006), p. 72

⁴⁰ Ali Al Jumbulati, *Perbandingan Pendidikan Islam* (Jakarta: PT Rineka Cipta, 1994), p.

2. Functions of Dormitory

Each thing has a function in order to they know what will do without disturb other thing. The dormitory also has function such as:

- a. Supply some facility such as, resident during student carry out education.
- b. Create comfortable resident to student as learning process fluency and supporting activity.
- c. There are comfortable environment for student intection process.

3. Dormitory of MAN 2 Jember

Basicly, dormitory of MAN 2 jember is a place for learning there are some activity will be done after school. This dormitory same as other place with some room and there is a manager but activity in this place is full for agreement student living on dormitory. According to vision of MAN 2 Jember that give best practice in attitude and behavior appropriate to Islamic religion. So, dormitory is student requirement to get good attitude and behavior, has good social interaction with other people.

Appropriate to mission of MAN 2 Jember that integrate general and islamic education program arranging Islamic religion, active to pray, consolidate to faith and good morals, Build model, advice, wisdom and setting out Qur'ani value. Exactly, Dormitory of MAN 2 Jember is islamic dormitory with islamic activity that are reading fiqh,

aqidah, qur'an holy book but general education is learned by student with a mentor so they have directed learned and dicipline.

Living on dormitory is not easy because we live with many people who has different character and personality. So, student need good social interaction to be a comfortable situation on dormitory. According to George Herbert Mead that explain about self is a social process which has two phase in self process "I" and "Me". "I" is a spontan respond of individu to other people. Usually, respond will be made by self uncertainly and based on direct experience so, "I" will make a good thing but can make a mistake too. There are four motive that influence, *first* "I" is a main resources to social process, *second* "I" is how we will be given position, third "I" is self realization, probably can develop self personality in life and fourth it is decribe "I" is a component of modern society where they have individual life.⁴¹

Mead has probably personality movement because each personality is mixed by "I" and "Me". "Me" is behavior organizing of other people to take behavior be own behavior because "Me" has conciousness about responsibility to society. Mead look at "Me" like and comfortable to live in social life and can addaptation to other people.

⁴¹ George Ritzer, Douglas J. Goodman, *Teori Sosiologi Modern* (Jakarta: Kencana Prenada Media Grup, 2012), p. 285

Mead also explain about society which important of role to shape thinking and self. Society can influence self, can give critical thinking to self for manage its self. In specific society Mead explain about social institutions as a repsond in community. Behavior can manage an action and be an organize attitude by “Me”.⁴²

Education is a process of internalitation with community in self. Opinion of Mead that actor does not have self and cannot to be a member of community then they able to receive it self so, actor must internalize behavior gather with community.⁴³

⁴² Ibid., p. 286

⁴³ Ibid., p. 287

CHAPTER III

RESEARCH METHOD

Research methodology is important aspect in the research, because the research can be done by using this methodology, as collecting data and also in explaining it.

A. The Approach and Type of Research

In this research, researcher use qualitative research approach, because data will be describe by descriptive analysis and try to understand deeply about social situation or new information.⁴⁴

According to David William (1995), the qualitative research will collect data using natural method and it has done by natural researcher.⁴⁵ This research will do object, method and researcher as natural. It will be suitable to research expectation.

According to Bogdan and Taylor (1975:5) qualitative methodology as a prosedur to get the result descriptive data from object of research, such as written and oral words.⁴⁶ The qualitative research use to understand subject of research such as attitude, perception, motivation etc. the descriptive data is needed by researcher because this research need natural information to analysis.

⁴⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: Penerbit Alfabeta, 2014), p. 209

⁴⁵ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2013), p. 5

⁴⁶ *Ibid.*, p. 4

Based on the statement above, this types of research is suitable to use in this research because data will describe and collect to written word that is a document of the school and oral word that is do interview to object of research. This prosedur does not use statistic analysis or number to collect data because this is qualitative research which need to describe and analysis data for result of research.

B. Attendance of the Researcher

Based on the type of this research, qualitative research is emphasize to process of research than result of research. According to Bogdan and Biklen (1982:29) give example to a researcher who observe teacher attitude to kind of student. She observe teacher and student relation in daily activity about attitude, this is the point of qualitative research has large process.⁴⁷ So, attendance of researcher is needed by qualitative research, because every activity must observe and get natural documentation for information. All of research also need a planning, implementation and evaluation in the end of research, in order to researcher has directed to do her result of result.

⁴⁷ Ibid., p. 12

C. The Site of the Research

The site of this research at MAN 2 Jember, in Manggar street No. 72 Gebang Patrang Jember City.

Basic concern of this place for research are the problem of this research suitable to object school at MAN 2 Jember. In addition, MAN 2 jember has school and dormitory but a part of student live on campus and part of student live off campus. So, researcher will do research about learning style which used to student for study and also how the social interaction between students living on and offcampus at MAN 2 Jember. The result of observation which do before research, students living on and off campus has similarity and different about social interaction and learning style so, each students has overplus and weakness in learning process.

D. The Sources of the Data

The sources of data in this research are teacher, student who live and do not live in dormitory of MAN 2 Jember. Researcher takes 6 students who live in dormitory, the researcher choose student in each room of dormitory because in each room has the same learning style to easy create temporary tutorial, 5 students who do not live in dormitory, the researcher choose student who live in their house and has different activity with other student, 4 teachers in MAN 2 Jember, the researcher want to know the way to teaching in the class with methods and strategy of teaching and one manager of MAN 2

Jember dormitory, the researcher want to know what the program and what the activity done by student who live in dormitory also how the way to organize students with different characteristic.

The teacher and student who will be respondent is easy to collect the validation data, because researcher has emotional closeness to the respondent. The research data will be collected by observe to the school, interview to respondent and documentation to rich the data.

E. Research Instruments

Data will be natural setting, researcher will make the research instrument become main requirement. Based on structure to collecting the data and research instrument in field. Research instrument that:

Observation before do research, look at student activity when they learning in the school, in the house and how the way to create social interaction with other people, write down result of observation and take picture when they study with learning style.

Interview, make questions for interview to student who live and do not live in dormitory, for teacher and for manager of MAN 2 Jember dormitory then do interview in object of research that MAN 2 Jember, dormitory of MAN 2 Jember and house of each student who be a respondent.

Documentation, the researcher use handphone for record interview with student and teacher then take picture when students study with learning style, look at some activity in dormitory and in house.

F. Data Collection

In collecting data, the researcher employs several method that include:

1. Observation

The one kind of collecting data, reseracher as a partisipant in order to get information from the object of research directly, because she observe all of activity they do.⁴⁸

Observation method is systematic observation of the situation in dormitory and school. This method use to look at the situation and facilities and infrastructure that support learning. Purpose of this data are to know situation in dormitory and school.

2. Interview

In this research use the type of interview that is face to face and formal overt interview. Researcher will prepare some formal question because she will do interview to teacher. Beside that, researcher has interview with student.

⁴⁸ John, W. Creswell, *Research design Pendekatan Kualitatif, Kuantitatif, dan Mixed* (Yogyakarta: Pustaka Pelajar, 2013), p. 268

This interview is using structure interview because researcher need research orientation in order to interview will be directed and clearly also unstructure interview because researcher can choose a special person to be respondent, fast respond for reseracher to get infromation and friendly language.⁴⁹ The purpose of this method is to know some information about dormitory program and school activity.

There are 11 student who be respondent that the learning style of student who are living on and off campus at MAN 2 Jembe, a manager of MAN 2 Jember Dormitory and 4 teacher in MAN 2 Jember that:

Table 3.1 data of Respondent

No.	Interviewer	Department
1.	Nadia Indana Zulfa	XII IPA 1 Student at Dormitory
2.	Muhammad Atiqur Rohman	X IPA 2 Student at Home
3.	Budi Abdurrahman	XII IPS 1 Student at Home
4.	Afifatus Syafiqoh	XI IPS 2 Student at Home
5.	Dinda Khoirun Nisa'	X IPS 4 Student at Dormitory
6.	Lutfiatun Nafisah	XI IPA 4 Student at Dormitory
7.	Nia Indah Sari	XI IPA 4 Student at Dormitory

⁴⁹ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatid dan R&D* (Bandung: Penerbit Alfabeta, 2014), p. 191

8.	Elis Tri Rizqiyanti. S.	X IPA 5 Student at Dormitory
9.	Holifah Era Enjelina	XI IPA 3 Student at Dormitory
10.	Zuhud Fatchur. R.	X IPA 5 Student at Home
11.	Fatma Diah Maulida	XI IPA 3 Student at Home
12.	Enike K, S.Pd	As a Manager of MAN 2 Jember Dormitory
13.	Mr. Heri	As a Teacher of Biology
14.	Mr. Asrori	As a Teacher of PKn
15.	Mr. Imam	As a Teacher of Biology
16.	Mr. Sugeng	As a Teacher of History

3. Documentation

In this research, researcher will collect some answer from teacher and student, but reasearcher also need record from the interview to teacher and student. The purpose of this method is to know student schedule living on and off campus at MAN 2 jember and raport of student. According to Guba and Lincoln (1981:228) record as a written statement which prepared by a person or an institution for the purposes of testing an event.⁵⁰

⁵⁰ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2013), p. 216

G. Data Analysis

Qualitative research has some data to analyses, such as observation, interview and documentation. Analyses process of qualitative according to Seiddel and cited by Moleong are:

1. Make a field note and giving code untill data can be known.
2. Collect, choose, clasify, synthesize, resume and make index.
3. Think by making category of data, finding the relation and make general findings. So, data obtained will analise and report in discussion chapter by the researcher.⁵¹

H. Checking the Validity of Data

The researcher need the validity of data for checking and scientific responsibility. Checking the validity of data for deduct error data in result of the data. The reseracher choose checking the validity of data used to triangulation technic.

Triangulation technic is an investigation technic of validity of data with used other side.⁵² Triangulation can examine credibility from a variety of data as a variety of manner and variety of time. The researcher will be checking the validity of data from sources of triangulation, collectng data of triangulation and time for research are:

⁵¹ John, W. Creswell, *Research design Pendekatan Kualitatif, Kuantitatif, dan Mixed* (Yogyakarta: Pustaka Pelajar, 2013), p. 274

⁵² Lexy J. Moleong.op.cit., p.148

1. Sources of Triangulation

Sources of data will be checking to credibility of data from some sources. The researcher will get data about learning styles student living on and off campus at MAN 2 Jember so, data collection will be taken by students living on and off campus, teacher and caretaker.

2. Technic of Triangulation

Technic of triangulation used to examine the credibility of data with checking of data to the same sources but use different technic. The researcher get the data from observation, interview and documentation.⁵³

I. Stages of Research

There are 3 stages of research and will add with the last stage that is writing the result of research. The 3 of stages are:

1. Pre-field stage, which include drafting of research, choosing field of research, manage permission, assess situation of field, choose the informant and preparing the research tools and ethic.
2. Fieldwork stage, including self preparation before going to the field and gaining the data.
3. Data analysis stage which is done after fieldwork.⁵⁴

⁵³ Sugiyono, op.cit., p. 125

⁵⁴ Lexy J. Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2013), p. 127

CHAPTER IV

RESEARCH RESULT

A. Background of Research Object

1. Student Living On Campus at MAN 2 Jember

The researcher get the data about research object in field from the interview and observation that done during the research in dormitory of MAN 2 Jember, data of respondent can explain, that:

- a) Nadia Indana Zulfa, the one of student at XII IPA 1 and she lives in dormitory of MAN 2 jember. She has visual learning style to study because visual learning style can make study will be interesting than before as like slide of power point. There are difficulty happen on study with friends that can disturb learning process in dormitory.



Picture 4.1 Respondent with visual learning style⁵⁵

⁵⁵ Documentation of data resources, 15 May 2016

- b) Dinda Khoirun Nisa', the one of student at X IPS 4 and she lives in dormitory of MAN 2 Jember. She has visual learning style as like search picture on google to increase the information about the lesson. According to Dinda study with friend is enjoy and easy to do with a group
- c) Luthfiatun Nafisah, the one of student XI IPA 4 and she lives in dormitory of MAN 2 Jember. She has audio visual learning style because listening the information and looking the phenomena easy to understand and clearly. She as a chief of dormitory look at social interaction between students living on campus is good enough and need to remember each other about the useful activity.
- d) Nia Indah Sari, the one of XI IPA 4 and student lives in dormitory also has visual learning style for study as like explain the lesson with picture. She as a vice of dormitory look at social interaction is enough just an important event that student can support each other but study with friends is good because can get information about the lesson.
- e) Elis Tri Rizqiyanti S., the one of X IPA 5 and student lives in dormitory. She has auditorial learning style as like listen the story usually about history of Indonesia. She is happy to study with friends because of she can sharing the information about the lesson. She look at social interaction in dromitory is good enough they as like their family.

- f) Kholifah Era Enjelina, the one of XI IPA 3 and student lives in dormitory. She has auditorial learning style with listening to music because more comfortable and enjoy to do duty from school. She refer to study with friend because friend can support each other.⁵⁶

Other activity that done by student living on campus such as reading holy qur'an, study about fiqh and aqidah, intensive english and arabic language.

2. Student Living Off Campus at MAN 2 Jember

The researcher get the data about research object in field from the interview and observation that done during the research student living off campus of MAN 2 Jember, data of respondent can explain, that:

- a) Muhammad Atiqur Rohman, the one of student X IPA 2 and he student living at home. He has auditorial learning style with the way to study and listening music for support the learning. He refer to study by own self because he can focus on lesson without disturb other friend.
- b) Afifatus Syafiqoh, the one of student XI IPS 2 and student living at home. Usually, she study with listening music and watching television so, she has audio visual to understand the lesson. Study at home has a weakness that usually the brother disturd her to study.

⁵⁶ Observation in dormitory of MAN 2 Jember, 16 May 2016

- c) Budi Abdurrahman, the one of student XII IPS 1 and student living at home. He has auditorial learning style in order to can concern of lesson especially the favourite lesson. He has way to study at home with help his sister and ask to his sister if there are some lesson that difficult to understanding, so he studies clearly with the sister.



Picture 4.2 Respondent with auditorial learning style⁵⁷

- d) Zuhud Fatchur Rochman, the one of student X IPA 5 and student living at home. He refer kinesthetic learning style, like to experiment and challenge so, he can do the question if practice by own self in the school and repeat the lesson at home. He is happy to study at home because quietly.
- e) Fatma Diah Maulida, the one of student XI IPA 3 and student living at home. She refer to study with explain the information then there are question and answer to ask what the information that want to

⁵⁷ Documentation of data resources, 15May 2016

know but she does not like to study at home because there is no friend who can help her in learning process.⁵⁸

Student living off campus are the same as student living on campus but the way to study are different and need methods to make them enjoy for finishing the duty with learning style. Usually, student living off campus will be disturbed with electronic tools as like social media on handphone that make student lazy to study. So, the big motivation need to student living off campus especially from parents.

