

**THE INFLUENCE OF LEARNING STYLES TOWARD STUDENTS'
ACHIEVEMENT ON AL- QUR'AN HADITH AT SECOND GRADE IN MTsN
BANDAR KIDUL KEDIRI 1
(SURVEY ON SUPERCLASS STUDENTS)**

THESIS

By:

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**ISLAMIC EDUCATION STUDY PROGRAM
ISLAMIC EDUCATION DEPARTEMENT
TARBIYAH FACULTY
MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY MALANG
April, 2013**

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THESIS

Submitted to Tarbiyah Faculty of Maulana Malik Ibrahim State Islamic University
Malang to Fulfill One of Regulation for Gain Strata One Program (S- 1) Scholar of
Islamic Education (S.Pdi)

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APPROVAL SHEET

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BANDAR KIDUL KEDIRI I

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BANDAR KIDUL KEDIRI 1
(SURVEY ON SUPERCLASS STUDENTS)

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DEDICATION

Thank God, gratitude to god and love of Almighty God for all His bounties and blessings for this from my birth to the world today and beyond.

Not forgetting to my beloved family,

Father and mother,

Thank you for all your support and hope.

Without a middleman you, I have not been able to do anything. Educate your patience during this make the new force that can inspire me to do many things, including my final task in completing this.

For Mrs. Siti Habibah and Mr. Abdul Azis, you're the light of my life.

Motto

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحَ اللَّهُ لَكُمْ^ط

وَإِذَا قِيلَ أَنْشُرُوا فَأَنْشُرُوا يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ^ج

وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Hai orang-orang beriman apabila kamu dikatakan kepadamu: "Berlapang-lapanglah dalam majlis", Maka lapangkanlah niscaya Allah akan memberi kelapangan untukmu. dan apabila dikatakan: "Berdirilah kamu", Maka berdirilah, niscaya Allah akan meninggikan orang-orang yang beriman di antaramu dan orang-orang yang diberi ilmu pengetahuan beberapa derajat. dan Allah Maha mengetahui apa yang kamu kerjakan. (QS. Al- Mujadalah: 11)¹

¹ QS. Al- Mujadalah: 11

Dr. H. Nur Ali, M.Pd
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Lampiran : 7 (tujuh) Eksemplar

Kepada

Yth. Dekan Fakultas Tarbiyah UIN Maliki Malang

Di Malang

Assalamu'alaikum Wr. Wb.

Sesudah melakukan bimbingan, baik dari segi isi, bahasa maupun teknik penulisan, dan setelah membaca skripsi mahasiswa tersebut di bawah ini:

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Judul Skripsi : The Influence of Learning Styles toward Students' Achievement on
Al- Qur'an Hadith at Second Grade in MTsN Bandar Kidul Kediri 1
(Survey on Superclass Students)

Maka selaku pembimbing, kami berpendapat bahwa skripsi tersebut sudah layak diajukan untuk diuji.

Demikian, mohon dimaklumi adanya.

Wassalamu'alaikum Wr. Wb.

Pembimbing,

Dr. H. Nur Ali, M.Pd
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STATEMENT PAGE

I hereby declare, that in this paper there are no works that have been asked to obtain a degree at a college, and to my knowledge, there is also no work or opinion ever written or published by another person, except in writing referred to in manuscript and mentioned in the bibliography.

Malang, 2 April 2013

Umi Lailatuz Zakiyah

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Bismillahirrohmaniirrohiim

With gratitude saying the presence of God Almighty, for blessing and guidance of His grace we can complete the preparation of a research report entitled “The Influence of Learning Styles toward Students’ Achievement on Al- Qur’an Hadith at Second Grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students).” Unforgettable also sholawah and greetings may remain to our master Muhammad, who have shown us from the time of ignorance into the light of day the religion of Islam.

This thesis is expected to be treasures that can be applied in the world of learning and benefit all parties. In addition, this paper is expected to improve the quality of students’ achievement in the schools I researched.

In completing this research report can’t be separated with the help of the parties, to the authors would like to express many thanks to the infinite honor:

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2. Prof. Dr. H. Imam Suprayugo as Rector of Maulana Malik Ibrahim State Islamic University Malang.
3. Dr. H. M Zainuddin, MA, Dean of the Faculty of Tarbiyah Maulana Malik Ibrahim State Islamic University Malang.

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6. Principal and Teacher of MTsN Bandar Kidul Kediri I have given permission to the author to conduct research at the institution he led.
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May Allah bestow His mercy and grace to us all. Author is fully aware that in this world nothing is perfect. So also in this paper, which does not escape from the short comings and mistakes. Therefore, with all sincerity and humility of author welcome any suggestions and constructive criticism for improvement of this thesis.

Finally with all forms of flaws and errors, the authors hope that by His grace and permission younger I hope this thesis useful for writers in particular and for the parties concerned.

Malang, 18 April 2013

Author

DIRECTION OF ARABIC - LATIN transliteration

The written of Arabic-Latin in this thesis use directive transliteration base on the collective decision between the Minister of Religion Republic of Indonesia and the Minister of Education and Culture Republic of Indonesia number 158/1987 and number 0543 b/U/1987 that in broad outline can be described as bellows:

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	ض	=	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 Vowel

Vocal (a) panjang = â

Vocal (i) panjang = î

Vocal (u) panjang = û

C. Diphthong Vowel

أَوْ = Aw

أَيُّ = Ay

أُوُّ = û

إِيُّ = î

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ABSTRACT

Zakiyah, Umi Lailatuz. *The Influence of Learning Styles toward Students' Achievement on Al- Qur'an Hadith at Second Grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)*. Thesis, Islamic Education Department, Tarbiyah Faculty, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Dr. H. Nur Ali, M.Pd, Ak.

Keywords: Learning styles (visual, audio, and kinesthetic), students' achievement.

Style of the learning is a process of movement behavior, appreciation, as well as the tendency of a student to learn or acquire a science in its own way. One's learning style is a combination of how he absorbs, then organizes and process information. The secret success of teaching and learning process lays in a person's awareness to his or her style, potential, and character. When a person recognizes his or her potential, unique style, and way to absorb some information effectively, he or she automatically will achieve his or her purpose that is to be successful learners with her or his appropriate learning style. The aspects that annoy in the learning process likes bad memorization and difficult to learn that has to solve it, minimally that's matter can be minimized. Through knew effective learning styles of students that can become reference for teacher in learning process effectively.

This study aimed to investigate the effect of learning styles (visual, audio, and kinesthetic) toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students).

This research is quantitative shaped, with survey approach. The method is a method of data collection questionnaires, interviews, and documentation. The subjects were students of VIII Superclass with a sample of 66 students. Analysis of data using percentages and multiple linear regression.

Descriptive statistical analysis of the results obtained: (a) the most dominant learning style is visual learning style used by percentage (26.41%) with a very good criterion (b) Student achievement is the most dominant is well with the frequency of 26 students (39.39%). From the test results obtained by linear regression: there is significant influence between learning style toward students' achievement at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass students). Value of the adjusted coefficient of determination (Adjusted R Square) of 33.4%, which means the dependent variable student achievement on Al- Quran Hadith explained by independent variable learning styles by 70.4%. While the remaining 29.6% is explained by variables beyond the variables used in the study. It is recommended that

students, especially students of VIII Superclass in MTsN Bandar Kidul Kediri 1 in order to better know and understand the learning style is best for her so that it can achieve the maximum results of achievement.

ABSTRAK

Zakiah, Umi Lailatuz. *Pengaruh Gaya Belajar terhadap Prestasi Siswa tentang Al-Qur'an Hadits di kelas II di MTsN Bandar Kidul Kediri 1 (Survei pada Siswa Superclass)*. Skripsi, Jurusan Pendidikan Agama Islam, Fakultas Tarbiyah, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Dr H. Nur Ali, M.Pd, Ak.

Kata kunci: Gaya belajar (visual, audio, dan kinestetik), prestasi siswa.

Gaya belajar adalah suatu proses perilaku gerakan, penghargaan, serta kecenderungan siswa untuk belajar atau memperoleh ilmu dengan caranya sendiri. Satu gaya belajar adalah kombinasi dari bagaimana ia menyerap, kemudian mengatur dan memproses informasi. Keberhasilan rahasia proses belajar mengajar terletak pada kesadaran seseorang pada gaya, potensi, dan karakternya. Ketika seseorang mengakui potensi, gaya yang unik nya, dan cara untuk menyerap informasi secara efektif, ia secara otomatis akan mencapai tujuannya yaitu untuk menjadi pembelajar yang sukses dengannya yaitu gaya belajar yang tepat. Aspek-aspek yang mengganggu dalam proses pembelajaran suka menghafal buruk dan sulit untuk belajar yang harus menyelesaikannya, minimal hal itu dapat diminimalisir. Dengan diketahuinya gaya belajar yang efektif bagi siswa, dapat menjadi acuan bagi guru dalam proses pembelajaran secara efektif.

Penelitian ini bertujuan untuk mengetahui pengaruh gaya belajar (visual, audio, dan kinestetik) terhadap prestasi siswa pada Al-Qur'an Hadits di kelas dua di MTsN Bandar Kidul Kediri 1 (Survei pada Siswa Superclass).

Penelitian ini adalah berbentuk kuantitatif dengan pendekatan survey. Metode ini adalah metode pengumpulan data kuesioner, wawancara, dan dokumentasi. Subyek penelitian adalah siswa VIII Superkelas dengan sampel 66 siswa. Analisis data menggunakan persentase dan regresi linier berganda.

Analisis statistik deskriptif dari hasil yang diperoleh: (a) gaya belajar yang paling dominan adalah gaya belajar visual yang digunakan oleh persentase (26,41%) dengan kriteria sangat baik (b) Prestasi siswa yang paling dominan adalah baik dengan frekuensi 26 siswa (39,39%). Dari hasil pengujian diperoleh regresi linier: ada pengaruh yang signifikan antara gaya belajar terhadap prestasi siswa kelas II di MTsN Bandar Kidul Kediri 1 (Survei pada Siswa Superclass). Nilai koefisien

determinasi yang disesuaikan (Adjusted R Square) sebesar 33,4%, yang berarti prestasi siswa variabel tergantung pada Al-Quran Hadist dijelaskan oleh gaya belajar variabel independen 70,4%. Sedangkan sisanya 29,6% dijelaskan oleh variabel di luar variabel yang digunakan dalam penelitian ini. Disarankan bahwa siswa, khususnya siswa VIII Superkelas di MTsN Bandar Kidul Kediri 1 dalam rangka untuk lebih mengetahui dan memahami gaya belajar yang terbaik bagi dirinya sehingga dapat mencapai hasil yang maksimal prestasi.

CHAPTER I

INTRODUCTION

A. Background of the Study

Allah has created human as the most perfect creature compared to others. One aspect that distinguish human being with other creatures is the mind which is the vital element for producing knowledge and sciences. The science does not directly come to human being, but the human being that have to search and gain it.