B. Data Exposure and Data Analysis

1. The Learning Style of Students Living On Campus

Research of students learning style has done by researcher, object which taken by researcher that student living on and off campus at MAN 2 Jember. Result of research are found the variation of learning style, especially student living on campus. Every student has different learning style, depend on own student how to learn lessons in the school but on campus student live with many people who has different character.

The manager of dormitory has strategy to make temporary tutorial student living on campus. According to Mrs. Enike as manager of dormitory said:

“ this my technic to make grouping in the dormitory room 3, 4, 5 that grade XII IPA then room 1, 2 grade XI IPA room 7, 8 grade X , grade X are use K-13, has same lesson with other grade but different in lesson across, from the technic, I easy to mapping which smart student and dilligent student, usually I look for clever student to be

⁵⁸ Observation in respondents house of MAN 2 Jember, 16 May 2016

a master in the room, and I shape contemporary student in order to student will enjoy with the study if student difficult to do homework they can ask to their friend who be a master, if the master difficult to solve the problem they directly ask to me so, I create multiple education.”⁵⁹

This strategy that used to make student can share information, study together and doing some activity together, most of student on campus feel happy to study together because easy to ask, easy to share, according to Elis Tri Rizqiyanti about how feel study with their friend:

“I am happy to study together with friend in dormitory because I can share and give information to them also can ask something I do not to do by my self.”⁶⁰

The same opinion if study with friends is happiness, according to Luthfiatun Nafisah said that:

“Yes, I am happy to study gather with my friend. It is easier to understand and know the difficult lesson”⁶¹

Friends is not only people who can help us but also can be shared for important thing, according to Nia Indah Sari:

“I am happy because study with my friends I can ask to them if I do not understand that mean and also can give consultation to me how to solve this matter”⁶²

⁵⁹ Interview with Enike K, S.Pd (manager of MAN 2 Jember dormitory) taken 01, June 2016. 09.11 WIB, this interview can be seen in appendix

⁶⁰ Interview with Elis Tri Rizqiyanti (student of X IPA 5 and living on campus) taken 16, May 2016. 18.02 wib this interview can be seen in appendix

⁶¹ Interview with Luthfiatun Nafisah (student of XI IPA 4 and living on campus) taken 16, May 2016. 17.11 wib this interview can be seen in appendix

⁶² Interview with Nia Indah Sari (student of Xi IPA 4 and living on campus) taken 16, May 2016. 17.20wib this interview can be seen in appendix

There are student who lazy to study byown self because she cannot ask to her friend if she found difficult homework, According to Holifah Era Enjelina:

“Happy because if I study at home certainly I am lazy to study, if I study with my friends I can ask what I do not understand, study by my self make sure if there are home work I do not do the homework. If study gather with my friends I can share and get new information”⁶³

However there is a different way to study because she refer study alone but if the task must doing by group so, she will do by group of study, according to Nadia Indana Zulfa:

“Depend on me, if I must understand the lesson by my self I will do alone but if the lesson will understand and do with group refer do with friends if I cannot solve by my self.”⁶⁴

Based on observation that the student living on campus seen a happiness, regerd as friend is family and dormitory is second house.⁶⁵

From the interview and observation, researcher can be taken conclusion that many student in dormitory refer study with they friends they can share what about they have with other frind to rich one purpose of study and find the answer of homework.

Student in dormitory feel happy to study together with different learning style because information can get from every sources, according to Nadia Indana Zulfa:

⁶³ Interview with Holifah Era Enjelina (student of XI IPA 3 and living on campus) taken 16, May 2016. 18.13 wib

⁶⁴ Interview with Nadia Indana Zulfa (student of XII IPA 1 and living on campus) taken 6, May 2016. 16.15 wib

⁶⁵ Observation in dormitory of MAN 2 Jember, taken 16 May 2016

“I refer visual learning style because in my lesson, with some pictures that make me exciting to study in the class.”⁶⁶

Other research Luthfiatun Nafisah is who living on campus said:

“I refer Audio visual so I look and I listen people who explain to me then I can understand the lesson”⁶⁷

Then, researcher got interview with Elis Tri Rizqiyanti is student X grade of MAN 2 Jember said:

“I like listening to story because listening to story is a funny and amusing to listen”⁶⁸

According to Holifah Era Enjelina is student X grade of MAN 2 Jember about learning style said:

“I like listening music that can make me enjoy to study and to do some question so, study will be relax.”⁶⁹

Then, Dinda Khoirun Nisa’ has argue that she refer learning style which look at pictures in google.⁷⁰ So, study with pictures she can understand about the lesson and want to learn more as like power point, search pictures on gooogle, watching film or video etc.⁷¹

⁶⁶ Interview with Nadia Indana Zulfa., *op.cit*

⁶⁷ Interview with Luthfiatun Nafisah (student of XI IPA 4 and living on campus) taken 16, May 2016. 17.11 wib

⁶⁸ Interview with Elis Tri Rizqiyanti (student of X IPA 5 and living on campus) taken 16, May 2016. 18.02 wib

⁶⁹ Interview with Holifah Era Enjelina (student of XI IPA 3 and living on campus) taken 16, May 2016. 18.13 wib

⁷⁰ Interview with Dinda Khoirun Nisa’ (student of X IPS 4 and living on campus) taken 16, May 2016. 17.03 wib

⁷¹ Observation in dormitory of MAN 2 Jember, taken 16 May 2016

From the variation of learning style student living on campus, certainly there are some factor that cause student when they learning and studying in the school and dormitory, according to Nadia Indana Zulfa:

“If factor which obstruct may be tired because I study start from early morning until afternoon 14.30 o’clock then I must do my task and examination and there are so many activity that I have in dormitory. factor which encourage that the difficult lesson make me spirit to solve the question but if ican solve by my self ask to friends, repeat the lesson is important in order to easy do examination in each lesson.”⁷²

According to Luthfiatun Nafisah about some factor that appear in her learning and studying in the school and dormitory:

“lazzy, tired and many activity that make me lazzy, play handpone, wash the cloth and I confuse to manage the time which one I do first and factor which encourage I remember my interest and I remember if my family to be warior till I can study in this school.”⁷³

Researcher also doing interview with Holifah Era Enjelina student living on campus at MAN 2 Jember said:

“lazzy to study because my friends like to invite me for watching film and in live in dormitory with many people so, friends has a big influence to study. If friends do not to study so I also do not study if they study I will joint to study. Friend also can make me spirit to study and always give encouraged each other.”⁷⁴

The researcher has done interview with Dinda Khoirun Nisa’, she said about factor that can influence her study:

⁷² Interview with Nadia Indana Zulfa (student of XII IPA 1 and living on campus) taken 6, May 2016. 16.15 wib

⁷³ Interview with Luthfiatun Nafisah (student of XI IPA 4 and living on campus) taken 16, May 2016. 17.11 wib

⁷⁴ Interview with Holifah Era Enjelina (student of XI IPA 3 and living on campus) taken 16, May 2016. 18.13 wib

“Factor that obstruct is handphone, chatting with bbm as like encourage factor that friends are always give spirit to me for study hard every day.”⁷⁵

According to Elis Tri Rizqiyanti that factor which influence to learning in dormitory:

“Yes, Friends can influence spirit to study, can be sharing what I have, obstruct factor that I do not like crowded and noisy usually if I tired t study so, azy to study in the evening.”⁷⁶

This matter can influence student learning activity and researcher has done observation, the one of obstruct factor is handphone with developing of technology and electronic as a requirement.⁷⁷ So, student must use the technology as useful thing.

Every student has the way to learn by self, other people cannot coerce what student do, according to Nadia Indana Zulfa:

“In my individual self, I like enjoy situation do not noisy and quiet, that the one way to study hard.”⁷⁸

Mostly, student refer study with comfortable, enjoy and quiet, based on interview to Luthfiatun Nafisah:

“I study with quiet situation and understanding deeply in order to I will understand my lesson.”⁷⁹

⁷⁵ Interview with Dinda Khoirun Nisa’ (student of X IPS 4 and living on campus) taken 16, May 2016. 17.03 wib

⁷⁶ Interview with Elis Tri Rizqiyanti (student of X IPA 5 and living on campus) taken 16, May 2016. 18.02 wib

⁷⁷ Observation in dormitory of MAN 2 Jember, taken 16 May 2016

⁷⁸ Interview with Nadia Indana Zulfa (student of XII IPA 1 and living on campus) taken 6, May 2016. 16.15 wib

⁷⁹ Interview with Luthfiatun Nafisah (student of XI IPA 4 and living on campus) taken 16, May 2016. 17.11 wib

Same as Elis Tri Rizqiyanti that enjoy to study with calm, quiet and comfortable appropriate to the interview:

”I like quiet situation because I need individual self to study, if in dormitory is noisy my lesson that I studied cannot understand deeply.”⁸⁰

Later interview to Nia Indah Sari, said that refer to study same as her friend such as comfortable, enjoy and quiet.⁸¹ In order to get concentration in learning. However, according to Holifah Era Enjelina that refer stdy with her friends:

“That is study with my friend, I can share my experience to my friends and if I do not to do homework, we will ask to other friends, so, cooperation is needed to get one purpose learning.”⁸²

Certainly, in learning process there are difficulty to solve and student must has manner to get solution with the problem of learning. Additionally, student with different situation of live than in house must understand how to addapt other situation. The difficulty usually from other friends.⁸³ According to Nadia Indana Zulfa:

“There are difficulty in learning process, but it is solve with friends because the learning activity to be habitual.”⁸⁴

⁸⁰ Interview with Elis Tri Rizqiyanti (student of X IPA 5 and living on campus) taken 16, May 2016. 18.02 wib

⁸¹ Interview with Nia Indah Sari (student of Xi IPA 4 and living on campus) taken 16, May 2016. 17.20wib

⁸² Interview with Holifah Era Enjelina (student of XI IPA 3 and living on campus) taken 16, May 2016. 18.13 wib

⁸³ Observation in dormitory of MAN 2 Jember, taken 16 May 2016

⁸⁴ Interview with Nadia Indana Zulfa (student of XII IPA 1 and living on campus) taken 6, May 2016. 16.15 wib

Other student who living on campus at MAN 2 Jember, according to

Elis Tri Rizqiyanti that:

“Yes, there are difficulty to study in dormitory sometimes I ask to friend and no one give respond to me, that is be aannoyed usually to my friend.”⁸⁵

Based on interview with Holifah Era Enjelina, main factor which disturb learning process is friend:

“Often sis, if in dormitory no one do homework so, I also do not do homework, study gather with frined does not effective because there are a little friend who can seriously and other friend just a joke.”⁸⁶

However, researcher found student who enjoy if study with they friend eventhough can influence student learning motivation, according to Nia Indah Sari and Dinda Khoirun Nisa’, no matter study with many people because they have done addapted to dormitory environment.⁸⁷

Same as Luthfiatun Nafisah:

“Nothing, there are just a little thing if they noisy that can make me confuse and disturb me to learn.”⁸⁸

The learning style of student living on campus are different, from the different style of study they can share what about they have with other friend and share information to increase knowledge appropriate to developing era in this world. Student living on campus custom

⁸⁵ Interview with Elis Tri Rizqiyanti (student of X IPA 5 and living on campus) taken 16, May 2016. 18.02 wib

⁸⁶ Interview with Holifah Era Enjelina (student of XI IPA 3 and living on campus) taken 16, May 2016. 18.13 wib

⁸⁷ Interview to Nia Indah Sari and Dinda Khoirun Nisa’ (student of X and XI IPA 4 and living on campus) taken 16, May 2016 17.20 and 17.03 wib

⁸⁸ Interview with Luthfiatun Nafisah (student of XI IPA 4 and living on campus) taken 16, May 2016. 17.11 wib

themselves to help each other in order to all of member in dormitory are khaving multiple intellegence.⁸⁹

2. The Learning Style of Students Living Off Campus

As a student may to choose where they will live to get good learning in life. How way student to learning the lesson off campus and also every student has dominant learning style which made reference to get student achievement. Certainly, Student living off campus has many activity except learning in the school.⁹⁰ Researcher look at student living off campus from the way to studying off campus, according to Muhammad Atiqur Rohman:

“I like to read book first and try to answer the question in a book if I do not do homework I look at example of question in order to try skill to answer the question.”⁹¹

According to Budi Abdur Rohman that study with repeat the last lesson to remember has done learned:

“with understanding the lesson which has learned in the school and can called as repeat the lesson so, I cannot forget and alwaysremember the lesson.”⁹²

Based on Fahma Diah Maulida has manner to understand lesson in the school:

⁸⁹ Observation in dormitory of MAN 2 Jember, taken 16 May 2016

⁹⁰ Observation in dormitory of MAN 2 Jember, taken 16 May 2016

⁹¹ Interview with Muhammad Atiqur Rohman (student of X IPA 2 and living off campus) taken 8, May 2016 09.00 wib

⁹² Interview with Budi Abdur Rohman (student of XII IPS 1 and living off campus) taken 8, May 2016 20.00 wib

“Usually I read back the lesson which have teached by teacher who teach in the class then I repeat study and wite down on note in order to easy to study and remember.”⁹³

Other opinion about the way to study, according to Zuhud Fatchur

Rochman:

“In the house if I tired to study so, I break sometimes, depend on mood if I focus to study, I will study and do not want to disturb.”⁹⁴

Same as before, researcher has done interview with Afifatus Syafiqoh is student living off campus:

“Yes sometimew I do not focus on studying because my friends disturb me and busy to play handphone so, focus on handphone.”⁹⁵

The different way to study can appear dominant learning style where it is good to be reference of result of student by student. Usually, student with dominant learning style easier to understand the lesson and can follow step by step in learning process. Teacher also easy to making group of student who has the same character in learning process with method of teaching as like jigsaw, snow ball throwing etc.⁹⁶

The role of teacher is guide student to be a good student in result of study and give motivation to student in order to have fight to study hard.