Human brain is a complex *protoplasma massa* which has been ever known in this world. If the brain is taken care by healthy body and environment, the brain can function actively more than 100 years.¹

One part of the brain is *neokorteks*. It's the place of our intelligence. It arranges messages which are accepted through our sight, hearing, and sensation. The process that comes from this arrangement is reasoning, intellectual thinking, decision making, health, good attitude, language, motoric awareness, and non- verbal ideas.²

The function of our brain is very terrifying. However, there are still many people who got difficulties in learning something or having non optimal learning?³

¹Bobbi DePorter and Mike Hernacki, *Quantum Learning* (Bandung: PT. Mizan Pustaka, 2005), p. 26

² Bobbi DePorter and Mike Hernacki, *Quantum Learning* (Bandung: PT. Mizan Pustaka, 2005), p. 26- 28

³ Ryan Martian, *Funtastic Learning* (Yogyakarta: Pro- You, 2010), p. 140

Learning is a process of changing behavior through interaction with the environment. According to Willian Burton, “A good learning situation consist of rich and varied series of learning experiences unified around a vigorous purpose, and carried on in interaction with a rich, varied and provocative environment.”⁴

There are 2 factors that influence someone’s learning. First, internal factors namely physiological and psychological aspects. Physiological aspect includes the condition of body and the five senses. While psychological aspect includes intelligence, creativity, cognitive styles, motivation, and learning styles. The external factors are social and non- social environments. The social environment includes the family, school, and society. The non- social environment includes nature, tool and infrastructure.⁵

The external factor that influences someone’s learning is the school. The school is a formal educational institution which is systematically conducting guidance program, teaching, and training to help students having the capability and developing their potentials, whether moral- spiritual, intellectual, emotional, social, on physic- motoric aspects.⁶According to UU RI No. 20 Year 2003 about National Education System Chapter I Paragraph 1 (1), education is “Conscious and planned efforts to realize learning condition and teaching process in order the students actively develop their potentials to have religious- spiritual strength, self control, personality, intelligence, noble

⁴Joko Susilo, *Sukses dengan Gaya Belajar* (Yogyakarta: PINUS, 2009), p. 23- 24

⁵Sutiah, *Buku Ajar Teori Belajar dan Pembelajaran* (Malang: Universitas Negeri Malang, 2003), p. 34- 49

⁶Syamsu Yusuf L.N. and Nani M. Sugandhi, *Perkembangan Peserta Didik* (Jakarta: PT. RAJA GRAFINDO PERSADA, 2011), p. 30

behavior, and skill that are needed by themselves, society, nation, and the state at large.”⁷

Many countries realize that the problems in education are a complex one, and they also believe that the state has a very important role in education. Asri Budiningsih pointed out that the education is the key for social change, development, and progress within the society. Without that key, any effort to change the condition of the society will be useless.⁸

The school as a place for student to get knowledge and education has been designed in such a manner in order to create comfortable and effective learning conditions. The role of teacher as the center in the learning process is slowly decreasing. The teachers then just become the facilitator to the students in the learning process. Sometime in the learning process, students sight about difficulties in their learning. An effective and fun learning will be processed by the brain quickly. The role of teacher in giving continuous motivation to the students is hoped to be a means to increase students’ potentials so that they can finally increase their achievements.

Other aspect that is needed to take into account is like the psychological aspect in education such as learning styles. Learning style is a process of attitude action, total comprehension, and tendency of student to learn or gain knowledge with a specific way.⁹ Everyone has different tendency in learning. Many people do not understand yet that everyone has difference way in

⁷Muhibbin Syah, *Psikologi Pendidikan dengan Pendekatan Baru* (Bandung: PT. REMAJA ROSDAKARYA, 2004), p. 1

⁸C. Asri Budiningsih, *Belajar dan Pembelajaran* (Jakarta: RINEKA CIPTA, 2005), p. 1

⁹Joko Susilo, *Sukses dengan Gaya Belajar* (Yogyakarta: PINUS, 2009), p. 15

learning so that they should not imitate other's way with expectation to get the same result. If they just imitate others, finally the result will not satisfy them because it will end up with differences. Generally, learning styles can be divided into three types, visual, audio, and kinesthetic.¹⁰

If we know the learning styles, it means we also understand the learning modality. Learning modality should be known by the students because it will support their processes of learning as well. The student who learns using his sight, it's included visual. Included auditory if the students learn using his hearing. The students who learn through his movement, work, and touch ways included kinesthetic.

The secret success of teaching and learning process lays in a person's awareness to his or her style, potential, and character. When a person recognizes his or her potential, unique style, and way to absorb some information effectively, he or she automatically will achieve his or her purpose that is to be successful learners with her or his appropriate learning style.¹¹ The aspects that annoy in the learning process likes bad memorization and difficult to learn that has to solve it, minimally that's matter can be minimized. Through know effective learning styles of students that can become reference for teacher in learning process effectively.

The site of this research is MTsN Bandar Kidul Kediri 1 because this school was chosen it is an excellent school and it progress increases from time by time. The researcher believes that the students in MTsN Bandar

¹⁰ Ryan Martian, *Funtastic Learning* (Yogyakarta: Pro- You, 2010), p. 141- 142

¹¹ Barbara Prashniq, *The Power of Learning Syles* (Bandung: PT Mizan Pustaka, 2007), p. 31- 33

Kidul Kediri 1 take their achievements as their supreme priority and pay high attention to their learning. Taking the research object that has specified on superclass because according to a data that happened, the superclass students majored has an IQ higher than regular classes, so they are competing with classmates in small classes (one class of no more than 30 students).

Adolescent period sometime haven't know yet effective learning styles that appropriate for them. So, the researcher need to do the research on their learning styles that appropriated with their achievements in the school so that they can get the optimal achievement. This result will be beneficial as well for the teachers as point out reference in teaching and learning process. The researcher also wants to measure the influence of learning styles toward student achievement, especially on Al- Qur'an Hadith subject since we know that there are many other aspects which influence the student's achievement.

Based on the above phenomenon and its related theory, the researcher is very interested to conduct the research on the influence of learning styles toward students' achievement on Qur'an Hadith. This research is hoped can prove and give positive affirmation on the significance of learning styles. The title of this research is **“THE INFLUENCE OF LEARNING STYLES TOWARD STUDENTS' ACHIEVEMENT ON AL- QUR'AN HADITH AT SECOND GRADE IN MTsN BANDAR KIDUL KEDIRI 1 (SURVEY ON SUPERCLAS STUDENTS).”**

B. Problems of the Study

Based on the study background the main objectives of the study will be focused on:

1. How is learning styles of student at second grade in MTsN Bandar Kidul Kediri 1 especially on superclass students?
2. How is the level of students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 especially on superclass students?
3. How is the influence of learning styles toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 especially on superclass students?

C. Objectives of the Study

The more specific objectives for this study are:

1. To explore the learning styles of student at second grade in MTsN Bandar Kidul Kediri 1 especially on superclass students.
2. To describe and explore the level of students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 especially on superclass students.
3. To explain and examine the influence of learning styles toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 especially on superclass students.

D. Significances of the Study

1. For Teacher

By known the correlation between learning styles and student achievement, hoped give beneficial to teacher in order to understand the learning styles of the student, in order to learning process appropriate with students potential.

2. For School

Can add treasure about whether or not the influence of student learning styles with student achievement, particularly Al-Qur'an Hadith.

3. For Researcher:

The research can measure how deep the researcher's knowledge about the influent of learning style with student achievement.

4. For Students:

The research can be reference for students to develop their ability based on their learning styles.

E. Hypothesis of the Study

Hypothesis is a tentative answer to the research problem that the truth is still weak, so that should be tested empirically. There are two hypotheses used in the study:¹²

1. Working hypothesis, called the alternative hypothesis, abbreviated with H_a .

Working hypothesis suggested a link between the variables X and Y.

The formulation of a working hypothesis:

¹² Iqbal hasan, *Metodologi Penelitian dan Aplikasinya* (Bogor: Ghalia Indonesia, 2002),p. 50.

"There is the influence of learning styles toward student achievement on Al-Qur'an Hadith."

2. Zero hypothesis, H_0 abbreviated. Zero hypothesis stating no difference between the two variables or not the influence of variable X on variable Y.

Formulation of the zero hypothesis:

"There is no the influence of learning styles toward student achievement on Al-Qur'an Hadith."

F. Previous of the Study

1. The first thesis from Dian Nurlaili. In this thesis describe about the correlation between learning styles and student achievement in Surya Buana Islamic Junior High School. In that school included nature school. In this research use quantitative research. There are 3 aspects that measured in learning styles like visual, audio, and kinesthetic that correlated with student achievement. The student achievement was put from the score of students in their raport of all subjects. Every learning style correlated with student achievement. The title of her thesis is "KORELASI GAYA BELAJAR DENGAN PRESTASI BELAJAR SISWA MTs SURYA BUANA" that written on year 2007.
2. The second thesis from Ainur Rosida. In this thesis describe about the influence of learning styles toward student achievement of Islamic education in Senior High School 5 Malang. In that research use quantitative research. There are 3 aspects that measured in learning styles like visual, audio, and kinesthetic that correlated with student achievement of Islamic education

subject. The student achievement was put from the score of students in their report of Islamic education subject. Every learning style correlated with student achievement of Islamic education. The title of her thesis is “PENGARUH GAYA BELAJAR SISWA TERHADAP PRESTASI BELAJAR SISWA PENDIDIKAN AGAMA ISLAM SISWA SMA NEGERI 5 MALANG.” that written on 2009.

3.The third thesis from Qomariyah. In this research discuss about the influence of learning styles toward student achievement in Senior High School 1 Blega. In that research use quantitative research. There are 3 aspects that measured in learning styles like visual, audio, and kinesthetic that correlated with student achievement. The student achievement was put from the score of students in their report of all subjects. Every learning style correlated with student achievement. The title of this research is “PENGARUH GAYA BELAJAR SISWA TERHADAP PRESTASI BELAJAR SISWA SMA NEGERI 1 BLEGA.” that written on 2010.

G.Scope of the Research

To avoid misinterpretation and demystify it is necessary to study the scope or extent of the problem, in order to obtain a clear picture of the aims and objectives in writing this thesis proposal. Given the limitations of the author, whether the time, effort and expense, this study only covers a few things, namely:

1. Influence

In Indonesian big dictionary, influence is the powers that exist or emerge from a certain (person/ thing) that follow to form character, belief, and deed someone.¹³

2. Learning Styles

Learning styles is a process of attitude movement, total comprehension, and tendency of student to learn or getting science with specific way.¹⁴ There are 3 kinds of learning styles, like visual, auditory, and kinesthetic style.

The people who learn using his sight, it's included visual. Included auditory if the people learn using his hearing. The people who learn through his movement, work, and touch ways included kinesthetic.

This is characteristics behaviors of people that included visual, audio, and kinesthetic in their learning styles.

3. Students' Achievement on Al- Qur'an Hadith

Students' Achievement is the result that has been achieved in learning, skill, and attitude that has been gotten by student during join teaching and learning in school that finding with numeral form, letter, and symbol in raport. In this research, to measures the students' achievement through test that done by researcher.

As for the translation of concept and variable in this study is as follows:

¹³Kamus Besar Bahasa Indonesia, p. 849

¹⁴Joko Susilo, *Sukses dengan Gaya Belajar* (Yogyakarta: PINUS, 2009), p. 15

Table 1.1
Concept of the Research

No.	Concept	Variable	Indicator
1.	Learning Styles	Visual	✓ Reading style
			✓ Writing style
			✓ Behave style
		Audio	✓ Speaking style
			✓ Reading style
			✓ Listening style
			✓ Behave style
		Kinesthetic	✓ Behave style
			✓ Reading style
✓ Memorize style			

H. Systematical Study

To get whole view about this thesis, so researcher will explain into 6 chapters with abstraction among others:

1. Chapter I, in this introduction researcher explain background of the study, problems of the study, objectives of the study, significances of the study, hypothesis of the study, previous of the study, scope of the study, and systematical study.
2. Chapter II, in this discussion is theoretical study that will be discuss about various theory that correlate with the problem of study above that is about the influence of learning styles toward students' achievement on Al-Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1. The researcher will explain about learning styles, students' achievement on Al-Qur'an Hadith, and the influence of learning styles toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1.

3. Chapter III, in this discussion contain the methods that used by researcher to get data and information completely and valid. In this discussion such as: the location of research; phenomenological and kinds of research; data and source of data; population, sample, and sampling technique of the research; instrument of the research; the technique of collecting data; validity and reliability test; and data analysis.
4. Chapter IV, in this matter contains about the result of research in field. In this discussion will be appeared the reality that will be compared with the theory that exist. The contain about the background of objects' research, the description of subjects' research, data description, and hypothesis test.
5. Chapter V, The discussion of research result will integrate the result of research into data collection that has been existed, through explanation research finding in the context of science storage more larges. In this matter done through comparison the research finding that has been gotten by researcher with the others theory and research finding that relevant. The researcher will discuss among others: How the students' learning styles on Al- Qur'an Hadith at Second Grade of Superclass in MTsN Bandar Kidul Kediri 1, How the students' achievement on al- Qur'an Hadith at Second Grade of Superclass in MTsN Bandar Kidul Kediri 1, and How the influence of learning style

toward students' achievement on Al- Qur'an Hadith at Second Grade of Superclass in MTsN Bandar Kidul Kediri 1.

6. Chapter VI, In the last of my discussion explain the conclusion of the result of research and suggestion that correlate with the reality of research result, for the shake of success and achievement of purpose that hoped.

CHAPTER II

STUDY OF THE LITERATURES

A. Learning Styles

1. Definition of the Learning

Learning is a series of body and soul to achieve a change in behavior as a result of individual experience in the interaction with the environment related to cognitive, affective, and psychomotor.¹

2. Factors that Affect Learning Difficulties

Factors causes learning difficulties can be classified into two categories, namely the following.²

a) Internal factors (factors from within the human itself) that includes:

- 1) Physiological factors
- 2) Psychological factors

b) External factors (factors outside human)

- 1) Non-social factors
- 2) Social factors

In the case of education, Smith added factor methods of teaching and learning, an issue of social and emotional, intellectual, and mental.

a) Internal factors

1) Because of a physical

(a) Due to illness

¹ Drs. Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: PT. Rineka Cipta, 2002), p. 141

² Abu Ahmadi dan Widodo Supriyono, *Psikologi Belajar* (Jakarta: PT. Rineka Cipta, 2004), p. 78-79.

Someone who is sick will experience physical weakness, so that his sensory nerves and motoric are weak. Consequently stimuli that received through the senses can't be transmitted to the brain, so that if it is too long then the pain would not go to school for several days resulting in lag far behind in their learning.

(b) Due to less healthy

Unhealthy child be able to have difficulty learning, because he is easily tired, drowsiness, dizziness, concentration power loss of less spirit, and mind disturbed. It resulted in a reduced response to learning, brain nerves are unable to work optimally process, manage, interpret learning materials through the senses.

(c) Due to disability

Disability distinguished by:

- (1) Disability lightweight such as hearing loss, lack of vision, and psychomotor disturbances.
- (2) Defects fixed body (serious) such as: blind, deaf, mute, missing arms and legs.

For the class seriously, it must enter the special education such as SLB, mute, deaf, TPAC-SROC. For the lightweight classes, many follow the general

education teacher is the origin and take a quick placement.

2) The causes of learning difficulties as a spiritual

Learning requires spiritual preparedness, tranquility well. If detailed spiritual factors include.

(a) Intelligence

Children who have a high IQ, medium or low has a different effect in the midst of life. A child who has an IQ less than 90 was classified as mentally weak and would be fraught with difficulties in learning.

(b) Talent

Talent is potential base inborn. Someone will be easier to learn that according to his talent, as opposed to based on coercion.

(c) Interests

The lack of interest of a child to a lesson learning difficulties will arise.

(d) Motivation

Motivation as a factor inner (mental) function generates, underlying, direct action learning. Motivation can determine whether or not the goal so the greater the motivation will be even greater learning success. Someone who will actively seek major motivation, seemed determined not to give up, diligently reading books to solve the problem. Instead they are weak motivation,

seemed indifferent, easily discouraged, his attention was not focused on the lesson, disrupt classes, often leave the subject as a result many have learning difficulties.

(e) Mental health factors

Mental health and learning relationship is reciprocal. Mental health and emotional calmness will lead to better learning outcomes as well as constantly learning success will bring self's esteem. When self-esteem will grow, the good mental will be health.

(f) Types special someone learners

There are 3 type of a child's learning, including visual, motor, and mixed.

(1) A type of visual, will quickly learn the material presented in writing, charts, graphs, and images. They are easy to learn the lesson material that can be seen with a vision. Instead find it difficult to learn when confronted with these materials in the form of noise, or movement.

(2) Children with auditory type, easy to learn the material presented in the form of sound (speech), so the teacher explained, he quickly caught the material, in addition to the word of a friend (discussion) or the radio / cassette easily captured. Lessons are presented in written form, touch, and movement will have trouble for them.

- (3) Individuals with motor type, easy to learn the material in the form of writings, movements, and it is difficult to learn the material in the form of sound and vision.

b) Extern Factors

1) Family Factors

Family is the center of the primary education and first. Families can also be a factor causing learning difficulties. Family factors, among others:

(a) The parent's factor

(1) How to educate children

Style of educating children that one of the parents will affect the child's life that impact on the learning process at home. The nature of authoritarian parents or like spoiled children has negative effect on psychological development of children.³ The best way is to give enough attention and control of the parents so that they can encourage young children to learn to be enthusiasm in achieving good achievement.

(2) The relationship of parents and children

The relationship is defined as the interaction of a full understanding of love, hate, hard attitude, indifferent, indulgent, and others. Interaction process produces mental effect for themselves and children. If the interaction of

³ Abu Ahmadi and Widodo Supriyono, *Psikologi Belajar* (Jakarta: PT. Rineka Cipta, 2004), p. 85-86.

parents to children is good, then mental formation in children is also good, and will affect the learning process is good and on the contrary.

(3) Examples / guidance from parents

Learning need guidance from parents to adult attitudes and responsibility learned growing in children. If parents are too busy outside, in the absence of adequate control of the child, then chances of child will have difficulties in learning.

(4) Atmosphere home / family

Home atmosphere should always be made fun, peaceful, harmonious, so that the child comfortable in the house. It is very necessary for children in order to support their learning at home, so that is not easy out for walks that could lead to unnecessary achievement declined.

(5) The family's economic situation

The economic situation is classified into:

- Economic less / poor

The cost factor is a very important factor for learning and sustainability is in need of cost, for example, to buy the equipment, tuition, and other expenses. Poor family is difficult to meet the needs of highly complex. Poverty also affects the difficulty of providing adequate learning space,

which place to learn it is one of the means of implementation of an efficient and effective learning.

- Excessive Economics / rich

The economic situation will impact the excess unwillingness children to learn. It's possible the parents indulge their children because they do not stand to see her learn to take pains. Circumstances like this can hinder a child's learning progress.

2) School Factors

(a) Teachers

A teacher can be a cause of learning difficulties if:

- (1) Teachers do not qualify, either in making the methods used or the subjects held. It will have an impact on students' understanding of the material presented by the teacher.
- (2) The relationship between teachers and students is not good. It may have originated in the attitudes of teachers towards students who are less well, such as rude, grumpy, cynical, unfair, etc.. These attitudes are disliked by the students, so it will hinder the child's development and lead to poor teacher relationships with students is not good.
- (3) Teachers are demanding a standard lesson in the ability of the child. It can happen to young teachers who have not experienced that yet are able to measure the ability of his

students. This resulted in a fraction of the students who gain well.

- (4) Teachers do not have the business skills learning disability diagnosis. For example, the talents, interests, personality traits, needs of children, and so on.
- (5) Teachers' teaching methods that can cause learning disabilities.
- (6) Teaching method based on mechanical exercise and not based on understanding.
- (7) In the process of teaching, teachers do not use props that allow all students sensory organs functioning.
- (8) The method of teaching that led to passive students, so that children no activity. This is contrary to the basic psychological, because the individual is basically a dynamic creature.
- (9) The method of teaching is not mechanics, chances are high material, or controlled substance.
- (10) The teacher only using one method only and does not vary. It shows a narrow method teacher, who has no skills of discussion, question and answer, as well as experiments. It raises the activity of the students and the atmosphere becomes less alive.

(b) Tools factors

Tool is supporter the success of the teaching and learning process. Advances in technology brought about the development tools or educational lesson. The advent of technology will determine changes in teachers' teaching methods, which in terms of science in young minds, and meet the demands of the various types of children. The lost of these tools tend to use the speech method that causes passivity for children, so it is not impossible learning difficulties arise.

(c) The condition of the building

The condition is shown in the class room or the room where the child's learning. The room must meet health requirements include: have enough ventilation, clean walls, clean floors, and a place away from the crowds. This situation must be met in order for learning to be good and smooth.

(d) Curriculum

The curriculum is not good among others: the materials are too high, uneven distribution of material (class 1 lot of lessons and classes on it a little lesson), and the compaction of material. It will bring learning difficulties for students. Instead curriculum appropriate with the needs of the child, will lead to success in learning.

(e) During in school and lack of discipline

The best time to learn is the morning. By mid-morning, afternoon or evening is a less well. That's because the time was less effective. When the physical condition who are tired and no longer possible to study at a time before noon, afternoon, or evening.

3) Mass Media and Social Environment Factor

(a) Mass media factor includes: newspapers, TV, magazines, comic books that surround us, and others. If the use of the mass media is too much, then the consequences students will forget the learning task.