The learning style of student, according to Muhammad Atiqur Rohman:

⁹³ Interview with Fahma Diah Maulida (student of XI IPA 3 and living off campus) taken 31, May 2016 10.30 wib

⁹⁴ Interview with Zuhud Fatchur Rochman (student of X IPA 2 and living off campus) taken 31, May 2016 09.10 wib

⁹⁵ Interview with Afifatus Syafiqoh (student of XI IPS 2 and living off campus) taken 8, May 2016 19.30 wib

⁹⁶ Observation in the school of MAN 2 Jember, taken 31 may 2016

“Yes, I like study with listening music, there is food and beverage, I refer to study by my self if there is a friends cannot focus to study but just a joke.”⁹⁷

The researcher has done interview to Afifatus Syafiqoh in learning style of student, that:

“Usually, I study with listening music and watching television so, I can focus with handpone for browsing and look for information.”⁹⁸

According to Budi Abdur Rohman is student living off campus about learning style that:

“Ehmm I refer to study with listening music so, I can get more concentration to study”⁹⁹

Later interview to Fahma Diah Maulida is student living off campus about her learning style:

“I refer to study with listening music because if I study with listening music, my thinking is calm.”¹⁰⁰

From the research, student refer study with listening music. If student listen to music will get concentration and focus. The researcher look at the study at home with headset and listening music in bedroom.¹⁰¹ Beside that student refer practice the lesson so, student can

⁹⁷ Interview with Muhammad Atiqur Rohman (student of X IPA 2 and living off campus) taken 8, May 2016 09.00 wib

⁹⁸ Interview with Afifatus Syafiqoh (student of XI IPS 2 and living off campus) taken 8, May 2016 19.30 wib

⁹⁹ Interview with Budi Abdur Rohman (student of XII IPS 1 and living off campus) taken 8, May 2016 20.00 wib

¹⁰⁰ Interview with Fahma Diah Maulida (student of XI IPA 3 and living off campus) taken 31, May 2016 10.30 wib

¹⁰¹ Observation at Budi Abdurrahman’s home, taken 15 May 2016

understand directly to do next task, according to Zuhud Fatchur Rochman:

“Directly, I refer to practice so, I know step by step and the manner of lesson. If practice, I must get an example to do task at home then I can do task by my self.”¹⁰²

The way to study off campus always be a problem. From themselves or family. So, student must prepare to understand the situation of studying off campus in order to balance lesson in the school. There are factor that can influence learning style student living off campus.

According to Muhammad Atiqur Rohman:

“Encourage factor certainly my mother, she always say to me must study hard and be a clever student, obstruct factor that depend on mood its self. If I have good mood so I spirit to study.”¹⁰³

Other opinion about factor that influence learning style student living off campus, according to Fahma Diah Maulida:

“Obstruct factor usually handphone, if there are chatting on handphone I am lazy to study again. For encourage factor to study if tomorrow there is examination, I will study hard. Encouragement from parent usually about reinforcement to study hard and take my handphone from my room before I finish to study.”¹⁰⁴

Later interview with Zuhud Fatchur Rochman that need quiet to result of good studying:

¹⁰² Interview with Zuhud Fatchur Rochman (student of X IPA 2 and living off campus) taken 31, May 2016 09.10 wib

¹⁰³ Interview with Muhammad Atiqur Rohman (student of X IPA 2 and living off campus) taken 8, May 2016 09.00 wib

¹⁰⁴ Interview with Fahma Diah Maulida (student of XI IPA 3 and living off campus) taken 31, May 2016 10.30 wib

“Obstruct factor such as noisy and not seriously to study and encouragement to study are quietly and facility as like some book and place of study is comfortable.”¹⁰⁵

Student will study of there is home work from the teacher and it is usual to do in daily activity:

“If I am lazy to do homework and the homework is difficult that obstruct factor then encourage factor to study are if there is homework and it is easy to do then the lesson I like in the class.”¹⁰⁶

However student living off campus has feel uncomfortable because there are distrubing person, based on Afifatus Syafiqoh:

“Usually there are my friends which disturb me in studying, then at home there are many people not only my self, sister, brother, handphone can lose my focus on study.”¹⁰⁷

Certainly, student can happen difficulty in learning. But learning is a process which done by student to rich good result ofstudy in learning process. There are difficulty in learning process student living off campus, according to Budi Abdur Rohman:

“Difficulty certainly always there when I do task, I can not ask to my friend. If in the school I can ask to my friend when I have difficult to solve the question.”¹⁰⁸

According to Afifatus Syafiqoh is student living off campus said about dufficulty of studying:

¹⁰⁵ Interview with Zuhud Fatchur Rochman (student of X IPA 2 and living off campus) taken 31, May 2016 09.10 wib

¹⁰⁶ Interview with Budi Abdur Rohman (student of XII IPS 1 and living off campus) taken 8, May 2016 20.00 wib

¹⁰⁷ Interview with Afifatus Syafiqoh (student of XI IPS 2 and living off campus) taken 8, May 2016 19.30 wib

¹⁰⁸ Interview with Budi Abdur Rohman (student of XII IPS 1 and living off campus) taken 8, May 2016 20.00 wib

“I cannot get thinking exchange with my friends and no one who can invite to chat with me so, I do not focus on my study.”¹⁰⁹”

Later argue from Fahma Diah Maulida that found difficulty to studying off campus:

“Yes I often cause difficulty if I have some question and donot know who want to answer thisquestion, I want to go to my friend’s house and parents doen not permitte to go out, so my friend must pick me up to study together that is may obstruct factor in order to my parents believe if I go out to my home has clearly motive.”¹¹⁰

Other argue about difficulty studying student living off campus that they easy to study because now many technology which can help student to do homework, according to Muhammad Atiqur Rohman:

“nothing difficulty on my study if I have difficult to study so, look for in internet to get answer the question cause in my home my parent has less education.”¹¹¹

According to Zuhud Fatchur Rochman is student living off campus, has easy to studying depend on learning exciting:

“Alhamdulillah, if at home there is no difficulty so, enjoy to study such as I want to study I study if I do not want to study I do not study. Ifthere are homework, usually I read first then do the question with listening music for enjoy situation.”¹¹²

¹⁰⁹ Interview with Afifatus Syafiqoh (student of XI IPS 2 and living off campus) taken 8, May 2016 19.30 wib

¹¹⁰ Interview with Fahma Diah Maulida (student of XI IPA 3 and living off campus) taken 31, May 2016 10.30 wib

¹¹¹ Interview with Muhammad Atiqur Rohman (student of X IPA 2 and living off campus) taken 8, May 2016 09.00 wib

¹¹² Interview with Zuhud Fatchur Rochman (student of X IPA 2 and living off campus) taken 31, May 2016 09.10 wib

So, study is depend on individual spirit because process come from own self that influenced by other people especially from parents.¹¹³ If student has good friend, certainly student will be good student also.

3. The Similarities and Differences between Students Who are Living On and Off Campus

Researcher have done research about the similarities and differences of students in the school with different characteristic, how teacher see the social interaction and learning style in the class in order to teacher understand what will teacher does before enter to the class. Usually, the important thing is method of teaching to receive variation of student learning style. According to Mr. Heri that:

“When we use method of demonstration that depend on the material and theme but I think the best method is contextual because shape from student experience.”¹¹⁴

Later Mr. Asrori also argue about method of teaching with variation of learning style in the class:

”About 5-10% communicative method 5-10 minutes after that teacher give task to student. Task indoor or outdoor realted to environment in order to student know the theory and practice and before that student must be known the method of learning. ”¹¹⁵

According to Mr. Imam as a natural science teacher argue that method of teaching which use are:

¹¹³ Observation at Muhammad Atiqur Rohman’s home, taken 15 may 2016

¹¹⁴ Interview with Mr. Heri (biology’s teacher at MAN 2 Jember) taken 02, June 2016 09.00 wib

¹¹⁵ Interview with Mr. Asrori (Ppkn’s Teacher at MAN 2 Jember) taken 02, June 2016 09.15 wib

“We make a group and we give problem to solve gather with group then explain the information to other group with presentation, certainly communicative method there in the first learning, communicative method which gratify and pleasure so, student enjoy in the class. I think jigsaw method must occupy the book appropriate to information in the thema.”¹¹⁶

Researcher also interviewed with Mr. Sugeng as history teacher about method of teaching which used to explain the lesson:

”If talking about method of learning, the one of method which I use in learning process that snow ball throwing, to grow up enthusiastic, this method appear question so, student will look for the answer then they can ask to teacher if do not know the answer. Communicative method is classic method almost 80% teacher use this method. Communicative method must appear question and student will answer so, not only talking about the theme also discussion with skill process. Skill process can help student to increase comprehension. Certainly, student has different comprehension that appear variation of question.”¹¹⁷

From the interview and observation can be known that there are different method which used by teacher to explain the lesson, appropriate to the theme and basic competence, students have variation of understanding to the lesson from the variation of undersanding.¹¹⁸ so, students have variation of question.

Teacher role also important for development student in learning process, especially when teacher give motivation and reinforcement of student in the class. According to Mr. Heri that motivation is needed by student to give spirit studying:

¹¹⁶ Interview with Mr. Imam (physics’s teacher at MAN 2 Jember) taken 02, june 2016
10.10 wib

¹¹⁷ Interview with Mr. Sugeng (history’s teacher at MAN 2 Jember) taken 02, June 2016
10.00 wib

¹¹⁸ Observation in the school of MAN 2 Jember, taken 02 June 2016

“Student motivation that school is intruction, school is pray to Allah. (Allah tidak akan merubah nasib suatu kaum sampai dia merubahnya sendiri) we cannot make expression that tomorrow you will be smart people without the effortof learning.”¹¹⁹

Then according to Mr. Asrori that motivation is about approach to study in order to be active student:

“Yes student are given approach how to be an active student in learning process or giving spirit to student must study hard with some book nad learning with group but now the development of technology as like google easy to look for the answer nad there are smartphone which can access everything on handphone.”¹²⁰

Based on Mr. Imam that usually give motivation which words and deed to appreciate student learning activity:

“Yes with some words and deed as like clap the shoulder or with words, student need reinforcement to reward with a sentences or say congratulation in order to student more spirit than before.”¹²¹

Mr. Sugeng said if motivation is needed by student to be reinforcement and learning spirit so, according to Mr. Sugeng:

”Giving motivation usually I do on the first time to lesson as like intermezo, intermezo not only concist of invite student to refresh with something funny but also give motivation to student before we learn the core activity in learning process. Student motivasin can be given the first and the last time of learning to keep student spirit.”¹²²

From the research to teacher at MAN 2 Jember that motivation is needed by students to awaken learning spirit and teacher must

¹¹⁹ Interview with Mr. Heri (biology’s teacher at MAN 2 Jember) taken 02, June 2016 09.00 wib

¹²⁰ Interview with Mr. Asrori (Ppkn’s Teacher at MAN 2 Jember) taken 02, June 2016 09.15 wib

¹²¹ Interview with Mr. Imam (physics’s teacher at MAN 2 Jember) taken 02, june 2016 10.10 wib

¹²² Interview with Mr. Sugeng (history’s teacher at MAN 2 Jember) taken 02, June 2016 10.00 wib

understand when student are given motivation by teacher, usually in beginning of learning process and finally learning process in order to lesson which studying can touch to thinking such as "your homework is good", "you are great student", etc.¹²³

The similarities and differences of students living on and off campus, this research according to teacher when teaching in the class and student can be seen by teacher from the spirit appear and depend on spirit to study in the class and in self. According to Mr. Heri:

"If in dormitory depend on student, many student has childish characteristic but majority of student can addapt theirselves that we living on campus with many people so, student must have good personality. If at home depend on parent which shape student characteristic."¹²⁴

Same as Mr. Asrori that student can be seen from individual in daily life, teacher cannot judge each other and be a guiding student to be active student.

"now we can be seen from student personality at dormitory, at boarding school and at home can balance but different with the environment difficult to receive temptation so, student need encouragement from their friend then help each other because in the school our frined is our family. Depend on habitual if in boarding school so student will develop appropriae to habitualjust focus on studying."¹²⁵

Later interview to Mr. Sugeng that all of deed depend on individual person and each person has different personality:

¹²³ Observation in the school of MAN 2 Jember, taken 02 June 2016

¹²⁴ Interview with Mr. Heri (biology's teacher at MAN 2 Jember) taken 02, June 2016

09.00 wib

¹²⁵ Interview with Mr. Asrori (Ppkn's Teacher at MAN 2 Jember) taken 02, June 2016 09.

15 wib

”I believe that the difference of student there but back to student ability who have good personality. Each student has different ability and potential which influenced by environment. Interest and talent encourage student potential. Miliu 70% influenced to student ability. Student psichology can influence to their friends.”¹²⁶

However, other opinion above according to Mr. Imam that has different characteristic between student living on and off campus at MAN 2 Jember:

”I think student living on campus has good achievement because in dormitory there are some course which made by manager to give lesson in the evening and afternoon, there are teacher who teach course in dormitory also there are two islamic teacher for arabic language and fiqh, aqidah and holy quran. So, they have more ability than other because oen inisiative.”¹²⁷

Same as Mrs. Enike as manager of MAN 2 Jember dormitory said that student living on campus must have high value in the class, school and social:

“I look at student living on and off campus, I demand if student living on campus must have more ability than other eventhough they da not clever in the class, but they can active to discussion or like to joint organization so, usually student living on campus is the type of student that organizeriz. They must show useful activity everywhere.”¹²⁸

The difference and similarities of student living on and off campus, related to factor that influence learning process which done by teacher, also other factor such as student, facility and environment. According to

Mr. Heri:

¹²⁶ Interview with Mr. Sugeng (history’s teacher at MAN 2 Jember) taken 02, June 2016 10.00 wib

¹²⁷ Interview with Mr. Imam (physics’s teacher at MAN 2 Jember) taken 02, june 2016 10.10 wib

¹²⁸ Interview with Mrs. Enike K, S.Pd (manager of MAN 2 Jember) taken 01, June 2016 09.11 wib

“The infrastructure of school good enough as like books on library and now the technology has been developing such as goole for browsing but depend on student who want to study hard.”¹²⁹

According to Mr. Imam there are three factor that influence learning process to student:

“There are three element that influence learning style that are student, infrastructure and teacher. If teacher do not understand the material so, teacher cannot explain the material to student. Book also important to increase learning process. Infrastructure such as technology and media also impartant to learning process.”¹³⁰

Infrastructure also needed to increase learning process appropriate to development era now but every where student and teacher must keep reading a book to add knowledge, based on Mr. Sugeng:

“All of infrastructure probably can encourage learning activity where teacher is a university student long life same as phylosophy of education that long life education. Education for long ife that if we stop to read so, your knowledge will not increase untill you learn again.”¹³¹

The development of technology, teaching has use media such as LCD and sharing each other are needed by student to get new information.¹³² According to Mr. Asrori:

“Encouragement factor which influence learning process are following changes, now as a modern society and modern student we must following changes in order to get information from technology. The infrastructure also the one of factor that influence learning as

¹²⁹ Interview with Mr. Heri (biology’s teacher at MAN 2 Jember) taken 02, June 2016
09.00 wib

¹³⁰ Interview with Mr. Imam (physics’s teacher at MAN 2 Jember) taken 02, june 2016
10.10 wib

¹³¹ Interview with Mr. Sugeng (history’s teacher at MAN 2 Jember) taken 02, June 2016
10.00 wib

¹³² Observation in the school of MAN 2 Jember, taken 02 June 2016

like LCD can help teacher to explain the lesson in the class in order to student easy to receive material.”¹³³

From the factor that influence to study also explain about how the teacher look at social interaction at MAN 2 Jember because not only one area student study there are some area in Jember, according to Mr. Heri:

”I look at student based on jember area, I divide north Jember and south, also west, they have variation of social condition majority in north Jember has agriculture economic and west, south Jember good enough to education. So, social interaction can create certainly individual student eventhough social economic condition also influenced.”¹³⁴

Social interaction can be seen from the alumnu and teacher at MAN 2 Jember, according to Mr. Asrori:

”I think each class 80% good, but after they graduate to MAN 2 Jember, they forget to say hello to their teacher. Teacher will not remember to student but student always remember to their teacher. If student meet teacher on the way please say hello to remember the student”¹³⁵

Overall, social interaction between student living on and off campus, student and teacher, student and environment are good, according to Mr. Imam:

”good enough, there are no problem and little problem sometimes be done by student but will be back. So, be a good teacher must be able to guide student be a good people.”¹³⁶

¹³³ Interview with Mr. Asrori (Ppkn’s Teacher at MAN 2 Jember) taken 02, June 2016 09.15 wib

¹³⁴ Interview with Mr. Heri (biology’s teacher at MAN 2 Jember) taken 02, June 2016 09.00 wib

¹³⁵ Interview with Mr. Asrori (Ppkn’s Teacher at MAN 2 Jember) taken 02, June 2016 09.15 wib

¹³⁶ Interview with Mr. Imam (physics’s teacher at MAN 2 Jember) taken 02, june 2016 10.10 wib

According to Mr. Sugeng social interaction depend on social condition of student that has variation:

”the social interaction is variative depend on social condition, additionally student in this era have known technology and communication depend on interest and environment.”¹³⁷

From research, researcher observe at MAN 2 Jember learning process be going on as usual, teacher must prepare probably like different student characteristic must know before that and for social interaction appropriate to student because every student has variation of social condition.