(b) Social Environment

(1) Friends commune

Friends commune have give effect to the spirit and personality of the child. The obligation of parents here is to oversee and control children not to hang out with child that is not good.

(2) Neighbors environment

The style of life is not good neighbors, as like gambling, drinking hard, unemployed, do not like to learn, it will affect the children who attend school. Minimally there is no motivation for children to learn. Conversely, if your

neighbors comprised of students, doctors, engineers, professors, will encourage children's learning.

(3) Activity in the society

Too much organization and the course will lead to children being neglected in learning. Parents should care their children so the extra activities outside of study can be followed without forgetting their learning task.⁴

3. Definition of the Learning Styles

Style of the learning is a process of movement behavior, appreciation, as well as the tendency of a student to learn or acquire a science in its own way.⁵ One's learning style is a combination of how he absorbs, then organizes and process information.

4. Factors Affecting Learning Styles

Underlying factors that influence a person's learning style according to Rita Dunn, a pioneer in the field of learning styles is the factor of physical, emotional, sociological, and environmental.⁶

5. The Kinds of Learning Styles

The kinds of learning styles are:⁷

- a. Visual, is learning by seeing.

⁴ Abu Ahmadi dan Widodo Supriyono, *Psikologi Belajar* (Jakarta: PT. Rineka Cipta, 2004), p. 79- 93.

⁵M.Joko Susilo, *Sukses dengan Gaya Belajar*(Yogyakarta: PINUS, 2009), p. 15

⁶ Bobbi De Porter & Mike Hernacki, (*Quantum learning* (Bandung: PT. Mizan Pustaka, 2005), p. 110

⁷Bobbi DePorter and Mike Hernacki, (*Quantum learning* (Bandung: PT. Mizan Pustaka, 2005),p. 113.

- b. Auditory, is learning by listening.
- c. Kinesthetic, is learning by movements, works, and touching.

6. The Characteristics of Learning Styles

Here are the characteristics of a person's behavioral tendencies that are clues to learn, among other things:

- a. Visual people
 - 1) Neat and orderly.
 - 2) Speaking quickly.
 - 3) Long-term planner and regulator is good.
 - 4) Meticulous to detail.
 - 5) Concerned with appearances, both in dress and presentation.
 - 6) Good spellers and can guess the words in the minds of others.
 - 7) Given what is seen, rather than heard.
 - 8) Given the visual association.
 - 9) Is usually not bothered by the noise.
 - 10) Have a problem to remember verbal instructions unless noted, and often ask for help people to repeat it.
 - 11) The reader quickly and diligently.
 - 12) Would prefer to read rather than read.
 - 13) Requires a thorough views and objectives and be alert to a problem or project.
 - 14) Doodling without meaning while talking on the phone and in meetings.
 - 15) Forget deliver verbal messages to others.

- 16) Often answered questions with short answers (yes or no).
- 17) More like a demonstration than a speech.
- 18) More like art than music.
- 19) Most of the time knowing what to say, but not very good at choosing his words.
- 20) Sometimes lose concentration when they want to pay attention to something.

b. Auditory people

- 1) Talk to his self while working.
- 2) Easily distracted by the commotion.
- 3) Move their lips and say good writing in a book when reading.
- 4) Nice to read aloud and listen.
- 5) Can repeat back and mimic tone, bars, and color the sound.
- 6) Feeling the trouble to write, but great storytelling.
- 7) Speaking in a rhythm pattern.
- 8) Usually eloquent speaker.
- 9) More like music than art.
- 10) Learn to listen and remember what was discussed than viewed.
- 11) Like to talk, loves to discussion and explain things at length.
- 12) Have a problem with jobs that involve visualization, such as cutting the pieces to fit together.
- 13) More clever spell harder than writing.
- 14) More like a joke spoken than read comics.

c. Kinesthetic People

- 1) Talk slowly.
- 2) In response to a physical concern.
- 3) Touch the people to get their attention.
- 4) Stand close when talking to people.
- 5) Always physically oriented and much budge.
- 6) Have an initial development of the large muscles.
- 7) Learning through manipulation and practice.
- 8) Memorizing by walking and seeing.
- 9) Using a finger as a pointer when reading.
- 10) Many use gestures.
- 11) Can't sit still for long.
- 12) Can't remember geography unless they've been in that place before.
- 13) Use words that contain action.
- 14) Loved the books are plot-oriented they reflect action with body movements while reading.
- 15) The possibility of bad writing.
- 16) Want to do everything.
- 17) Liked busy game.

Here is a list of words used by the person who has the learning style:⁸

a. Visual

- 1) It seems to me

⁸Ibid, p. 122

- 2) A comprehensive view
- 3) Glance seeing
- 4) Real-certainly, no doubt
- 5) The views are blurred
- 6) Right, fitting
- 7) Has the scope of something
- 8) A vague idea
- 9) In the light
- 10) Personally
- 11) In view of
- 12) Similar
- 13) Self-image
- 14) Eye care
- 15) Beautiful like a painting
- 16) Seeing
- 17) A narrow view
- 18) Show off
- 19) Straight Version

b. Auditory

- 1) Listening carefully
- 2) Call
- 3) Clear like a bell
- 4) Clearly revealed

- 5) Explained in detail
- 6) A good listener
- 7) Listen carefully
- 8) Hearing voices
- 9) The hidden message
- 10) Bored Conversation
- 11) Clear and unequivocal
- 12) Frankly
- 13) Babbling like a bird
- 14) Reminder of something
- 15) Tell the truth
- 16) Listen to / not listening
- 17) Not heard of anything
- 18) Voice the opinions
- 19) Is always within hearing

c. Kinesthetic

- 1) Diligent
- 2) Shorten up
- 3) Thinking continue
- 4) Spread everywhere
- 5) Can feel
- 6) Like was struck by lightning
- 7) In relation / contact

- 8) Catch the groove
- 9) Hold on!
- 10) Bully
- 11) Frank
- 12) Organize
- 13) Very neat
- 14) Distorts my mind
- 15) Start from the beginning
- 16) Stolid, dishonest, fraudulent
- 17) Leave in the dark

7. How to Find Learning Styles

One's learning style is a combination of how his absorbs, and then organizes and process information. The first thing to do is to recognize a person as a modality of visual, auditory, or kinesthetic (V-A-K). Although each of us learn by using all three modalities is at a certain stage, most people are more inclined to one among the three.⁹

B. Students' Achievement on the Al- Qur'an Hadith

1. The Understanding of Students' Achievement

According to Bloom, learning achievement is a learning process experienced by students and produce changes in the knowledge,

⁹ Body DePorter and Mike Hernacki, (*Quantum learning* (Bandung: PT. MizanPustaka, 2005), p. 111- 112.

understanding, the power of analysis, synthesis, and evaluation.¹⁰ Sphere to determine student achievement in the form of cognitive, affective, and psychomotor aspects will be discussed in the next explanation.

2. Factors Affecting Students' Achievement

Here are the factors that affect the learning process and results include:¹¹

a) Environmental Factors

1) Natural Environment

The natural environment is the environment where students live, and try to live in it.¹² Creating a natural environment by planting trees and dynamics partial on learning environment can support the learning process successfully.

2) Social cultural environment

Human beings as individuals and social beings naturally spawned social interaction. The environment is less supportive of the learning process will result in a significant impact on student learning outcomes. More it, if the construction of the school near with factories, markets, and the traffic flow that will appear bad affect to the students in the learning process.¹³

¹⁰ Reni Akbar, Hawadli, *Aksererasi* (Jakarta, PT. Grafindo, 2004), p. 68.

¹¹ Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: PT. Rineka Cipta, 2002), p. 141

¹² Ibid. p. 143

¹³ Ibid, p. 144- 146.

b) Instrumental Factors

1) Curriculum

The curriculum is a plan for learning which include a substantial unsure of education. Every teacher should study and describe the content of the curriculum into a program that is more detailed and clear objectives. So that could be detected and measured with certainty the level of success of teaching and learning that have been implemented.

Content of the curriculum will affect the intensity and frequency of students' learning. However, a teacher can not impose its will to accelerate the learning of students in achieving the target of the curriculum, regardless of the psychological aspects of students. To achieve target of mastering the curriculum, by students, the first were known the system of educational backgrounds of students. If the students have any background material mastery based curriculum in a lesson is good, it will be easy to follow the lessons according to the curriculum in the present. So, the curriculum recognized can affect the process and achievement of students in school.¹⁴

2) Program

The educational program is designed in a school is one determinant of the success of education in the schools. The educational program is based on the potential of schools available,

¹⁴Ibid, p. 146- 147.

like energy, financial, and infrastructure. The role of a teacher in education is the supporting success of the educational program. The teacher not only as a coach but also as a mentor of students, either individually or groups. This is with the aim of achieving optimal performance in learning. Learning styles of students were herded into a learning activity that supports the success of the teaching program created by the teacher.¹⁵

3) Tool and Facilities

Tool has significant in education. Learning activities in school has supported by the tool and facilities at the school. The tools such as school buildings are in two distant parties tend harder to maintain and monitor. The facilities such as library books, laboratory equipment, student handbook, the handbook of teachers and teacher aids are needed in order to support the smooth learning process. Students would be able to learn better and more fun when a school can meet all students' learning needs.¹⁶

4) Teachers

Teachers are important aspects in the educational sphere. Being a professional teacher is not as easy as we think. Issues concerning the vast dimensions of teachers, not only in contact with the problems outside of themselves as able to relate well with the community outside of school and in touch with their students whenever and

¹⁵Ibid, p. 147- 149.

¹⁶Ibid, p. 149- 151.

wherever it is located, but also the problems related to personality. According M.I. Soelaeman, to be a good teacher can't be relied upon to talent or passion (emancipation) and the environment alone, but must be accompanied by study and practice activities and practice or experience, so it appears that attitudes of teachers who wanted birth excitement of working fun.

The role of teachers in education is emphasized in the teaching's professional aspect. The teachers are required not only to convey the subject matter well, but a good way of delivery. In addition students are able to understand the character's personality to be more than a teacher.¹⁷

c) Physiological Conditions

Physiological conditions in general greatly affect a person's ability to learn. People who are in a state of physical fresh study will be different from the person in a state of exhaustion. Children who are malnourished turns learning ability under children are not malnourished, they get tired, sleepy easy, and difficult to accept the lesson. That is the opinion of Noehi Nasution. Also according Noehi, it is no less important is the condition of the five senses (eyes, nose, lips, ears, and body), especially the eyes as a tool to see and ears to hear as a tool.¹⁸

¹⁷ Ibid, p. 151- 155.

¹⁸ Ibid, p. 155.

d) Psychological Conditions

Learning is essentially a psychological process. Therefore, all of the circumstances and psychological functions affect one's learning. Psychological factors as a factor of the major thing in determining the intensity of childrens' learning. The following factors-psychological factors that affect the process and learning outcomes of students, among others:

1) Interests

Interest, according Slameto, is a preferred taste and interest in a matter or activity, without being told. An interest can be expressed through a statement that indicates that students prefer a thing than anything else, may be manifested through participation in an activity.

Slameto concluded that the interest is not innate, but acquired later. In other words, the interest can be nurtured and developed in a protege. According to Tanner way is by providing information to students about the relationship between the teaching materials will be provided with teaching materials and or describe its usefulness in the future for students.

Some education experts found the most effective way to generate interest in a new object is to use students' interests that already exist. For example, some students took an interest in sports car racing. Before the acceleration motion taught, teachers

can draw students' attention by telling a little about car racing that just took place, then gradually redirected to the actual subject matter.¹⁹

2) Intelligence

Intelligence in determining a person's success in learning. According to M. Dalyono states that a person who has a good intelligence (high IQ) is generally easy to learn and the results tend to be better. In contrast, the low intelligence, tend to experience difficulties in learning and slow thinking, so that low academic achievement.

Various studies, as revealed by Noehi Nasution, have shown a close relationship between IQ with learning outcomes in schools. Described from IQ, about 25% of the school can be explained from the IQ, the intelligence as measured by intelligence tests.

Opinions Noehi above Nasution confirmed by Raden Cahaya Prabu which states that children below the level of intelligence in the average, which is dull *normal*, *debil*, *embicil*, and idiot difficult to succeed in school. They will not reach higher education because of limited ability. While the kids are normal intelligence level, above average (superior, gifted or genius) if only the family, the community, and contributed to the

¹⁹Ibid, p. 156- 159.

educational environment, then they will be able to reach the achievements and successes in his life. So, intelligence is one factor of many factors that influence a person's success in school.²⁰

3) Talent

Talent is an innate ability that is the potential that still need to be developed or exercise. Innate talent is likely linked to the lineage of the father or mother. The amount of interest a child to follow in the footsteps of his parents, eventually develop latent talent into reality.

According Sunarto and Hartono, talent allows one to achieve excellence in a particular field, but the necessary training, knowledge, experience, and talent encouragement or motivation that it can be realized. In the life of the school often seems that someone who has a talent in the field of sports, general achievement subjects were also good. Excellence in one area, whether in literature, math, or art, is the result of the interaction of innate talent and a supportive environment factors, including personal interest and encouragement. Symptoms of child development talent in specific areas can be

²⁰Ibid, p.159- 162.

seen from the tendency of the child's behavior in implementing the potential of his talent.²¹

4) Motivation

According Noehi Nasution, motivation is the psychological condition that drives someone to do something. So the motivation to learn is a psychological condition that drives a person to learn. The findings showed that the learning outcomes generally increase if the motivation to learn increases. Strength motivation of one's learning influences learning success. Therefore, the motivation needs to be explored, especially coming from within (intrinsic motivation) by constantly thinking about the future full of challenges and must be overcome to achieve the goal. Always determined and always optimistic that goal can be achieved by learning.²²

5) Cognitive Ability

In education, there are three goals of education is very well known and recognized by educational experts, namely the cognitive, affective, and psychomotor. Cognitive abilities that is always required for students to master. That's matter because the mastery of skills at this level is the basis for mastery of science. There are three skills that must be mastered as a bridge to get to the control cognitive abilities, namely perception,

²¹Ibid, p. 162- 164.

²²Ibid, p. 166- 167.

remembering, and thinking. Perception is the process by which a message or information regarding entry into the human brain. Through perception, people are constantly coming into contact with the environment. This relationship is done through the senses, the senses of sight, hearing, touch, taste, and smell. The more thoughts and ideas a person has, the more rich and extensive cognitive thinking person. Cognitive abilities should be developed through learning.

In the Life Sciences Association by Abror considers that the thought is survival responses are accompanied by the passivity of the thinking subject. But according to Garrett, think of behavior that is often implicit or hidden and usually by using symbol-symbol (images, ideas, and concepts). The behavior was not limited to the "soul", but it can involve the whole body. Here it turns out to be acknowledged that thinking is a mental activity that is personal. Thinking also has several levels. Frohn believes there are three levels of human thinking, the cognitive thinking, thinking schematic and abstract thinking.

Developments think a child moves from concrete thinking activity toward abstract thinking. Change of thinking is moving in accordance with the increasing age of the child. A teacher needs to understand the child's thinking skills so as not to

impose learning materials that did not set the difficulty level according to the child's age to be accepted and digested by children. When this happens, the child will have difficulty to digest the ideas of a given subject matter. The subject matter can not be mastered by children well. Finally, teachers failed in educating students.²³

3. How to Determine Achievement

a. Achievement Indicators

Key points to gain size and student learning outcomes data is knowing outlines indicators (indicators of specific achievements) associated with the type of performance that was about to be disclosed or measured. The following table can help us in using the tools and tips for evaluating the appropriate, reliable, and valid. This table is derived from a variety of referral sources with adjustments as necessary.²⁴

Table 2.1
Achievement Indicators

Domain and type of achievement	Indicator	Evaluation Method
A. Realm Copyright(Cognitive) 1. Observation	a. Can demonstrate; b. Can compare; c. Can connect.	Oral test, written test, and observation.

²³Ibid, p. 168- 171.

²⁴Muhibbin Syah, *Psikologi Belajar* (Jakarta: PT. Grafindo Persada, 2007), p. 213- 216.

<p>2. Memory</p> <p>3. Comprehension</p> <p>4. Application</p> <p>5. Analysis (inspection and sorting carefully)</p> <p>6. Synthesis (Creating a new guide and intact)</p>	<p>a. Can mention; b. Can show again.</p> <p>a. Can explain; b. Can define their own oral.</p> <p>a. Can give an example; b. Can be used appropriately.</p> <p>a. Can outline; b. Can classification / sort out.</p> <p>a. Can connect material, thus becoming a new entity; b. To conclude; c. Can generalize (making the general principle).</p>	<p>Oral test, written test, and observation.</p> <p>Oral test and written test.</p> <p>The written test, giving assignments, and observations.</p> <p>The written test and giving assignments.</p> <p>The written test and giving assignments.</p>
<p>B. Domains Sense (Affective)</p> <p>1. Acceptance</p> <p>2. Reception</p> <p>3. Appreciation (Respect)</p>	<p>a. Indicate acceptance; b. Demonstrate refusal.</p> <p>a. Willingness to participate / engage; b. Willingness to utilize.</p> <p>a. Considers necessary and beneficial; b. Considers</p>	<p>Written test, attitude scale, and observation.</p> <p>Attitude scale test, giving assignments, and observations.</p> <p>Attitude assessment scale test, giving assignments, and</p>

<p>4. Internalization (Insight)</p> <p>5. Characterization (Total comprehension)</p>	<p>beautiful and harmonious;</p> <p>c. Admire.</p> <p>a. Recognize and believe;</p> <p>b. Deny</p> <p>a. Institutionalizing or negate;</p> <p>b. Manifest in personal and everyday behavior.</p>	<p>observations.</p> <p>Attitude scale test, giving expressive tasks (stating attitude) and projective tasks (stating estimate or forecast).</p> <p>Providing expressive and projective tasks, and observations.</p>
<p>C. Domains Intention (Psychomotor)</p> <p>1. Moving and acting skills.</p> <p>2. Skills expression of verbal and non-verbal.</p>	<p>Skills to coordinate the movement of eyes, hands, feet and other limbs.</p> <p>a. Fluency pronounce or utter;</p> <p>b. Skills make a mime and physical movement.</p>	<p>Observation and testing measures.</p> <p>Oral tests, observation, and test actions.</p>

b. Limit Minimum Learning Achievement

Minimum limit student success (passing grade) in general was 5,5 or 6,0 to point scale 0,0-10, and 55 or 60 for the scale of 10-100, but for the core subjects (core subject) minimum limit is 6,5 or 7,0 or even 8,00 if the core subjects requires mastery learning. This includes the core subjects of language and mathematics, as both these study areas (without reducing the

importance of the other study areas) are the "key to the door" other knowledge. Specialization passing grade has been generally accepted in many developed countries and has prompted an increase in students' progress in the other study areas.²⁵

4. *Al-Quran Hadith*

a. Al- Qur'an

1) Definition of the Al- Qur'an

In terms of the language, the Al- Qur'an he is qara origin- a meaningful reading and collecting.

In terms of terminology, Abdul Wahhab Khallaf provides a definition of the Al- Qur'an is as follows:

الْقُرْآنُ هُوَ كَلَامُ اللَّهِ الَّذِي نَزَلَ بِهِ الرُّوحُ الْأَمِينُ عَلَى قَلْبِ رَسُولِ اللَّهِ مُحَمَّدِ ابْنِ عَبْدِ اللَّهِ بِاللُّغَةِ الْعَرَبِيَّةِ وَمَعَانِيهِ الْحَقَّةِ، لِيَكُونَ حُجَّةً لِلرَّسُولِ عَلَى أَنَّهُ رَسُولُ اللَّهِ، وَدُسْتُورًا لِلنَّاسِ يَهْتَدُونَ بِهِدَاهُ، وَقُرْبَةً يَتَعَبَّدُونَ بِتِلَاوَتِهِ، وَهُوَ الْمُدَوَّنُ بَيْنَ دَفْتَيْ الْمُصْحَفِ، الْمَبْدُوءُ بِسُورَةِ الْفَاتِحَةِ الْمَخْتُومُ بِسُورَةِ النَّاسِ، الْمَنْقُولُ إِلَيْنَ بِالتَّوَاتُرِ كِتَابَهُ وَمَشَافَهَةً حَيْثُ عَنِ حَيْثُ مَحْفُوظًا مِنْ أَيِّ تَغْيِيرٍ أَوْ تَبْدِيلٍ

Al-Quran is the word of Allah as revealed to the heart of the Prophet, Muhammad bin Abdullah through *Al-Ruhul Amin* (Jibril) with Arabic pronunciation and its true meaning, so he becomes a proof or the Prophet, that he is really the Messenger, became law for humans, gave instructions for them, and a means of self approach and worship

²⁵Muhibbin Syah, p.219- 222.

to God by reading it. The Al-Qur'an was collected from mushhab, starting with Al-Fatiha and ends with the letter An-Nas, mutawatir delivered to us from generation to generation in writing or verbally. He maintained from the change.²⁶

2) Authenticity of the Al- Qur'an

Authenticity of the Al-Qur'an means al-Quran available to us today is a reliable preservation of purity.²⁷

The Qur'an was revealed to Prophet Muhammad in 22 years and 2 months and 2 days.²⁸ According to Al-Sya'bi, al-Qur'an initially fell on the night of Qadr (*Lailatul Qadr*). The Al-Quran was also revealed gradually. Purpose of the Al- Qur'an was revealed gradually it is that the Holy Prophet and his companions to listen, understand, practice, and keep well. Qur'an was revealed relating to an event, either individually or social (community). In this way the process of maintaining the purity of the Qur'an's run by it self.