¹³⁷ Interview with Mr. Sugeng (history’s teacher at MAN 2 Jember) taken 02, June 2016 10.00 wib

CHAPTER V

DISCUSSION

From the result of research above, then researcher will discuss about result of research in field, so researcher will relation between data which are collected by researcher in field and the theory of this research.

This research use qualitative approach to take data in field, directly the researcher take the data in field with the purpose to know the problems in field by observation, interview and documentation. So, the researcher will explain about this research and the theory that used during research are:

A. The Learning Style of Students Living On Campus

Student has own learning style which dominant one to decide learning style that student have. The one of learning style is chosen by student to receive information and everything that want the student. Learning style of student living on campus dominant to student who has the way of study with many people in dormitory. The teacher need technic to make student enjoy study with many people who have different characteristic in dormitory.

Dormitory of MAN 2 Jember wants to student living on campus have good level than other in order to student can useful for other people. The technic are made by teacher to shape contemporary tutorial and multiple education that good enough. Students are brave ask to other student about the lesson and create study with a group. Based on the technic are made by

teacher learn with friend or group include collaborative style, with group learning will find new ideas and thinking together.¹³⁸

Learning style of student on campus are different. On research, the researcher choose 6 students from student grade X, XI, and XII, result of research there are visual, audio visual, and auditorial when student learning in the class, that explain:

a. Visual

Visual is the learning style use senses that eyes in learning process.¹³⁹ Usually, visual learning style using media such as video, film, power point, pictures and drawing on board. Student interest to joint the lesson in the class. This visual learning style is liked by student because it make student enthusiastic.

Student grade XII refer this learning style to the way of study in learning process, with the pictures make student interest to study in the class and there is no feel bored.

b. Audio visual

Student who easy to learning the lesson when listen to explanation and view or read the lesson are called audio-visual learning style. Student used two sense that eyes and ears to understand the lesson in learning process. In studying, student are explained by other people to get more understanding when

¹³⁸ Djoko Susiolo, 2006. *Gaya Belajar Menjadikan Makin pintar* (Yogyakarta: Pinus), p. 98

¹³⁹ Suparman, 2010. *Gaya Mengajar yang Menyenangkan Siswa* (Yogyakarta: Pinus Book Publisher), P. 66

they study by themselves. Student grade XI refer this learning style and they need to more explanation and look at the process of learning.

c. Auditorial

Auditorial is listening to teaching, example and stories, repeat the information use senses that ears to studying. Auditorial student refer the listen information repeatly. Student grade X like study with auditoial because it learning style about listen to stories which told by someone and listening music can help student to do task in learning called learning style with music.

B. The Learning Style of Students Living Off Campus

Student living off campus has different activity to student living on campus. The characteristic of student living off campus to studying can influence the way to study off campus. Appropriate to habitual activity, student learning the lesson by themselves. Every student has technic to understand the lesson when they living off campus such as try to do task on book by self with look at the example of question, learn the lesson in the school and repeat the lesson at home, and understanding the lesson with write down core of lesson on note in order to easy to learn.¹⁴⁰

¹⁴⁰ Slameto, 2003. Belajar dan Faktor-Faktor yang Mempengaruhinya (Jakarta: Rineka Cipta), p. 27

Researcher find two learning style that use to student living off campus are auditorial and kinesthetic, that:

a. Auditorial

Auditorial is process of learning style use sense that ears. From the stories and music or other thing that use ears for listen, student easy to get information in learning process. Auditorial student will enjoy to learning with thing to listen and comfortable place.

b. Kinesthetic

Practice is the one of way to be done by students who have kinesthetic learning style and student who like applied project. They have good memorize to receive information. Student grade X and living off campus like to study with practice because they know step by step and the way to do the question or experiment. Usually, student do the task with example to try other question.

C. The Similarities and Differences between Students Who are Living On and Off Campus

Usually, teacher as a counselor who guidance everyday in the school. Teacher must be able to make one method of teaching in learning process in order to all of learning style of student can receive the method. Many method that can use in learning process depend on the lesson. So, student enjoy study with the variety of learning style.

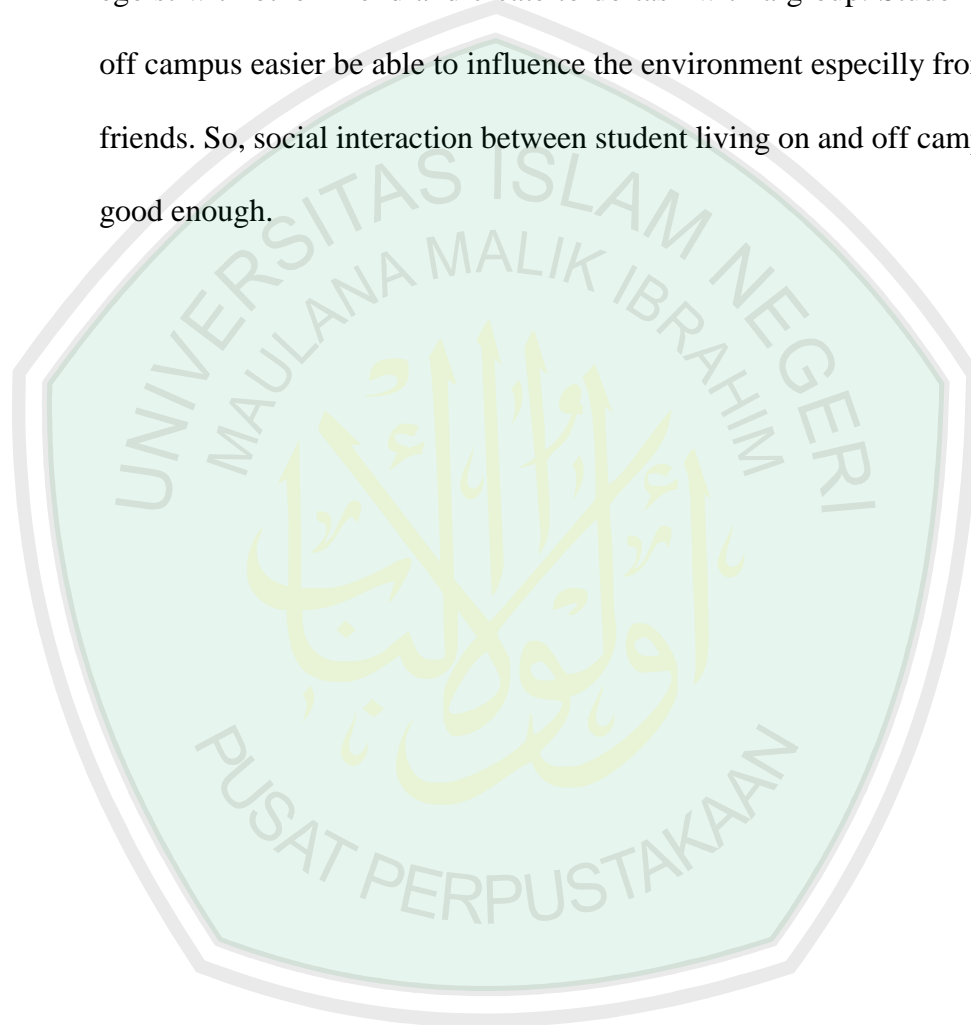
Beside that, student also need spirit from other people such as student motivation because it is the one of factor that can influence to effective learning process. Motivation as a process to individual active self, give direction and keep behavior. Motivation by individual is important to support the study and motivation from other individual but influence to study such as rule, teacher model and comendation.¹⁴¹

Technic of teacher to give motivation with some words and give attention in learning process that part of reward and reinforcement are needed by student. Motivation can be given in the first or the last learning process in the class. Approach to encourage spirit of study often be done by teacher.

The different and similarity of student living on and off campus at MAN 2 Jember can be seen in social interaction. Behavior and attitude can influence the social interaction depend on student, but education is a process

¹⁴¹ Baharuddin, Esa Nur Wahyuni, 2012. Teori Belajar & Pembelajaran (Jogjakarta: Ar-Ruzz Media) p. 19

of internalization with community can made reference to create good interaction.¹⁴² Overall the social interaction student living on campus good enough, they understand the characteristic of each person so, they do not egoist with other friend and create to do task with a group. Student living off campus easier be able to influence the environment especilly from their friends. So, social interaction between student living on and off campus are good enough.



¹⁴² George, Ritzer, Douglas J. 2012. Goodman, Teori sosiologi Modern (Jakarta: kencana Persada Media Group) p.287

CHAPTER VI

CLOSING

A. Conclusion

Based on the discussion of research findings has been done in field about comparative study between student living on and off campus at MAN 2 Jember conclude that student living on and off campus can understand the lesson in learning process with different learning style. The conclusion of each research question that:

1. Learning style of student living on campus

Student living on campus refer to study with visual, audio visual and auditorial learning style. They refer to three learning style because lessons easier to understand such as visual that look at a real or describe phenomena in environment with their friends in dormitory then auditorial learning style is dominant because of student refer story and more explanation that needed by student to do homework or other duty. When they listen the explanation from their friends or teacher so, student will understand and want to do the duty by their selves.

2. Learning style of student living off campus

Student living off campus dominant on auditorial and kinesthetic learning style that using ears to focus on studying because student living off campus do the duty by own self so they need technic to understand the lesson look at the example of question and repeat the lesson at home.

Kinesthetic learning style, usually they refer on practice as like mathematic lesson need teacher who can guide student to solve the question and practice make student know step by step as like experiment and know the way to finish the duty.

3. The differences and similarities between student living on and off campus

The different of learning style on each person influence to the method of learning. In this matter teacher has important role to be success of student in learning process, teacher must prepare and implemantation the method of teacher in order to student can enjoy in the class and learning process run well. Student motivation are important to support student in learning process as reinforcement if student has bad and good feel to joint learning with they friends.

Beside that, student living on and off campus has good social interaction in the school can be seen in habitual activity and do the task with a group. How they create socialization with other people as like with teacher, staff and friends. They will be understand to shape the characteristic in environment with do group requirement first.

B. Recommendation

Based on the discussion of research result has been done in field about comparative study between student living on and off campus at MAN 2 Jember, the researcher can be giving suggestion are:

To teacher, in each subject suggest to use the interactive method that can intercept of learning style which each student has different types. Give individual approach in order to understand the difficulty of student in learning process, the responsibility of teacher that increase the student achievement and create enjoy to situation in the school.

To student living on and off campus, suggestion for student to appreciate all of knowledge who be given by teacher, get information from the modern technology, use the good infrastructure in the school and keep the good social interaction between teacher and student, between student and other student also student and environment in order to create a comfortable situation in the school.

Learning style that every student has need to increase with method of teaching, depend on the teacher who teach in one class will ready if teacher found two or more learning style in one class, make an enjoy and comfortable situation in order to student can understand the lesson are learning in the class. Method of teaching are needed by teacher to support teaching as like snow ball throwing, jigsaw, two stay two stray etc. appropriate to data that researcher get in field.

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Appendix 1

Pedoman wawancara pada guru

1. Bagaimana pendapat anda tentang gaya belajar siswa?
2. Bagaimana langkah anda dalam mempersiapkan proses pembelajaran dikelas?
3. Apakah anda memberi perhatian terhadap gaya belajar siswa?
4. Metode apa yang di gunakan untuk menampung gaya belajar siswa?
5. Bagaimana cara anda dalam menghadapi siswa?
6. Bagaiaman cara anda memberi motivasi belajar siswa dikelas?
7. Apa faktor penghambat dan pendukung dalam gaya belajar siswa?
8. Bagaimana perbedaan dan persamaan siswa yang tinggal diasrama dan yang tidak tinggal di asrama?
9. Bagaimana prestasi siswa yang tinggal diasrama dan yang tidak tinggal di asrama?
10. Bagaimana cara interaksi siswa yang tinggal diasrama dan yang tidak tinggal di asrama dengan guru?

Pedoman wawancara pada siswa yang tinggal di asrama

1. Bagaimana cara belajar anda agar mudah memahami pelajaran ketika di asrama?
2. Variasi gaya belajar apa yang anda sukai?
3. Apakah anda senang belajar bersama-sama dengan teman seasrama?
4. Apa ada kesulitan belajar ketika anda tinggal di asrama?
5. Apakah anda mempunyai jadwal harian untuk memanage waktu sehari-hari?
6. Faktor apa saja yang menghambat dan mendukung gaya belajar anda di asrama?
7. Kegiatan apa yang anda lakukan selain belajar ketika diasrama?

Pedoman wawancara pada siswa yang tidak tinggal di asrama

1. Bagaimana cara anda belajar agar mudah memahami pelajaran ketika di rumah/kos?
2. Variasi gaya belajar apa yang anda sukai?
3. Apakah anda senang belajar sendiri di rumah/kos?
4. Apa ada kesulitan belajar ketika anda tinggal sendiri di rumah/kos?
5. Apakah anda mempunyai jadwal harian untuk memanage waktu sehari-hari?
6. Faktor apa saja yang menghambat dan mendukung gaya belajar anda di rumah/kos?
7. Kegiatan apa saja yang anda lakukan selain belajar ketika di rumah/kos?

Pedoman wawancara pada pengasuh

1. Bagaimana cara anda memahami gaya belajar siswa yang tinggal diasrama?
2. Apa ada kesulitan untuk memahami gaya belajar siswa yang tinggal di asrama?
3. Bagaimana perbedaan dan persamaan siswa yang tinggal diasrama dengan yang tidak tinggal di asrama?
4. Apa kegiatan-kegiatan tertentu selain belajar untuk siswa yang tinggal di asrama?
5. Apakah tinggal diasrama dapat mempengaruhi tinggi rendahnya prestasi siswa?

Appendix 2

Wawancara pada siswa yang tinggal di asrama

Nadia Indana Zulfa (XII IPA 1)

1. Bagaimana cara anda belajar agar mudah memahami pelajaran ketika di asrama?
 - Kalo saya pribadi sih pada suasana yang gak terlalu ramai, bisa dikatakan sunyi. Itu salah satu cara saya agar bisa belajar
2. Variasi gaya belajar apa yang kamu sukai
 - Dengan cara visual yang gambar itu soalnya kan kayak pelajaran biologi, biologi kan biasanya banyak yang kayak gambar-gambar itu bisa bikin saya menarik untuk belajar
3. Apakah anda senang belajar sendiri dengan teman ketika diasrama?
 - Tergantung sih, kalo semisalnya kayaknya saya harus memahami ini sendiri ya saya lakukan belajar dengan sendiri tapi kalo kayak kerja kelompok ada yang pelajaran yang gak bisa itu saya lebih suka kayak belajar bersama gitu
4. Apa kesulitan belajar anda ketika di asrama?
 - kesulitan sih pasti ada, cuman yaaa dengan keterbiasaan dengan banyak orang jadi semakin lama sih semakin apanyaaa semakin terbiasa gitu
5. Kegiatan apa yang anda lakukan selain belajar ketika diasrama?
 - Biasanya sih kalo setiap hari malem, malem Selasa itu ada ngaji bahasa arabnya kayak pelajaran bahasa arab gitu terus kalo malem Sabtu itu kayakapa yaaa kayak tentang fiqih-fiqihnya wanita gitu, itu sih
6. Apakah anda mempunyai jadwal harian untuk manage waktumu sehari hari
 - ehmm kalo saya sih enggak punya ya karena kan kayak yang apa pulang sekolah gitu biasanya yang mau masih inilah yang mau masih nyuci yang masih mau ada tugas kesana gitu nanti kan kalo seumpamanya ada tugas kelompok gitu ngerjakannya disekolah itu pas waktu jadwalnya itu kan gag sama jadi kan yaa kalo saya sih yaa enggak sih Cuman ya normal normal aja belajar yaa belajar gitu

7. Metode mengajar apa yang kamu sukai?
 - Ehmm kalo saya sih suka yang diterangkan yaa soalnya kan lebih detail nantikan kalo sayanya gag bisa akhirnya tanya atau saya gak ngerti saya tanya terus nanti kalo saya menemukan pertanyaan-pertanyaan yang kayaknya ya juga nyeleneh tapi saya ingin tau kan juga bisa tanya terus apa metodenya ceramah tadi kalo pelajarannya saya lebih suka kayak yang kalo pelajaran fact nya itu biologi kayak gitu
8. Faktor apa yang menghambat dan mendukung gaya belajar anda ketika di asrama?
 - Kalo menghambat sih mungkin lebih kayak capek gitu ya kan soalnya mulai pagi biasanya masih sampek sekolah kalo saya pulangnye sampek 14.30 emang terus ntar masih ada tugas tapi apa besoknye masih ada ulangan gitu tapi yaa kadang itu sih yang menghambat kayak banyak aktifitas gitu terus kalo yang mendukung kayak ya tadi sih pelajaran seperti yang gag bisa gitu akhirnya mendukung saya untuk saya harus tanya ketemen saya ya saya harus ngerti bab ini gitu supaya ya gampang ngadepin kayak ujian-ujiannya gitu

Dinda Khoirun Nisa (X IPS 4)

1. Bagaimana cara kamu belajar agar mudah memahami pelajaran ketika diasrama?
 - Belajar dengan keadaan yang tenang dan santai mendengarkan
2. Apakah kamu senang belajar dengan teman di asrama?
 - iya karena kalo nanti ada materi yang gak bisa kan bisa bertanya sama temennya
3. Variasi gaya belajar apa yang kamu sukai?
 - melihat gambar-gambar di google
4. Apa ada kesulitan belajar ketika di asrama?
 - enggak sih

5. Apakah anda mempunyai jadwal harian untuk memanage waktu sehari hari?
 - Iya
6. Kegiatan apa yang kamu lakukan selain belajar ketika di asrama?
 - kegiatan paskibra ya kegiatan asrama ngaji-ngaji gitu ngaji kitab, study club iya
7. Metode mengajar yang bagaimana yang kamu sukai?
 - tenang dan santai
8. Faktor apa yang mendukung dan menghambat gaya belajar kamu?
 - kalo yang menghambat itu hp, BBM seperti itu kalo yang mendukung banyak teman-teman yang mendorong dari belakang ya belajar ayo belajar gitu
9. Bagaimana cara kamu mengerjakan pr?
 - ya dikerjakan kalo ada yang susah bisa tanya ketemannya atau kakak kelas

Luthfiatun Nafisah (XI IPA 4)

1. Bagaimana cara kamu belajar agar mudah memahami pelajaran ketika di asrama?
 - Saya belajar dengan keadaan hening dan memahaminya secara mendalam agar saya menjadi faham
2. Variasi gaya belajar apa yang kamu sukai?
 - audio visual jadi saya melihat dan mendengarkan orang yang menjelaskan kepada saya jadi saya bisa faham
3. Apa anda senang belajar bersama ketika di asrama?
 - ya saya senang karena belajar bersama itu memudahkan saya mengerti dan memahami materi yang susah
4. Apa ada kesulitan belajar ketika di asrama?
 - tidak ada, sedikit ada jika mereka berisik itu sedikit mengganggu saya
5. Apa anda mempunyai jadwal harian untuk memanage waktu sehari-hari?

- untuk jadwal khususnya saya tidak punya tapi untuk perminggu saya mempunyai kegiatan-kegiatan tertentu
6. Kegiatan apa yang kamu lakukan selain belajar ketika diasrama?
 - saya mempunyai kegiatan-kegiatan rutin diasrama seperti bersih-bersih, piket itu terus study club belajar dengan guru yang ada di MAN ini dan kegiatan lainnya mengaji seperti itu
 7. Metode mengajar apa yang kamu sukai?
 - dengan ppt jadi gurunya melihat gambar dan sabil menerangkannya
 8. Bagaimana cara anda mengerjakan pr?
 - saya berusaha semaksimal mungkin supaya saya bisa jika nanti setelah saya tidak bisa saya menanyakan kepada teman saya jika teman saya tidak bisa saya langsung menanyakan pada gurunya
 9. Faktor apa yang menghambat dan mendukung gaya belajar kamu?
 - malas terus capek kebanyakan kegiatan terus handphone terus ya itu banyak kegiatan yang harus dilakukan lainnya seperti mau nyuci baju apa nyetrika dulu gitu bingung mau nganu waktunya faktor yang mendukung itu saya ingat dengan cita-cita saya, saya ingat dengan perjuangan orang tua saya dan saya punya kewajiban sebagai pelajar harus belajar
 10. Bagaimana hubungan sosial antar siswa?
 - hubungan sosial antara kamar dengan kamar seperti siswa yang lainnya itu baik tetapi namanya hidup bersama jadi banyak konflik yang terjadi disini kalo kelas x dan kelas xi banyakkelas x yang masih menghargai kakak kelasnya tapi ada pula yang sudah berani gimana gimana gitu tidak menghargai seperti itu.

Nia Indah Sari (XI IPA 4)

1. Bagaimana cara kamu belajar agar mudah memahami pelajaran ketika diasrama?
 - Sepi gitu yang hening gitu mbak
2. Variasi gaya belajar apa yang kamu sukai?
 - Gambar

3. Apa kamu senang belajar bersama diasrama?
 - senang soalnya kan kalo belajar bersama-sama kan maksudnya kalo gag ngerti kan bisa tanya ketemennya gitu mbak bisa konsultasi
4. Apa ada kesulitan belajar bersama diasrama?
 - gag sih mbak
5. Apakah kamu mempunyai jadwal harian untuk memanage waktu sehari-hari?
 - Ndak
6. Faktor yang menghambat dan mendukung gaya belajar kamu ketika di asrama?
 - cara belajarnya dirumah sama disini itu beda kan kalo dirumah itu kalo belajar itu keseringannya itu dipaksa kalo disini kan engga
7. Metode mengajar apa yang kamu sukai?
 - menerangkan sama pake layar ppt
8. Kegiatan apa yang kamu lakukan selain belajar ketika di asrama?
 - mainan hp terus cuci baju ya kan kalo kegiatan yang diasrama kan habisnya sholat itu kan pas ngaji gitu terus tiap hari apa hari selasa malam rabu itu kan ngaji kitab gag terlalu banyak sih kegiatannya
9. Bagaimana hubungan sosial antar sesama siswa yang tinggal di asrama?
 - kurang baik maksudnya kurang akrab gitu mbak antara kelas satu dengan kelas dua gitu akrabnya itu kalo pas ada acara tertentu misalnya acara memperingati apa gitu mbak misalnya memperingati 17 agustus gitu kan ngadain lomba kan kalo pas acara kayak gitu tuh akrab pas kalo hal-hal biasanya kayak gini keseharian jarang akrab gitu mbak.

Elis Tri Rizqiyanti (X IPA 5)

1. Bagaimana cara kamu belajar agar mudah memahami pelajaran ketika di asrama?
 - Kalo saya sukanya hening sendiri ya gag sendiri tapi Cuma saya kalo rame gag suka sukanya yang hening ya soalnya kan kalo rame biasanya itu gag cepet masuk gitu malah gag konsen ya bermain sama anak anak gitu
2. Variasi gaya belajar apa yang kamu sukai?
 - dengerin cerita saya lebih suka dengerin cerita ya kalo cerita itu seru gitu
3. Apakah kamu senang belajar bersama di asrama?
 - seneng ya soalnya kan kalo bareng sama temen temen biasanya kan bisa sharing-sharing gitu berbagi ilmu kan bisa tanya-tanya
4. Apa kesulitan kamu ketika belajar di asrama?
 - ya ada ya biasanya kalo apa tanya gitu tapi kayak gak direspond gitu biasanya kan anak anak maen sendiri apa kalo rame gitu biasanya
5. Apakah kamu mempunyai jadwal harian untuk memanage waktu sehari hari?
 - ada tapi gag setiap hari ya tapi biasanya meskipun dimanage gitu biasanya gag dilakukan
6. kegiatan apa yang kamu lakukan selain belajar ketika di asrama?
 - nonton film dengerin lagu tidur ngaji biasanya piket asrama gitu
7. metode mengajar seperti apa yang kamu suka?
 - quiz, kan biasanya ada juga yang diberi soal gitu suruh ngerjakan terus yang cepet ngumpul in dapet point gitu kalo kayak gitu suka jadinya tuh ngerjakannya tuh gag males gitu soalnya dapet point
8. faktor yang menghambat dan mendukung gaya belajar kamu?
 - ya teman kan soalnya kan apa ya itu tadi sharing ilmu kalo yang menghambat kayaknya gag ada ya cuman itu kalo rame gitu ya biasanya males juga kalo capek yang males

9. bagaimana melihat hubungan sosial antar sesama siswa yang tinggal di asrama?
 - ya biasa udah kayak saudara sendiri ya baik ya biasanya kalo berantem ya berantem sekilas gitu udah ilang udah

Holifah Era Enjelina (XI IPA 3)

1. Bagaimana cara kamu belajar agar mudah memahami pelajaran ketika di asrama?
 - Itu mbak belajar bersama teman ya saling tanya saling sharing-sharing mana yang gag bisa terus ya banyak yang tanya kakak kelas kalo ada kakak kelas
2. Variasi gaya belajar apa yang kamu sukai?
 - dengan musik ya kalo sama musik itu lebih nyantai gitu mbak kalo ngerjakan soal soal lebih asik gitu
3. Apa kamu senang belajar bersama di asrama?
 - senang mbak soalnya apa ya kalo saya dirumah itu males belajar kalo sama temen temen itu kalo gag bisa itu bisa tanya gitu kalo belajar sendirikalo gag bisa ya udah gitu kalo ngerjakan mtk gitu ngerjakan sendiri gag ada hasilnya ta gag bisa ngerjakan udah ditutup kalo sama temen bisa sharing sharing gitu saling mengisi
4. Apa ada kesulitan belajar kamu ketika di asrama?
 - sering mbak kalo gag ada yang bisa ya gak itu apa gak bisa ngerjakan terus ada kalo bareng bareng gitu satunya ada yang bercanda gitu ada yang serius ada yang gak gitu yang gak biasanya saya jengkel biasanya...ada tapi jarang dipake mbak soalnya gitu klo pulang sekolah jam segini udah saya tentukan harus sholat apa tapi capek tidur gitu terus habis 6. sholat tidur pokoknya kebanyakan malesnya gag dipake jadwalnya
5. kegiatan apa yang kamu lakukan selain belajar ketika di asrama?
 - lihat film sama temen-temen terus makan bareng ngobrol tidur kalo diasrama itu biasanya nyanyi ngaji apa pelajaran kitab sama bahasa arab juga

6. metode mengajar apa yang kamu sukai?
 - caranya itu nyantai terus kalo nerangkan gag rumit terus apa ya guru sama murid itu hampir kayak teman gitu mbak gag serius gag harus apa ya jadinya murid sama guru itu gag takut gitu kan ada guru yang harus bisa gini gag bisa jadinya ngblank tapi kalo gurunya nyantai sering bercanda itu apa bisa tapi ya jangan nyantai nyantai kalo jadi guru, power point kebanyakan itu guru mbak
7. faktor yang menghambat dan mendukung gaya belajar kamu ketika di asrama?
 - yang bikin males itu kalo mau belajar kadang diajak temen ayo lihat film ayo lihat apa gitu mbak terus ya kebanyakan kalo diasrama itu kan banyak teman gitu jadinya kan liat temen kalo temennya ada yang nyantai ya ikut nyantai kadang kalo ada yang apa ikut belajar ya belajar kalo ang mendorong itu ada teman ayo belajar bareng bareng itu yang buat semangat gitu apa ya semua itu saling mendukung gitu kalo males satu males semua
8. bagaimana melihat hubungan sosial siswa yang tinggal di asrama?
 - iya mbak solid baik saling membantu satu sama lain pokoknya kayak keluarga gitu mbak soalnya kan disini kan ya gag ada orang tua jadinya ya itu temen kita orang tua kita temen kita ya itu kita sakit ya temen yang ngerawat apa ya temen pokoknya apa ya diasrama itu dianggep kayak keluarga sendiri uda keluarga ketiga intinya, disekolah dirumah dan diasrama.