The Al- Qur'an was revealed to the world from *Lauh Mahfudz* through the angel *Jibril*. The Lauh Mahfudz is preserved, sort of floppy disks in a computer system that maintain kind of disruption and destruction. The Al- Qur'an sent downtothe Prophet Muhammad who was awarded then obletraits of God is impossible if he lied.

²⁶Abuddin Nata, *Al- Quran dan Hadits* (Jakarta: PT. Raja Grafindo Persada, 1993), p. 51- 56.

²⁷Ibid, p. 59.

²⁸Munawar Chalil, *Al- Qur'an dari Masa ke Masa*, (Semarang: C.V. Ramadhani, 1980), p. 9.

The Al- Qur'an consists of 6666 verses collected in 114 letters, from Surat al-Fatihah till the letter al-Nas. One factor that ensures the authenticity and purity of the text of the Al- Quran is the Al- Qur'an was written in accordance with the guidance and instruction Prophet and writing done in the presence of the Prophet himself.

b. Hadith

1) Definition of the Hadith

The literal meaning of hadith is “new” or “recent”; i.e., the opposite of old.

The technical meaning of Hadith, according to Muhaddithin means: “what was transmitted on the authority of the prophet (s.a.w), his deeds, sayings, tacit approvals, or description of his physical features and moral behaviors.”²⁹

Other's name of hadith is Sunnah. The literal meaning of Sunnah is path, way or habit whether it is good or bad habit. Meanwhile, if the word “al- sunnah” is generalized, it would mean ‘good habit’. In the Muhaddithun's usage, it means, “Prophet's (s.a.w) words, deeds, tacit approvals, his physical features and moral characteristics. However, some scholars included the words and deeds of the companions and successors. Therefore, they are synonymous with the hadith, conceptually.”

²⁹Ismail Abdullah and Shayuthy Abdul Manas, *Introduction to the Sciences of Hadith*. (Kuala Lumpur: MULIA ERAT SDN BHD, 2009), p. 13.

According to the scholars of Islamic Jurisprudence, sunnah refers to the sayings, deeds or tacit approvals of the prophet (s.a.w). This excludes the description of his physical features and characteristics.

In conclusion, the terms sunnah and hadith have been used by the Muslim scholars interchangeably, and they mean generally, the following:

- a) The speeches of the prophet (s.a.w) that constitute the highest order of eloquence and wisdom after the holy Qur'an.
- b) Narrations of the prophet's (s.a.w) conduct in all situations, domestic, political, ritual, and others. These comprise all his (s.a.w) deeds and actions as witnessed and conveyed the message of the prophet to the rest of mankind. This includes reports about his (s.a.w) private life at home, his economic pursuits and so on.
- c) The prophet's tacit approvals; namely the silence of the prophet on things happened or were practiced in his presence. These include the procedures of business transactions carried out in the lifetime of the prophet and the measure of evaluation of certain legal and social issues.

The other names of hadith are Al- Khabar, Al- Athar, Al- Matn, Al- Sanad, Al- Sanad al- 'Ali, Al- Sanad al- Saafil, Al- Isnad, Al- Tariiq, Al- Wajh, Al- 'Tibaar, Rijaal al- Hadith, Al- Mutaabi', Al- Shaahid, Al- Musnad, Al- Musnid, Al- Muhaddith, Al- Haafiz, Al- Hujjah, Al- Haakim, Al- Amiir, Al- Sahaabii

(Companion), Al- Taabi'ii (Successor), and Taabi' al- Taabi'in (Successor of the Successor).³⁰

2) The Authority of Sunnah (Hujjiyyah Al- Sunnah)

There are various evidences portraying hujjiyyah al- sunnah, which could be summarized as in the following:

- a) Allah has protected the prophet (s.a.w) from committing mistakes or being forgetful, that may jeopardize his mission to convey the message of Allah to humankind.
- b) Allah approves the companions' adherence and commitment to His prophet's sunnah; where the prophet encouraged his ummah to comply with and adhere to his sunnah and warned them against disobeying it. The companions fully complied with his commands and adhered to it, whether they were his words, actions or tacit approvals. Whatever came from the prophet was considered as a binding authority.
- c) The Qur'an repeatedly states the authority of the sunnah, through various Qur'anic verses, grouped into the following types: The Qur'anic verses which show the obligation of believing in the prophet (s.a.w). These verses show that to disobey or be unsatisfied with the prophet's judgments is contrary to the belief in Allah.

³⁰Ibid, p. 14- 28.

The Qur'anic verses show that the role of the prophet is to explain and interpret the Qur'an and to practically demonstrate the Qur'an to his ummah.

d) The sunnah itself has stated its own proof, which could be grouped into certain categories:

The prophet's statement that the revelation of the Qur'an is comes from Allah and not from himself. The role of the sunnah is in fact to explain and interpret the Qur'an. Therefore, the ummah should obey him. Obedience to the prophet (s.a.w) thus indicates a clear sign of Iman.

Besides, the prophet ordered the Muslims to uphold the sunnah and prohibited them from complying only to the Qur'anic teachings. Thus, siding against the sunnah means denying the Qur'an itself. This shows the authority of the sunnah, because the prophet does not command except what was obligated upon him and does not prohibit except what was inspired in him. The prophet also commanded that his messages were to be memorized and conveyed to those who were not present during his circle. He also prohibited lying about him as well as concealing his tradition. It is because conveying his tradition to others means conveying the rulings of the shari'ah to others, and conversely, to lie about him or to conceal his tradition means lying about him and concealing the shari'ah of Allah.

- e) Al- Qur'an's dependency over the sunnah. The human mind cannot really understand the syari'ah and its subtle details of rulings from the Qur'an alone. Thus, if the *hujjiyyat al- sunnah* is not applied, it would not be easy to grasp or even understand the subtle teachings of the Qur'an.
- f) What was narrated on the authority of the prophet was either direct revelation like that of the Qur'an, or that which was inspired to him, but as a direct *wahy* revelation. The prophet was protected from whims and desires.
- g) There are various evidences strengthening and supporting each other on the acceptance of the *ummah* from different generations over the sunnah; as they encourage each other to comply with it, and warn each other against disobeying it. They even accepted its position as a second source of the shari'ah.³¹

3) The Relation of the Sunnah to the Qur'an

This relationship takes place in the following tasks:

- a) Sunnah's confirmation and support to the Qur'anic principles and laws
- b) Sunnah's interpretation and elaboration to the Qur'anic concise and ambivalent phrases

³¹Ismail Abdullah and Shayuthy Abdul Manas, *Introduction to the Sciences of Hadith*. (Kuala Lumpur: MULIA ERAT SDN BHD, 2009), p 34- 46.

- (1) To detail the concise or ambivalent (Mujmal), such as the narrations that have detailed the legal rules and transactions, which come in a concise form in the Qur'an.
- (2) To clarify the obscure and ambiguous.
- (3) To limit the absolute.
- (4) To specify the general statements of the Qur'an.
- (5) To enact new branch of teachings from the Qur'an's original foundation.

c) Sunnah's additional dogmatic and legal issues about which the Qur'an is silent.³²

c. Curriculum of the AL- Qur'an Hadith for School/ Madrasah

State junior secondary school I Bandar Kidul Kediri since its founding in 1970 until now has been implementing a variety of curricula, including curricula that are used now are Curriculum KTSP in 2006 carried out from 2006 to the present. Which used to use the 1975 curriculum, the 1984 curriculum, Curriculum 1994 and KBK curriculum in 2004. The current use is the 2006 KTSP curriculum.

d. Material of the Al- Qur'an Hadith class VIII Semester 1

Due to the material of the Al- Qur'an hadith class VII Semester 1 quite a lot, so we attach SK (Standard of Competence) and KD (Base Competence) materials.

³²Ismail Abdullah and Shayuthy Abdul Manas, Introduction to the Sciences of Hadith. (Kuala Lumpur: MULIA ERAT SDN BHD, 2009), p. 47- 50.

- 1) Reading Al- Qur'an short letter option
 - a) Implement laws of mad layyin, mad 'aridl lissukun in QS Al Kautsar and Al Maun
 - b) Implement laws of mad iwadl, mad badal, dan mad tamkin in Al Qur'an
- 2) Applicate Al- Qur'an short letter in the life about provisions rizki
 - a) Understand the content of QS Al Quraisy and QS. Al Insyiroh about provisions rizki from Allah.
 - b) Understand the contents correlation of QS Al Quraisy and QS. Al Insyiroh about provisions rizki in the life.
- 3) Apply the Quran letters short of options in everyday life on social care
 - a) Understand the content of QS. Al Kautsar and QS. Al- Ma'un about social care
 - b) Understand the correlation of the contents' QS. Al- Kautsar and QS. Al- Ma'un about social care in phenomenon of life.
- 4) Understand the hadith about mutual help and love for orphans
 - a) Write a hadith about mutual help and love for orphans.
 - b) Translating the meaning of the Hadith of mutual help and love for orphans
 - c) Hadith Memorization of mutual help and love for orphans
 - d) Describe the contents of the content relevance in behavior Hadith mutual help and love for orphans in the phenomenon of life and consequently

5) Reading Quran short letter option

Applying the law of reading lam and ro 'in QS. Al-Humazah and QS. At-Takatsur.

C. The Influence of Learning Styles toward Students' Achievement on Al-Qur'an Hadith at Second Grade in MTsN Bandar Kidul Kediri 1

1. Visual

Your advantage lies in the ability to obtain information visually. Therefore, it would be more effective if you frequently open the books, records, or summaries. If you've been bored with manual records, you can use a touch of color and images. Take advantage of the library collection in the form of a CD or a video about the lesson. It can unleash the power of analysis and your memory. Expand a friend in the form of books or journals are not lip service for you that this visual type.³³

Here, if the learning styles of students leaning into the visual type, then students prefer to learn and absorb the material through reading the book itself, see things shaped like video visual learning, visual media, and the like. Media learning Al-Quran Hadith like holly Quran and tajweed software to support students who have a visual learning style.

2. Auditory

What you're there to "listen" rather than "seeing". So, how to learn with friends to catch up on or discussion is the recommended way of learning. Learn the accompaniment of music while reading, writing, or

³³Taufik Tea, p. 217-220.

remember the facts and the data can be an excellent way to optimize the entire result.

Occasionally, invite friends to the house to study together and use them to learn how to talk to them after determining the theme first. You can also throw the question that had been prepared in advance to friends. Answer gained somewhat will add your insights and knowledge from which you repeated any time.

Here, if the learning styles of students leaning into the auditory type, then students prefer to learn and absorb the material through the explanation given by the teacher, through discussion, and the like. Teachers in the form of a narrative explanation will help students whose learning style is audio.

3. Kinesthetic

Learning outdoors is a learning strategy that is recommended for your type of kinesthetic. You can improvise and use the learning object touching a real object as a learning tool.