Wawancara dengan siswa yang tinggal diluar asrama

Muhammad Atiqur Rohman (X IPA 2)

1. bagaimana cara kamu belajar agar mudah memahami pelajaran ketika dirumah?
 - Ya, Ya apa dibaca gitu terus latian latian soal ya kalo masih gag paham cari contoh soal kayak gitu mbak
2. variasi gaya belajar apa yang kamu sukai?
 - Ya sama dengerin musik ada minuman sama makanan ringan
3. apakah kamu senang belajar sendiri dirumah?
 - Kalo saya sih lebih suka yang sendiri apa kalo apa ada temennya kadang pikirannya tuh gag nyambung gag sejalan kayak gitu
4. apa ada kesulitan belajar ketika di rumah?
 - ya kesulitannya tuh paling cuman gag ada, kalo gag tau tuh paling gag ada yang ngajarin gitu soalnya kan gag ada yang pendidikannya biasa biasa aja disini jadi ya itu gag ada yang ngajari kalo udah mentok itu nyari ndek internet wes kan gag ada yang ngajarin
5. apakah kamu punya jadwal harian untuk memanage waktu sehari hari?
 - Kalo waktu ditulis jadwal apa schedule ditulis ya gag ada cuman dipikirin aja nanti jam segini ngapain jam segini ngapain gitu
6. kegiatan apa yang kamu kerjakan selain belajar ketika dirumah?
 - maen game nonton tv ya itu dah tidur-tiduran sambil, biasanya kayak tadi tidur-tiduran sambil maen game online
7. faktor yang menghambat dan mendukung gaya belajar kamu ketika dirumah?
 - Kalo yang mendukung ya pasti ibu apa agak cerewet gitulah apa kalo gag belajar dimarahin gitu kalo yang menghambat apa tergantung moodnya sih kalo lagi gag mood ya males mau belajar
8. metode mengajar apa yang kamu sukai?
 - kalo cara ngajarnya itu yang ada kayak guyon guyonnya apa yang menyenangkan seru santai gag terlalu serius gitu... apa kalo yang saya lebih suka yang pakek gambar itu soalnya lebih jelas gimana caranya ketimbang suara kan gampang lupa gitu

Afifatus Syafiqoh (XI IPS 2)

1. apakah anda senang belajar sendiri dirumah?
 - Ndak, tidak bisa tukar pikiran sama tidak ada teman buat ngobrol jadi ndak bisa fokus
2. apa kesulitan belajar ketika dirumah?
 - Ya kadang kurang fokus banyak yang ganggu terus anu sibuk maen hp lagi terfokus kan ke hp
3. apa kamu mempunyai jadwal harian untuk memanage waktu?
 - ndak, kan setiap hari ndak sama kegiatannya ndak sama
4. kegiatan apa yang kamu lakukan selain belajar ketika dirumah?
 - ya jalan-jalan maen hp maen game trus nonton tv tapi lebih sering tidur
5. variasi gaya belajar apa yang kamu sukai?
 - biasanya sambil dengerin musik sama nonton tv jadi lebih fokus gitu ya bisa
6. bagaimana cara kamu belajar agar mudah memahami pelajaran ketika dirumah?
 - Biasanya didepan tv sambil ya kadang dibantu dengan hp gitu
7. faktor apa saja yang mendukung dan menghambat gaya belajar kamu?
 - Biasanya Banyak yang ganggu kan dirumah karena bukan cuma sendirian ada adek itukan kadang ganggu ganggu hp lagi terlalu fokus ke hp jadi ndak bisa fokus ke pelajaran ke belajarnya gitu, biasanya hp juga kan biasanya buat browsing ya sambil baca baca
8. pelajaran apa yang kamu sukai dan metode mengajar apa yang kamu sukai?
 - kalo pelajaran yang disukai matematika biasanya itu soalnya gurunya tegas nerangkannya uga enak gitu

Zuhud Fatchur Rochman (X IPA 2)

1. bagaimana cara kamu belajar agar mudah memahami pelajaran ketika dirumah?
 - Kalo dirumah ya anu kalo capek ya istirahat kalo mau belajar ya belajar ya tergantung mood juga kalo gag mood belajar ya gag belajar biar masuk pelajarannya
2. variasi gaya belajar apa yang kamu sukai?
 - enak an langsung praktek aja mbak jadi langsung tau caranya tahap tahapannya ya enak langsung bisa dilihat sama caranya gitu kalo praktek jadi dirumah kalo ada buku gitu gag ada yang ngerjakan dulu gag bisa
3. apakah kamu senang belajar sendiri dirumah?
 - senang enak an sendiri sepi tenang gitu tergantung kelompoknya juga kalo kelompoknya bisa diajak kerja sama ya mau mbak
4. apa ada kesulitan belajar ketika dirumah?
 - kalo dirumah alhamdulillah ndak ada mbak jadi enak gitu kalo misalnya mau belajar ya belajar kalo gag pingin belajar ya gag belajar
5. apa kamu mempunyai jadwal harian untuk memmanage waktu sehari-hari?
 - ya ada
6. faktor yang menghambat dan mendukung gaya belajar kamu ketika dirumah?
 - kalo yang menghambat itu kalo misalnya belajar rame gitu mbak ndak buat serius terus kalo yang mendukung ya itu ketenangan terus fasilitas misalnya buku jadi sama tempat belajarnya juga
7. kegiatan apa yang kamu lakukan selain belajar ketika dirumah?
 - bermain, lihat tv kalo dirumah ngapain lagi mbak
8. bagaimana cara kamu mengerjakan PR ketika dirumah?
 - kalo pekerjaan rumah kalo misalnya ngerjakan biasanya kalo pekerjaannya biasanya Cuma baca baca tok itu anu sama dengarkan lagu ngerjakan nanti jadi tenang kalo misalnya ngijir ngijir kalo fisika kimia itu dimatikan lagunya harus sepi ruangan itu mbak jadi

biar ngerjakannya tenang sama harus praktek dulu itu diajarkan dari gurunya dulu kalo gag dari gurunya sulit masuk

9. metode mengajar apa yang kamu sukai?
 - serius tapi senang gitu mbak serius tapi gag terlalu serius apa ya serius tapi santai

Fahma Diah Maulida (XI IPA 3)

1. bagaimana cara kamu belajar agar mudah memahami pelajaran ketika dirumah?
 - Biasanya saya membaca ulang pelajaran yang telah diajarkan oleh guru yang mengajar tadi lalu mengulangnya dengan itu menulisnya lagi dikertas kertas lain untuk mudah mengingatnya
2. variasi gaya belajar apa yang kamu sukai?
 - saya suka kalo sudah presentasi ya kalo presentasi itu kan ada sesi tanya jawabnya jadi bisa apa tukar tukar pendapat dengan sesama teman
3. metode belajar yang kamu sukai?
 - kesaya lebih suka dengan musik karena kalo dengan musik itu bisa pikiran itu bisa tenang gitu mbak
4. apakah kamu senang belajar sendiri dirumah?
 - sebenarnya gag senang karena itu kalo udah kesulitan itu ndak ada yang mau ditanyain gitu
5. apa kamu punya jadwal harian untuk memanage waktu sehari-hari?
 - ehmm punya tapi kadang tidak berjalan gitu kebanyakan main hp nya
6. faktor yang menghambat dan mendukung gaya belajar kamu?
 - kalo yang mnghambat itu biasanya emang hp kalo udah ada BBM apa itulah ya udah males ngelanjutin belajarnya kalo yang mendorong itu pas ada ulangan baru belajar giat kalo dari orang tua sih ada tapi gitu apa kan kalo dari orang tua itu harus belajar harus giat gitu kadang hp nya sampek disitu jadi ya belajar sampek giat sampek nilainya bagus

7. kegiatan apa yang kamu lakukan selain belajar ketika dirumah?
 - ya main hp nonton tv tidur
8. apa ada kesulitan ketika kamu belajar sendiri dirumah?
 - iya sering ada kesulitan tapi yang mau nanya itu gag ada temennya mbak jadi pengen kerumah temen gag boleh gitu mbak jadi belajar itu kesulitan ya anu mbak dijemput harus dijemput iya sama temen kan ndak percaya orang tua takut keluyuran gitu mbak
9. metode mengajar apa yang kamu sukai?
 - ya diskusi kelompok gitu pelajaran biologi kan membahas tentang sistem ekskresi kan sistem ekskresi itu harus dibahas dengan teliti mbak kan dalam makhluk hidup itu mesti mengeluarkan ekskresi kan jadi kan harus dipahami secarabersama ya detail kan kalo sama temen itu bisa bertukar pendapat.

Budi Abdur Rohman (XII IPS 1)

1. Bagaimana cara kamu belajar agar mudah memahami pelajaran ketika dirumah?
 - Dengan memahami pelajaran yang sudah dipelajari disekolah mbak jadi bisa disebut juga dengan mengingat kembali gitu mbak jadi biar tidak lupa
2. Variasi gaya belajar apa yang kamu sukai?
 - ehmm saya lebih suka belajar sambil mendengarkan musik mbak jadi bisa lebih konsetrasi saya
3. Bagaimana cara kamu mengerjakan PR?
 - kalo gag bisa kadang-kadang saya tanya sama mbak kalo gag gitu berusaha mengerjakan sendiri sampai bisa
4. Apakah kamu senang belajar sendiri di rumah?
 - senang belajar dirumah itu lebih konsentrasi lebih masuk gitu apa yang dipelajari mbak kalo disekolah kan kadang-kadang ada yang gangu mbak ada yang usil gitu wes
5. Apakah kamu mempunyai jadwal harian untuk memanage waktu sehari-hari?

- ada mbak supaya kegiatan lebih teratur contohnya bangun jam set 5 terus sholat subuh dan siap siap untuk berangkat sekolah jam 6 berangkat
6. Kegiatan apa saja yang kamu lakukan selain belajara ketika dirumah?
 - ya kadang main gitar dengarkan musik nonton tv pokoknya banyak wes mbak apalagi tidur maghrib itu emang kesukaan saya kalo tidur terus jalan jalan sama temen temen nongkrong bareng
 7. Apa ada kesulitan ketika kamu dirumah?
 - kesulitan sih ada mbak kalo lagi ngerjakan tugas itu terus ada yang gag bisa kan gag bisa nanya sama temen temen kalo disekolah kan masih bisa nanya sama temen kalo ada yang gag bisa mbak
 8. Faktor apa saja yang menghambat dan mendukung gaya belajar ketika dirumah?
 - kalo lagi males itu wes mbak apalagi ada pr terus pr nya itu sulit ya malah gag belajar mbak terus faktor pendukungnya kalo lagi ada pr terus mata pelajaranyang disukai apalagi bisa ngerjakan tambah semangat untuk mengerjakan dan belajar
 9. Metode mengajar apa yang kamu sukai?
 - metode tanya jawab mbak dan maju satu per satu bisa membuat saya menantang untuk mengerjakan didepan, sering mbak apa lagi soalnya itu dimengerti oleh saya mbak jadi saya bisa maju biasanya dalam pelajaran matematika, sosiologi mbak karena sosiologi itu menyenangkan mudah dipahami pelajaran itu mempelajari kehidupan sosial masyarakat indonesia cara berinteraksi bergaul dan kebudayaan kebudayaannya

Wawancara dengan pengurus asrama dan guru

Enike K, S.Pd

1. Bagaimana cara ibu memahami gaya belajar siswa yang tinggal di asrama?
 - Ini teknik saya yang pertama saya kelompokkan kan itu yang depan kamar 3, 4, 5 itu kelas xii ipa terus yang kamar 1, 2 itu kelas xi ipa yang kamar 7, 8 kelas x , kelas x itu kan k 13 pelajarannya sama ya Cuma beda dilintas minat itu dari situ mudah saya untuk memetakan yang rajin ini ini ini biasanya yang pinter pinter itu jadi master nya jadi sudah dibentuk tutorial sebaya jadi anak anak itu lebih enjoy lebih apa leluasa bertanya kalo ketemannya tapi yang pinter kalo kesulitan biasanya juga kaitannya dengan pelajaran tanya ke saya jadi multiple education
2. Apa setiap kamar ada master nya dalam belajar?
 - insya Allah seperti itu jadi waktu kemaren ya alhamdulillah pas tepak pisan ngunu lo mbak onok arek seng pinter pinter iku tersebar tapi kamar 5 itu banyak yang pinter tapi setiap kamar ada yang anak pinternya dikelas tapi wong biasanya anak anak kan belajar ndak krasan dikamar dimeja belajar yang depannya ruang tv itu ada sama di yang ruang hijau itu disitu sudah jadi mesti belajarnya bareng ada 2 kelompok 3 kelompok sam ada yang dimushola kalo misalnya belajar matematika gitu ngerjakan bareng bareng gitu sudah melanjutkan diskusi yang dikelas itu jadi anak yang males pun akhirnya terbawa lingkungan anak yang ndak bisa dikelas akhir nya dikelas misalnya kelompok anak yang gag begitu anu ya tapi dengan adanya kelompok belajar diasrama yang kondusif begitu jadi enak juga jadi bisa mengejar kayak contohnya anak ipa 4 itu kan ndak seberapa itu tapi karena diasrama belajar sama anak anak kelas lain yang satu asrama ada yang bahkan satu kamar akhirnya terbawa dia akhirnya gaya belajarnya malah bisa berubah semangat seperti itu jadi mengelompokkan sesuai dengan jurusan ternyata bisa membantu ada manfaat nya juga, membantu mereka melanjutkan yang tidak selesai dikelas, disekolah
3. Apa ada kesulitan untuk memahami gaya belajar siswa yang tinggal di asrama?
 - kesulitan itu memang ada ini kalo awal itu kan saya masih belom hafal awal paling sebulan mari sebulan wes hafal mbak habis sebulan itu oh ini gini kan anak anak itu rata rata apa ya ya anak anak

disiplin ya anak anak yang kalo yang ndak disiplin kan hitungan jari saja paling yang saya pegang itu ya tu sudah yang lainnya dalam kategori aman ya ndak terlalu lah saya mengeluarkan konsentrasi mereka mereka yang ini aja rodok rodok pantauan lebih sudah lainnya kategori aman ya biasa jadi kesulitannya biasanya karena belum hafal tapi sebulan selesai, menghafal karakter masing-masing otomatis kalo kadang anak ini modelnya gini anak ini siapa belum tau, ini juga dibantu teman temannya ya jadi kadang-kadang saya ndak tau itu informasi dari anak anak yang lain kita itu membudayakan saling mengingatkan dalam kebaikan saling meingatkan dalam hal bersabar, bersabar dalam ketaatan kita budayakan jadi kalo ada yang ndak baik itu mesti ada saja yang nyampek kesaya karena kalo saya tau dulu tanpa ada yang lapor ehmm kenek kabeh jadi saya gitukan kalo saya tau tentang tidak baiknya anak asrama kan gag mungkin anak anak yang lain itu ndak tau mereka tidak segera memberi tau saya kenak semua berarti melindungi ketidak baikan kan, itu efektif itu

4. Apakah ada perbedaan dan persamaan siswa yang tinggal diasrama dengan luar asrama?
 - aku iki garai gag apal yang kos itu sopoan iku gag hafal mbakya yang penting gini aja ya yang asrama dengan yang luar asrama gitu aja ya ada sih menurut saya tapi ya tidak terlalu karena anak asrama juga tidak semuanya anak oke oke gitu ya meskipun saya menuntutnya begini anak asrama dikelas itu harus tampak harus eksis ini suatu instruksi suatu keharusan masi wes gag iso tunjukkan aktif seperti itu atau prestasi dibidang yang lain jadi memang untuk beberapa anak yang ya katakan tadi yang master itu memang beda, beda dengan yang non asrama yang asrama pun meskipun kurang begitu mampu ya dibidang akademiknya tapi menunjukkan aktivitas belajar yang lebih ini kelas yang saya tau yang saya mengajar ya ndak tau itu terjadi karena anak anak itu takut sama saya atau giimana ndak ngerti yang penting memang saya menginstruksikan anak asrama dimanapun berada harus beda harus bisa menunjukkan lebih ada nilai plus nya daripada yang lain dadi masi gag iso ya harus menunjukkan antusias jadi ojok sampek ada aktiitas negative yang dilakukan oleh anak asrama ketika belajar disekolah itu pesen saya seperti itu jadi meskipun ndak bisa tetep mereka itu bernilai positive gitu lo

5. Untuk dari segi prestasi akademik atau non akademiknya bagaimana bu?
 - alhamdulillah mayoritas ya meskipun tidak semuanya anak asrama itu pegang prestasi baik itu akademik maupun non akademik ya di osis di kegiatan dia itu aktivis ya kebanyakan aktivis sehingga gini ya kebetulan ada kegiatan yang insidental begitu mau cari anak anak yang mau dikirm siapa itu ndak susah kok, guru guru itu tinggal comot anak asrama sekali comot sekarang langsung berangkat action siapa action anak anak itu jadi alhamdulillah sudah seperti adanya anak asrama itu sudah cukup membantu kalo ada kegiatan kegiatan seperti itu
6. Banyak yang mengikuti ekstrakurikuler olimpiade gitu bu?
 - banyak ada fisika, biologi, kimia, matematika tapi matematika anak luar asrama Cuma dia sering ikut belajar diasrama jadi gaya belajar anak anak sudah menjadi magnet kan seperti itu
7. Kegiatan apa yang dilakukan selain belajar ketika diasrama?
 - ya kegiatan yang saya programkan di asrama itu intinya hanya nanti bisa membiasakan kebaikan itu aja apa saja itu ya kegiatan kegiatan ibadah bagaimana anak anak terbiasa sholat berjamaah ini yang diasrama ya maghrib isya dan subuh sholat tahajud itu wajibnya seminggu dua kali wajib tapi diluar hari wajib anak anak kan sudah terbiasa juga meskipun tidak semua kalo gag halangan tapi kalo sudah yang namanya hari wajib semuanya bangun kan ada bel panjang meskipun ndak hari wajib tetep dibel karena anak anak juga pengen bangun jadi alhamdulillah mereka sudahh menjadikan itu kebutuhan jadi rasane kalo untuk besok itu kok kurang ya kalo kita ndak sholat malem itu sudah ada tanpa saya gedor gedor pintu saya juga tidak ikut disitu tapi saya dengarkan dari sini besoknya saya tanya sopo seng gag sholat sudah bu semua ketika hari wajib kalo ndak wajib saya Cuma mendengarkan saja dari rumah kan mesti saya bangun duluan sudah dibel itu sudah rame tapi memang tidak se rame kalo yang hari wajib senin malem selasa sama malem jumat itu wajibnya jadi kalo untuk pembiasaan baik ini ya disiplin dalam bersih diri dan lingkungan pagi sudah saya tidak nunggu anak anak bersih bersih cuman masih ada yang kurang kalo sore, sore itu sering terabaikan wes remek arek arek jadi kalo sore itu sering saya masih harus gini gini ayo disapu dikumpulkan sampahnya dibuang jangan nunggu besok sekarang sudah kelihatan sampahnya itu masih saya harus gini kan anak anak sudah capek kan jadi kalo ndak diginikan

gag jalan masih harus ditutuk itu kalo sore kalo pagi sudah ndak hari minggu itu saya sudah ndak nunggu mereka sudah berbagi tugas sendiri front depan front dalam luar taman itu sudah berbagi tugas sendiri sumur kamar mandi wc sudah bagiannya sendiri sendiri jadi ada piket umum ada piket kamar pembiasaan baiknya meliputi itu ya disiplin dalam asrama ya termasuk ini jamaah ya sholat ibadah bersama ndak sholat aja kan itu ada tilawahnya, tilawah wajib ya asrama bareng bareng kayak disekolah ini sampek mana besok dilanjutkan lagi dilanjutkan target sendiri target tilawah pribadi gitu dan juga hafalan sudah sebisanya hafalan sifatnya personal kita juga tidak memaksa yang penting anak anak sudah menjalani kembali pada masing masing yang penting proram itu ada kita tetep menanyai mengontrol kemampuan masing masing anak termasuk hafalan kan masing masing anak beda

Pak Heri

1. Metode apa yang digunakan untuk menampung gaya belajar siswa?
 - Kapan kita pake demonstrasi kan gitu ya tergantung materinya tapi yang paling bagus ya kontekstual itu karena pengalaman siswa
2. Bagaimana cara bapak memberi motivasi pada siswa?
 - motivasi sekolah itu amanah, sekolah itu ibadah allah gak akan mengubah nasib hambanya selagi kamu tidak ada mau berubah kita gag usah wacana besok kamu jadi orang pintar gak ibadah temenan itu berkaitan dengan agama kita sekolah ibadah aman
3. Bagaimana perbedaan dan persamaan siswa yang tinggal diasrama dengan yang diluar?
 - kalo yang di asrama sementara tergantung siswanya juga kadang-kadang diasrama arek manja yo akeh kan ya yang manja mungkin smean pernah kesana anak yang manja malas podo ae tapi mayoritas arek e terah e kalo sudah dari asrama paling ndak bisa membawa diri ya arek mandiri-mandiri kan ya kalo yang dirumah kan kadang-kadang arek e gag mandiri tergantung orang tua
4. Apa saja faktor yang menghambat dan mendukung dalam belajar?
 - yang mendukung sebenere kalo sekarang itu prasarana sudah bagus semua kita buku-buku sudah ada tinggal anake kemampuan anaknya kalo saya kalo buku buku sudah lengkap keperpustakaan sudah lengkap tinggal arek e secara teknologi sudah lengkap tinggal

browsing tinggal anaknya gimana bagaimana kesadaran mereka mau belajar ya iku paling ndak menyadarkan, banyak orang menyadarkan nduk besok kamu sekolah jadi ini jangan diiming imingi jadinya ibadahnya dulu insyaAllah konsep itu gak akan dibawa sekolah tapi buat tanggung jawab mereka kebutuhan mereka kalo sudah giat ibadah kan makanan kan kebutuhanmu jangan diiming imingkan sekolah itu jangan dimingimingkan suatu kerjaan besok tapi kebutuhan ya itu ndak sama lo ya sama dengan orang sholat, sholat diiming imingkan ke surga dia malah berpikir tapi diiming imingi kebutuhan itu kebutuhanmu semangat dengan sendirinya kebutuhan sudah gag podo kalo sholat kamu nanti kan sama wong dodolan kan jadi kalo kebutuhan otomatis kan sholatnya bagus kalo gag gitu ya nutup kewajiban tok penting sholat gitu tapi kalo sholat itu karena mereka kebutuhan aku sholat karena kebutuhan itulah konsep konsep makan suatu kebutuhan jamaah kebutuhan neng mesjid kebutuhan bicara kebutuhan yo wis anak anak melakukan kebutuhan makane disadarkansuatu kebutuhan podo karo mangan mangan sutau kebutuhan paling gag tiga kali kan gag usah disuruh wes kan kebutuhan

5. Bagaimana bapak melihat interaksi sosial yang terjadi antar siswa
 - ya bermacam macam ya dari ada jembar barat jembar utara jembar selatan kan itu sosialnya gak sama sukunya itu repot kita harus bisa jembar bagian lor jembar bagian kidul iku wong wong mayoritas ekonominya ijek akeh wong wong, jembar yang utara kadang-kadang semangat belajare kurang delok dwe iku kan ya meskipun kadang-kadang ada jembar yang bagian selatan itu niat belajarnya masih ada juga kalo ambulu wuluhan balung kan bagus semangate rambi jenggawah tapi kalo yang kita bayangkan yang utara nah terutama yang dominan adalah keluarga kalo keluargane podo ambek pitik diculno dipakani yo ngunu asline kalo yang satu kan diopeni ditokne dipakani kan gag sama tergantung individunya biasane yang bagian utara itu mayoritas kan pekerjaannya sawah.

Pak asrori

1. Metoe apa yang digunakan bapak dalam menampung gaya belajar?
 - Paling ndak 5-10% itu metode ceramah 5-10 menit itu ceramah setelah ceramah selesai lalu tugas itu biasanya dalam pertemuan pertama itu baik tugas dikelas atau tugas diluar kelas itu anak harus

tau baik teori atau praktiknya harus tau dengan metode metode yang sering digunakan

2. Bagaimana bapak memberi motivasi siswa agar semangat belajarnya?
 - ya berikan pendekatan bagaimana cara mereka itu lebih aktif dalam bidang studinya itu kalo ndak bisa ya berikan dorongan suruh belajar tanpa buku ndak bisa harus ada bukunya kerjasama dengan temannya tapi sekarang lak wes berkembang ada search google mudah sekali tanya langsung ada jawabannya lain dengan kalian masih buku lks, sekarang apa saja mudah yang penting hp nya jangan hp yang hitam putih ya
3. Apakah ada kesulitan dalam menghadapi variasi gaya belajar siswa di kelas?
 - saya kira semua itu tergantung dari gurunya agar anak itu memang ndak sama berbeda beda ada yang lebih cepat ada yang tidak, ya lambat sehingga tau mereka itu cepat tanggap yang gag tanggap mereka itu kadang kadang bisa tapi 2-3 hari baru paham terutama sesama teman dulu gimana caranya supaya dia bisa kalo biasanya langsung ketemu gurunya ndak bisa kalo diterangkan karena waktunya lebih dikit dari pada dirumah sehingga dia lebih gampang sama bahasanya dengan sesama teman suruh tanya dulu gimana sih gitu kalo umum lebih gampang sekali kalo dengan eksak itu kan sesama teman gimana caranya teorinya gimana rumusnya gimana lebih mudah atau pengorbanan seorang guru datang kerumahnya home visit atau mereka dianggap sebagai teman disekolah siswa kalo dirumah teman kenapa? Dekat, kok dekat kenapa insyaallah bisa menuruti siswa itu lebih percaya kepada guru dari pada orang tuanya kenapa tapi seuasia SMA itu hamir sama SD SMP itu lebih fokus kepada guru walaupun caranya itu orang tuanya betul tapi lebih mengarah kepada seorang guru ini gini caranya sehingga percaya tapi dengan tingkatan SMA itu didekati dulu banyak permasalahan kadangkala dengan orang tuanya ekonomi dengan teman lingkungan bisa mempengaruhi sehingga didekati apa asalnya dipecahkan bersma sama ayok kita jangan terpengaruh teman lingkungan sangat besar sekali terpengaruhnya termasuk saya, saya gambarkan itu makanya kalo ada teman yang bisa mempengaruhi menimbulkan negative cari teman yang bagus teman yang memang diajak dengan mendorong dengan baik kalo mereka berteman dengan teman yang negative ndak akan jadi rusak kalian

andai kata ndak bergulingan dengan teman yang bagus ndak akan kuliah kalian diajak kerja kalian diiming mingi satu bulan berapa kerjanya dapat berapa ayo kerja anak perempuan aja kenapa tinggi tinggi sekolahnya ini dalam wawasan yang sempit sekali tapi dalam wawasan yang luas memang berakit rakit dahulu kan ya kalian korban jarang pulang kerumah lama lama sudah sukses kan ya lalu ada prioritas untuk melamar ini berhasil baru menerima itu hasilnya temannya, tetap rumah tangga kerjanya kasar ya kalian sudah enak kenapa sudah susah duluan

4. Bagaimana bapak melihat perbedaan siswa yang diasrama atau yang diluar asrama?

- sekarang dilihat dari anaknya memang anaknya ada kemauan baik diasrama pesantren dirumah bisa mengimbangi tetapi ndak bisa menyesuaikan dengan lingkungan sulit menerima itu kenapa ada godaan banyak godaan makanya perlu dorongan, dorongan dari orang tua dorongan dari teman itu sehingga betul betul punya kemauan yang tinggi semangat belajar tinggi temannya ngajak belajar bersaing karena jauh dengan temannya sesama teman punya kunci gimana supaya bisa mengerjakan ini ndak bisa diuruki diajari tapi kalo dari teman teman yang ndak bisa maju ya sulit dikembangkan makanya cari teman yang baik teman yang positive untuk mengembangkan wawasan kedepan jadi ndak mandang dari pondokan pesantren rumah teman jadi tergantung dari niat mereka mereka niat puasa dulu khusus fokus kepada masa depan saja insyaallah diarahkan ndak bisa ya sudah akan dipojokkan dan berhenti tengah jalan makanya perlu kan ya motivasi teman perlu inilah semangat