Use ability to model as a powerful weapon to success in learning. Another method you might try is to learn to use a particular symbol as a reminder that you are learning. For example, you light a candle in the corner of the room or putting small plants on the table while learning.

Here, if the learning styles of students leaning into the kinesthetic type, then students prefer to learn and absorb the material through direct

experience, direct feel and the like. Method of memorization is one thing to support students whose kinesthetic learning style.

CHAPTER III

METHOD OF THE RESEARCH

A. Location of the Research

The location of my research is at MTsN Bandar Kidul Kediri 1 on Raung Street No. 87 Bandar Kidul village Mojoroto sub district Kediri.

B. Phenomenological and Kinds of the Research

The general objective of this study was to clarify the effect between learning styles and student achievement in the subjects of the Al- Qur'an Hadith. This study uses a quantitative approach because research data in the form of figures and statistical analysis using.¹The design of quantitative research is the operationalization of the concept is clear and can be styled as the assessment, development, constructing theories, decrypt, or causality. According Noeng Muhajir, one of the quantitative method is developed by restricting the analysis techniques on corporate thought logic, correlation, causality, interaction, intervalitation, and continuity.²

This type of research conducted in this study is a quantitative correlation. The correlation method is related to the collection of data to determine whether there is any influence between two or more variables and how strong level of influence (the degree of correlation is expressed as a correlation coefficient).³

¹Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: ALFABETA, 2011), p. 7.

²Moh.Kasiram, *Metodologi Penelitian Kualitatif – Kuantitatif* (Malang: UIN- Malang Press, 2010), p. 173- 174.

³Anas Sudjiono, *Pengantar Statistik Pendidikan*, (Jakarta: Raja GrafindoPersada, 1995), p. 175.

This research is included survey research. Survey research is research that takes a sample from a population and use the questionnaire as a data collection tool that subject. The research survey was used for the purpose of explanation (explanatory/ confirmatory), which is to explain the causal relationships and testing hypotheses.

C. Data and Source of Data

The data is the result of recording research, either in the form of facts or figures.⁴In the study, the data is divided into two kinds of data such as primary (main) and secondary (optional).

Primary data (primary) is the data obtained or collected directly in the field by people doing research or a question that needs it. Primary data include student raport

Secondary data is data that is acquired or collected by people who do research from sources that already exist. Secondary data included daily test results of students.

In this study, researchers will take primary data capture data obtained from the value of student report cards.

D. Population, Sample and Sampling Technique of the Research

1. Population of Research

Population of research is the amount of unit collection that will be researched his characteristic. The population is place occur some problem that will be researched by us. The population can be realized human and not

⁴Suharsimi Arikunto, *Prosedur Penelitian suatu Pendekatan Praktik* (Jakarta: PT. Rineka Cipta, 2006), p. 118.

human, for example institute, social agency, region, group or whatever that will become information source.⁵

a) Sample of Research

Sample of research is part of population that will be researched deeply. The sample take if we feel disable research all of population. The main requirement of sample has to represent the population.⁶

b) Sampling Technique of Research

Sampling technique is technique which used to take sample in order to have been guaranteed his representative toward population. Sumardi Suryabrata explains that there are 4 parameters which reputed determine representativeness of sample, such as: population variability, amount of sample, sampling technique determine, and precision to enter the characteristics of population.

Pertaining to the subject of research, Sudjana states that "no provision of raw or definite formula. Because the validity of the sample lies in the nature and characteristics of populations approaching or not, rather than on large or multiple, at least 30 subjects. This is based on calculations or conditions that are prevalent in statistics". Gay Mc Millan and Schumacher argues that "for at least 30 correlational study subjects (people)".⁷

⁵ Ibid, p. 222

⁶ Ibid, p. 223

⁷ Wahid murni, *Cara Mudah Menulis Proposal dan Laporan Penelitian Lapangan* (Malang: UM Press, 2008), p. 36.

One of sampling technique Sutrisno Hadi is Purposive sampling. In purposive sampling, indication of sample based on specific characteristics that viewed has correlation with the characteristics of population that has been known before.⁸ The ways of random sampling my research is collect the list of student's name on second grade in MTsN 1 Kediri that to be sampling in the research. In this matter, the sample of this research is student of superclass.

Table 3.1
The table of student at second grade in MTsN Bandar Kidul Kediri 1

No.	Class	Population	Sample
1.	Super class (VIII- A)	24	24
2.	Super class (VIII- B)	23	23
3.	Super class (VIII- C)	26	26
Total		73	73

From the table above it can be seen that the number of students in class VIII in particular superclass MTsN Bandar Kidul Kediri 1 is 73 peoples. The number of respondent subject was sufficient, because the minimum number of respondents in a correlational study is 30.

The study sample was not all used in this study, because there are some students who the questionnaire invalid because there are some questions that are not answered in the questionnaire.

⁸ Moh. Kasiram, *Metodologi Penelitian Kualitatif – Kuantitatif* (Malang: UIN- Malang Press, 2008), p. 263

E. Instrument of the Research

According to Suharsimi cited by Iqbal Hasan, research instrument is an instrument or facility used by these researchers in collecting data. Example: That test, questionnaire, interview, and so on.⁹ In this study, researchers used the instrument on student learning styles MTsN Bandar Kidul Kediri 1 particular superclass through questionnaires. While the acquisition of data on student achievement obtained through the method of documentation in the form of student grades.

Instrument used in this study is a questionnaire. A questionnaire was used because it is efficient, so that these researchers could collect a lot of data at once in a short time. Also according to Neuman, the questionnaire is one form of appropriate instruments for survey research in addition to interviews.

Questionnaire used in this study using Likert scale. Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena.¹⁰ The reason for using a Likert scale election because, according to some experts, the Likert, Hall, Rundquist and Sletto, ratings Summated method (the method used in the Likert scale) is more simple and easy to apply on the attitude scale development of the method of equal appearing interval (as in Thurstone scale). Moreover Likert scale also has a higher reliability than the Thurstone scale. Supporting this statement, Edward mentions its reliability can reach above 0.85.

⁹Iqbal Hasan, *Pokok- Pokok Materi Metodologi Penelitian dan Aplikasinya* (Bogor: Ghalia Indonesia, 2002), p. 76.

¹⁰Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: ALFABETA, 2011), p. 93.

As for the score of each item in the questionnaire study are as follow:

Table. 3.2
Score Favorable Dan Unfavorable Questioner

Choice Answer	Score	
	Favorable	Unfavorable
SS (Strongly agree)	5	1
S (Agree)	4	2
KS (Less agree)	3	3
TS (Disagree)	2	4
STS (Strongly disagree)	1	5

Table 3.3
Blue Print Learning Styles and Students' Achievement¹¹

No.	Concept	Variable	Indicator	Item
1.	Learning Style	Visual	Reading style	<ul style="list-style-type: none"> •Before doing anything almost always read the first instruction. •Would rather read a story than listen.
			Writing Style	<ul style="list-style-type: none"> •Like writing letters, journals, note, or diary.
			Behave Style	<ul style="list-style-type: none"> •Likes record orders or instructions given to him •Can demonstrate the north / south wherever located. •Often doodle while talking on the phone or in a meeting. •Concerned with appearances, both in dress and presentation
		Audio	Speaking Style	<ul style="list-style-type: none"> • When speaking said, "I heard, it sounds good." • It's easy to talk a long time on the phone.

¹¹ Bobbi DePorter and Mike Hernacki, *Quantum Learning* (Bandung: PT. Mizan Pustaka, 2005), p. 116- 118

			Reading Style Listening Style Behave Style	<ul style="list-style-type: none"> • Like storytelling • Likes to read books with moving lips and pronounce the text. • Knowing most of the words of the song are heard • When alone, usually playing a music instrument or singing. • Prefer verbal jokes than reading comics.
		Kinesthetic	Behave Style Reading Style Memorize Style	<ul style="list-style-type: none"> • Like designing, doing and making something with their own hands. • Most easily learn while practicing or performing. • Many use gestures while interacting with others. • Likes to touch people to get attention. • Like standing close when talking to others • Typically use your finger to point the sentence to be read. • When you recall an experience, often recalled how she felt about the experience.

F. The Technique of Collecting Data

There are 2 main matters that influence data quality from result of research, such as the quality of research instrument and the quality of collecting data. The instrument which has been tested his validity and reliability, not assurance yet it can produce valid and reliable data.¹² In this research I want to take 3 techniques of collecting data, such as:

¹²Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: ALFABETA, 2010), p. 137

1. Questionnaire method

Questionnaire is a technique of collecting data that done by giving some questions or written statement to respondents in order to be answered by them.¹³ In here, I want to take purposive sampling questionnaire.

2. Documentation method

In this study, data were taken from the students' report cards MTsN Bandar Kidul Kediri 1 semester, especially class VIII A, VIII B and VIII C.

3. Interview method

In this method, the researcher was taken from Waka of Curriculum. Teacher of the Al- Qur'an Hadith at Superclass in eight grades, and one of student 8 grade in Superclass.

G. Validity and Reliability Test

1. Validity test

Validity has meaning how far accuracy of a measure tool to do his function. A test that has result a data that doesn't relevant with the purpose of measuring can be said as a test that has low validity.¹⁴

Validity comes from the validity of significant extent of the accuracy and precision of a measurement tool in doing the measuring function. A test or measurement instrument can be said to have a high validity if the measuring device function, or measuring results, in accordance with the

¹³ Ibid, p. 142

¹⁴ Ibid, p. 5- 6

intent of doing measurements. Tests that produce data that is not relevant to the purpose of the measurement is said to be a test that has low validity.¹⁵

In this research use a formula to search the correlation of *product moment* Pearson such as:¹⁶

$$r_{(X,Y)} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

Note:

rx_y = product moment correlation

N = respondent amount

x = X score item

y = Y score item

Then, on r arithmetic that got, confirmed with r table of product moment on reliance degree 95 % ($\alpha = 0, 05$) to standard significance 5 % mean have error probability 5 % whereas hypothesis that accepted is 95 % appropriated with sampling amount.