5. Bagaimana bapak melihat interaksi sosial antar siswa?

- saya memprediksi setiap kelas itu 80% tapi setelah itu keluar dari sekolah kadang-kadang apa pamelupa itu lo termasuk seangkatan kalian itu kalo guru ya memang ndk seberapa ingat pada siswa, siswa yang ingat kegurunya yang tau negur adalah siswanya gurunya lupa sudah karena sebayanya SMA itu masih cantik sudah tua gini kan ndak tau ya namanya ada perubahan perubahan sehingga ndak paham ws lupa dlu kan jaman saya kamu kan apal sekarang sudah blank sudah ngurangi mikir keluarga kamu masih bisa itu... yang mendorong adalah 1. Adalah adanya perubahan perubahan kita harus ada kemauan tak lupa termasuk semua kegiatan itu ikuti

perubahan, perubahans sekarang ini memang tidak sesuai dengan mebgikuti dengan perkembangan mka akan ketinggalan ya harus dengan temannya yang bisa dulu ndak usah malu ndak bisa tanya bagaimana cara mengoperasikan atau manggil muritnya bisa juga sehingga di panggil giaman ini pak ini pak bisa itu tapi ndak semua ya hanya membatasi aja diajak saya ndak bisa mengoperasikan masalah komputer untuk menghilangkan menghilangkan virus mka ada murid yang bisa baru diajari

6. Apa saja faktor yang enghambat dan mendukung gaya belajar siswa
 - hambatannya dari sarana prasarannya kurang ndak bisa untuk menyesuaikan perkembangan yang ada harus ada sarana prasarana sehingga mudah untuk menjangkau kalau menerapkan anak anak ternyata peralatan itu kurang memadai ndak bisa kembali pada metode yang lama lagi LCD perkembangan sudah ada untuk memudahkan anak itu bisa menerima saya gambar masalah ppkn karena buanyak masalah termasuk dijalanan umum buanyak masalah, masalah sosial masalah kejujuran masalah ahlak ada lihat orang orang sekarang ini pemerkosaan atauoknum kyai yang memperkosa santrinya itu pelajaran agama juga digambarkan sma oh ini gambarkan itu lalu diterangkan apa maksud permasalahannya ada lcd kan mudah sekali ndak ada itu kendalanya ndak ada itu bingung ternyata ya metode ceramah digunakan lalu anak anak mempraktekan cerita sesuai kelompoknya yang kelompok yang lain temannya ada tanggapan menggapi.

Pak imam

1. Metode apa yang digunakan bapak dalam proses belajar mengajar?
 - Kita membentuk kelompok terus kita beri permasalahan nanti presentasi kelompok itu yo wes iku tok sudah nek ceramah iku kan mesti ceramah itu ada artinya ya memang tetep ada ceramah itu ya memang tetep ada gag bisa ditinggalkan cuman permasalahannya itu ceramah yang bagaimana jadi tidak ceramah yang monoton gitu ndak satu arah, model jigsaw mau ndak mau anak harus memegang buku untuk di informasikan pada temannya
2. Bagaimana cara bapak mengevaluasi gaya belajar siswa?
 - anu kan ada post test itu ya nah dari podt test itu ketahuan kan saya juga ini kita bukan mendeskreditkan kalo yang sudah bisa melampaui materi itu maka anak itu saya beri tugas lain artinya

materi yang diatasnya atau materi yang kedepannya tapi yang belum mengerti ini saya terangkan lagi jadi apanya istilahnya mengulang kembali terus yang sudah mampu ya sudah saya lepas saya beri materi lain yang lebih katakanlah mungkin yang lebih sulit atau yang depannya itu saya biasah begitu jadi bisa bisa dalam satu ruangan itu katakanlah saya mengadakan ulangan materinya berbeda... ya namanya sulit sih ya ada tapi bagi saya ya hanya tantangan memang siswa kita itu kan apa ya mayoritas siswa kita itu maunya instan gitu lo dadi misalnya ada soal rumusnya yang pake mana to pak nah la itu lo makanya tau nah sementara fisika itu kan banyak variasinya jadi sudah saya jelaskan misalnya soal a bisa saja rumusnya pake ini terus nanti digabungkan dengan ini idgabungkan dengan ini rumus turunan

3. Faktor apa saja yang mempengaruhi proses pembelajaran dikelas?
 - ada tiga unsur dari siswanya bisa dari sarana prasarananya bisa dari gurunya sendiri bisa misalnya guru kurang menguasai materi la itu malah penghalang besar itu jadi guru itu memang harus benar benar menguasai materi, benar saya iya jadi memang setiap hari itu saya belajar sekalipun lewat buku ya itu ya macem macem kadang-kadang internet gitu benar memang kalo gag gitu ketinggalan benar itu yang saya alami makanya anak anak itu dirumah anak anak saya iki ayah iki kok belajar sudah jadi guru benar iya
4. Apakah ada perbedaan dan persamaan prestasi siswayang tinggal diasrama dengan yang luar asrama?
 - sepertinya iya yang dari asrama itu hasilnya lebih baik karena memang diasrama itu diles i guru katakanlah begitu boleh dikatakan dilei atau diajari ada yang malam hari ada yang sore hari ya sesmpatnya guru, guru yang bersangkutan artinya guru itu dari luar jadi asrama itu menggaji guru artiya dari luar itu ya guru man 2 cuman tempat tinggalnya tidak dirumah dinas kan ada rumah dinas itu ekonomi ada terus apa itu matematika terus itu lo apa golongannya agama quran hadits bahasa arab terus apa itu ya golongannya itu jadi meamng ya prestasi nya lebih dibanding yang lain bukan berarti dilain gag ada ya ada itu karena inisiatif sendiri gitu lo
5. Bagaimana bapak melihat interaksi sosial antar siswa?

- woo ya cukup baik, baik ndak ada masalah ya memang sih kalo gesekan itu ya ada saja gesekan itu perkara sedikit nanti jadi ini ada baik secara umum baik ndak ada masalah
6. Bagaimana cara bapak memberi motivasi belajar pada siswa?
- ya dengan kata kata termasuk dengan perbuatan apa ya menepuk pundak atau ini ya bagus dengan kata kata, perlu memang perlu penguatan itu perlu apa ya ibaratnya semacam reward begitu lah tapi sekalipun hanya bentuk kalimat atau kata kata atau apa ya bentuk diucapkan selamat atau bagaimana la itu kan memang perlulebih semangat.

Pak sugeng

1. Metode apa yang digunakan dalam proses pembelajaran bapak dikelas?
- Kalo bicara metode ya banyak macamnya metode salah satu diantara metode belajar yang saya pake itu snow ball throwing lempar bola salju itu mengena bagi anak-anak, anak-anak antusias banget makanya kan menimbulkan pertanyaan kan sehingga ilmu kan dari tau menjadi tau kan dengan rasa ingin tau yang sangat kuat endingnya kemudian bertanya bertanya sehingga banyak bertanya ya banyak yang diketahui kan begitu, oh iya itu salah satu metode klasik yang semua guru yang hampir 80% ya metode ceramah tetapi tidak ceramah yang ceramahansih ceramah yang juga diselengi dengan tanya jawab diskusi apa juga istilahnya keterampilan proses melalui keterampilan proses pun anak-anak kan lebih mendalami sendiri sendiri, metode keterampilan proses itu kan anak-anak belajar sendiri sendiri dengan pokok bahasan yang sama Kd yang sama istilah nyananti masing-masing anak kan punya pemahaamn yang berbeda dan pemahaman yang berbeda menimbulkan variasi pertanyaan juga yang berbeda beda variatif pertanyaannya.
2. Bagaimana bapak memberi motivasi pada siswa?
- pemberian motivasi ya tentunya pemberian motivasi diawal kan motivasi mestinya diberikan diawal di pra mengajar kan ada intermezo nah didalam intermezo itu kan ada motivasi jadi intermezo itu tidak hanya berisi tentang hal-hal yang bersifat humoris mengajak anak-anak merefresh segar tapi juga ada motivasi kan sebelum kita mengacu pada pokok bahasan pada kegiatan belajar

mengajar kita kan juga didalam pembukaan mengajar kan harus ada pembukaan kegiatan inti dan penutupan nah dipembukaan itulah kita ada motivasi begitu terus dipenutupan pun ajuga ada motivasi karena mengakhiri pelajaran dari hasil yang dipelajari disamping juga memberikan bahan yang akan diajarkan dipembukaan dan penutupan juga ada motivasi nah itupun tergantung dari keprigelan pak guru dan bu guru dalam menyiasati memberi motivasi pada saat situasi seperti itu

3. Bagaimana cara bapak menampung gaya belajar siswa yang bervariasi?
 - kan variasi gaya belajar itu tergantung dari kemampuan personality anak ada anak yang tipe belajarnya auditi ada yang psikomotorik ada visual ada yang modelnya anak membaca artinya dengan suara yang keras baru bisa masuk atau membaca dengan mendengarkan suara suara lagu lagu tip itu begitu baru masuk itu namanya metode auditi kan ada tipe visual, ada tipe visual kan hanya mengutamakan pandangan mata saja ndak mau rame rame pokoknya belajar disaat sepi dan kesendiriannya menyendiri dia belajar nggetu istilah nya bersungguh sungguh kalo motorik kan itu kan metode belajar menurut kemampuan anak dengan cara ya membuat oret oretan merangkum atau membuat ikhtisar meresume mengulang kembali tulisan ulisan dan apa yang disarankan oleh guru itu jadinya ditulis kembali itu namanya metode motorik kan ya itu nah bagaimana tiap satu kelas mesti masing masig anak ada yang modelnya itu nah itu kita pun juga harus memahami bagaimana kita tidak ya semuanya tergantung dari keprigelan dan kepawaian guru dalam melihat dan memandang situasi anak dengan keberagaman anak anak dengan konsisi psikologis yang berbeda
4. Apakah ada kesulitan dalam menampung gaya belajar siswa?
 - insyaAllah ndak kan metode mengajar itu punkan harus apa istilahnya variatif kan iya ndak boleh monoton kalo monoton tu jenuh iya harus variatif sama dengan ceramah, ceramah tok ya ngantuk iya harus ada variatif kalo ndak variatif ya gitu itu
5. Faktor yang menghambat dan mendorong bapak dalam proses pembelajaran?
 - oh ya semuanya sarana prasarana mungkin mendukung dimana pak guru bu guru kan pak guru ini kan mahasiswa seumur hidup sesuai dengan filosofi pendidikan life long education pendidikan juga

bersifat seumur hidup apa gurupun juga tidak berhenti membaca kalo ada pak guru berhenti membaca ya sampai disitu tapi ya harus meBaca meBaca dan membaca pun tidak hanya dengan cara textual membaca tapi bacanya juga secara kontekstual ya membaca kehidupan ya membaca pengalaman membaca lingkungan membaca peristiwa yang ada dan terjadi itu namanya kontekstual dan juga harus membaca juga itu menambah wawasan

6. Bagaimana bapak melihat perbedaan dan persamaan prestasi siswa?
- saya tetep perbedaan itu tetep kembali pada kemampuan kepribadian yang dimiliki oleh anak anak potensi yang dimiliki oleh anak kan anak memilik potensi yang berbeda potensi itu udah didukung oleh miliu oleh potensi yang dimiliki anak itu kan yang mendukung itu apa yang menstimulus apa ya secara pribadi individu kan adabakat minat kemampuan kemauan nah itu yang mendorong potensi anak dan juga didorong oleh miliu lingkungan kalo lingkungan belajar anak anak itu banyak anak anak yang suka bermain ya tentunya mereka ikut ikutan karena miliu itu 70% pengaruhnya kalo dia mampu menghadapi miliu ya bisa tapi kebanyakan tidak mampu dalam menghadapi miliu karena minoritas dan mayoritas sendiri dengan banyak orang gag bisa apalagi teman sebaya secara psikologis kalo udah teman sebaya itu punya pengaruh yang besar...ya sekarang variatif kondisi sosial anak anak apalagi jaman sekarang era komunikasi reformasi variatif ya tergantung dari yang minat dalam lingkungan anak anak itu sendiri.

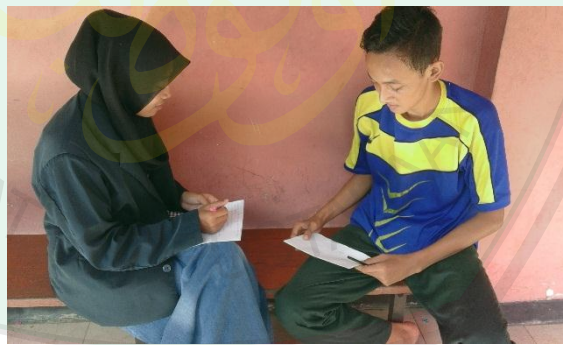
Appendix 3

Documentation

1. Interview with Student Living On Campus



2. Interview with Student Living Off Campus



3. Interview with Teacher of MAN 2 Jember and Manager of MAN 2 Jember Dormitory





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Nomor : Un.3.1/TL.00.1/1246/2016
Sifat : Penting
Lampiran : -
Hal : Izin Penelitian

27 April 2016

Kepada
Yth. Kepala MAN 2 Jember
di
Jember

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

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Semester - Tahun Akademik : Genap - 2015/2016
Judul Skripsi : **Comparative Study of Learning Styles
between Students Living on and off Campus
at MAN 2 Jember**

diberikan izin untuk melakukan penelitian di MAN 2 Jember.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



dan Dekan
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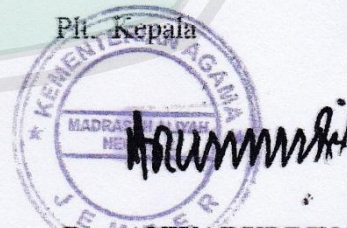
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Yang bersangkutan telah selesai mengadakan Penelitian di MAN 2 Jember pada tanggal 22 April 2016 Sampai dengan tanggal 16 Juni 2016 dengan Judul : “ **Comparative Study Of Learning Styles Between Students Living On and Off Campus at MAN 2 Jember .”**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 04 Juni 2016

Pt. Kepala



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and Off Campus at MAN 2 Jember*

No	Date of Consultation	Material of Consultation	Signature of Advisor
1.	01 th March 2016	Consultation of Chapter I, II, and III	1.
2.	15 th March 2016	Revision Chapter I, II and III	2.
3.	29 rd March 2016	Fix Chapter I, II and III	3.
4.	22 th April 2016	Consultation of Interview orientation and Table of Content	4.
5.	17 th May 2016	Consultation of Chapter IV	5.
6.	25 st May 2016	Revision of Chapter IV and Concultation of Chapter V and VI	6.
7.	4 th June 2016	Consultation All of Chapter	7.
8.	7 th June 2016	Consultation Fix Thesis	8.
9.	14 th June 2016	ACC Thesis Exam	9.

Acknowledge by,
Dean of Tarbiyah and teaching Training faculty



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