Table 3.4

Summary test the validity of the research instrument

Concept	Variable	Item	Correlation Coefficient	Explanation
Students' learning styles (X)	Visual learning style (X1)	2	0.941	Valid
		3	0.905	Valid
		6	0.911	Valid
		7	0.893	Valid
		16	0.897	Valid
		20	0.907	Valid

¹⁵Saifuddin Azwar, *Reliabilitas dan Validitas* (Yogyakarta: Pustaka Belajar, 2010),p. 5-6

¹⁶Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: ALFABETA, 2010), p. 183

		22	0.914	Valid
		26	0.897	Valid
		27	0.896	Valid
		28	0.884	Valid
		31	0.915	Valid
		37	0.929	Valid
		41	0.874	Valid
		42	0.901	Valid
	Audio learning style (X2)	1	0.884	Valid
		4	0.888	Valid
		8	0.857	Valid
		11	0.851	Valid
		13	0.801	Valid
		14	0.850	Valid
		15	0.866	Valid
		17	0.876	Valid
		19	0.869	Valid
		24	0.845	Valid
		32	0.861	Valid
		35	0.859	Valid
		39	0.842	Valid
		40	0.839	Valid
	Kinesthetic learning style (X3)	5	0.739	Valid
		9	0.816	Valid
		10	0.752	Valid
		12	0.809	Valid
		18	0.784	Valid
		21	0.792	Valid
		23	0.852	Valid
		25	0.844	Valid
		29	0.801	Valid
		30	0.806	Valid
		33	0.868	Valid
		34	0.841	Valid
		36	0.836	Valid
		38	0.797	Valid

Of table above can be seen that of the 42 questions, students had r results above 0.266 and all r are positive. Therefore, the validity of measuring instruments can be met. Thus the questionnaire posed to the respondents declared valid.

2. Reliability test

Reliability has origin word rely and ability. Measuring which have high reliability namely as reliable measuring. The concept of reliability is how far measuring result can be trusted.¹⁷

The formula that used to look for the score of instrument reliability is alpha formula. Alpha formula used to look for instrument reliability that has score not 1 and 0, for example questionnaire.

Alpha formula:

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma b^2}{\sigma t^2} \right]$$

Note:

r_{11} = instrument reliability

k = the amount of question

$\sum \sigma b^2$ = the amount of numeral variant

σt^2 = sum variant

Criteria used to determine the high and low reliability of the instrument used classification Guilford (Arikunto, 71), as follows:

Less than 0.20 = no correlation

0.20 to 0.39 = low correlation

0.40 to 0.69 = moderate correlation

0.70 to 0.89 = high correlation

0.90 to 0.99 = very high correlation

¹⁷Saifuddin Azwar, *Reliabilitas dan Validitas* (Yogyakarta: Pustaka Belajar, 2010), p. 4

In general, reliability was considered satisfactory if the coefficient reaches a minimum $r_{xx} = 0.900$.¹⁸

Table 3.5

Summary of test reliability of research instrument

Concept	Variable	Cronbach's Alpha	Standard error	Explanation
Students' learning styles (X)	Visual learning style (X1)	0.983	0.6	Reliable
	Audio learning style (X2)	0.972	0.6	Reliable
	Kinesthetic learning style (X3)	0.976	0.6	Reliable

From the table above it can be seen that the value of alpha (α) is greater than the coefficient α of 0.6, so it can be concluded that all the data entered is reliable. Because all learning styles have variable Cronbach's alpha of more than 0.9, then it can be said to be a very high correlation.

H. Data Analysis

Data analysis in causal comparative research involves the variation of descriptive and inferential statistics.¹⁹

1. Descriptive statistics

Descriptive statistics is statistics which used to analyzing data through method of describe data that has been collected suitable with reality without has purposes make conclusion that occur generalization.

¹⁸Op.cit. hlm. 96

¹⁹Emzir, *Metodologi Penelitian Pendidikan* (Jakarta: PT. RAJA GRAFINDO PERSADA, 2008), p. 133

Technically, in the descriptive statistic there is no significance test, there is no standard of error, because researcher haven't purpose to make generalization, until there is no error generalization.²⁰ This technique used to describe about learning styles of student through use table of frequency distribution.

Formula that used to account frequency value is like:

$$F (\%) = \frac{f (abs)}{N} \times 100$$

Note:

f = the percentage of frequent distribution

f (abs) = absolute frequent

N = the sum of respondent

Then to make easy to determine classification of condition every variable so determined accounting the long of interval class. The formulate that used to account the long of interval class like:

$$P = \frac{\text{class di tance}}{\text{class amount}}$$

Note:

P = the long of interval class

Distance = highest data – lowest data

2. Inferential statistic

Inferential or inductive or probability statistic is statistic technique that use to analyze sampling data and that result applied to population. This

²⁰Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: ALFABETA, 2010), p. 147- 148

statistic suitable used if sample that take from clear population, and the technique of withdrawal sampling from that population done by randomly.²¹

a. Classical assumption test

The trial of classical assumption purposed to get exact appraiser (eksimator) or approximate in parameter estimation, or in order to appraise regression of population (PRF / populate regression function) based on sample regression function / SRF accurately.” The regression of classical assumption test can be explained such as:²²

1) Normality test

Normality test has purpose “Examine Is in a regression model, dependent variable, independent variable, or both of them have normal distribution, or not.” Regression model said good if his normal distribution or close on normal.

2) Multi co linearity test

Multi co linearity test mean defined correlation, among several or all variable that describing regression model.” Multi co linearity test be intended to examine, Is there perfect variable correlation among independent variable or all variable from regression model.²³

3) Hetero ceda city

Hetero ceda city is a condition where each error or residue that has difference variant and purposed to examine is the variant from irritant

²¹Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D* (Bandung: ALFABETA, 2010), p. 148

²² Gujarati, *Ekonometrika Dasar* (Jakarta: Erlangga, 1999), p. 34

²³ Ibid, p. 157

error which hasn't constantly to all independent variable. Good regression model is if there is hetero ceda city.

4) Analyze of bifilar linear regression

Bifilar linear regression is linear regression where a dependent variable (Y variable) correlated with two or more independent variable (X variable).²⁴ Test of bifilar linear regression used to examine significance or not the correlation more than two variables through coefficient of it regression.²⁵

Variable sum in this research which consist of 3 dependent variables (X) there are, visual learning style (X1), auditory learning style (X2), kinesthetic learning style (X3). And a dependent variable (Y), so technique of analyze that used is technique analyze of bifilar linear regression. There is formula of bifilar linear regression is:

$$Y = a + b1 x1 + b2 x2 + b3 x3 + e$$

Note:

Y = dependent variable that is student achievement

a = constantan

b1 b2 b3 = coefficient of regression

X1 = first independent variable that is visual learning style

X2 = second independent variable that is auditory learning style

X3 = third independent variable that is kinesthetic learning style

²⁴Iqbal Hasan, *Pokok- pokok Materi Metodologi Penelitian dan Aplikasinya* (Bogor: Ghalia Indonesia, 2002), p. 58

²⁵ Ibid, p. 107

e = error

5) Hypothesis test

There are two hypothesis tests that will be used in this research that is t test and F test.

a) t test

To know the correlation between independent and dependent variable partially so do t test. The formula that used:

$$t = \frac{b - \beta}{Sb}$$

Note:

b = regression coefficient

β = interval probability

Sb = error standard

After do analyzing data and knowing the result of amount, so next step is compared t arithmetic score with t table. The criteria to acceptance and rejection a hypothesis is if the value of t arithmetic \leq t table, so Ho accepted and Ha rejected. The value of t arithmetic $>$ t table, Ho rejected and Ha accepted. Or through look significance of t $>$ alpha 0,005 so Ho accepted and Ha rejected.

b) F test

The purpose of F test is knows the correlation as together or simultaneous between independent variable (X) and dependent variable (Y). F test can be done with formula like:

$$F = \frac{\frac{R^2}{k}}{\frac{(1-R^2)}{(n-k-1)}}$$

Note:

R = the coefficient of bifilar linear correlation

n = the amount of data

k = the amount of independent variable

To determine criteria of test, so compared the score of t arithmetic with the score of t table. If F arithmetic \leq F table, so Ho acceptance and Ha rejected and if F arithmetic $>$ F table, so Ho rejected and Ha accepted. The standard that used usually 5 % (0,05) or 1 % (0,01).

CHAPTER IV

THE RESULT of RESEARCH

A. THE BACKGROUND OF OBJECT'S RESEARCH

1. History The establishment of MTsN Bandar Kidul Kediri 1

MTsN Bandar Kidul Kediri 1 was a junior high education institutions are in the activities distinctively nuanced Islam. MTsN Bandar Kidul Kediri 1 in history came from private MTs under the auspices of the Al-Islah Islamic boarding school, with the idea to make it easier for students to acquire general knowledge. Then make stated by the government on March 2, 1970 by the Decree of the Minister of Religious Affairs No. 16 of 1970 with the order of the center of the number 40.

MTsN Bandar Kidul Kediri I was on the outskirts of town bordering the Kediri regency, precisely in the southwestern town of Kediri, located in the Village District of Mojoroto Kediri. At first the majority of her students are from rural areas and around the slopes of Mount Wilis, the social and economic conditions of middle to lower income including farmers, laborers, merchants and others. But now beginning to demand students from surrounding Kediri and even now it is won the trust and support from the people of Kediri this proves the public interest entrusted her son to get an education in MTsN Bandar Kidul Kediri 1 the years increase. It is also supported by the condition of the people who are predominantly Muslims and many boarding schools in Kediri around MTsN Bandar Kidul Kediri I. As an educational institution MTsN Bandar Kidul Kediri I sued Professional

and transparent, because it needs infrastructure improvements and the addition of all the components that are absolutely necessary, with a focused and integrated planning.

MTsN Bandar Kidul Kediri 1 as an educational institution under the auspices of the Ministry of Religious Affairs is required to implement and improve the quality or the quality of education, it is necessary to achieve these objectives and funding infrastructure as the availability of adequate infrastructure and the quality of education funding will materialize, so long as these constraints can be overcome.

In carrying out its activities and to maintain its existence, MTsN Bandar Kidul Kediri I use the motto "Achievement, Fast, Right, Order, Discipline and faith".

Similarly, a cursory overview of the profile of MTsN Bandar Kidul Kediri I hope what you want can be success. Amin.

2. Geographical MTsN Bandar Kidul Kediri 1

- a. School name : MTs Negeri Bandar Kidul Kediri 1
- b. Address
 - 1) Street : Raung street No. 87
 - 2) Village : Bandarkidul
 - 3) Sub district : Mojoroto
 - 4) Town : Kediri
 - 5) Provinces : Jawa Timur
 - 6) Zip code : 64118

7) Telephone : (0354) 773360

8) E-mail : mtsn_kdr1@yahoo.co.id

3. *Destination of MTsN Bandar Kidul Kediri 1*

- a. Improve Standardized testing system of education.
- b. Produces output that can compete in the era of globalization and technology.
- c. Developing the talents of students through extracurricular.
- d. View of cooperating agencies in order to improve the quality of education.
- e. Vision, Mission, and Motto of MTsN Bandar Kidul Kediri 1

4. *Vision and Mission of MTsN Bandar Kidul Kediri 1*

a. *Vission*

"Excellence in Achievement, Intelligent, Moral, Skilled, Creative, Cultured and Good behavior"

b. *Mission*

- 1) Improving student Islamic personality through learning in accordance with the conditions and development of students.
- 2) Develop and implement education and training through the process of creating learning life skills that always shows the nation's cultural roots to stay abreast of developments in science and technology that is based on faith and piety.
- 3) Improving students' extracurricular education with the development and the needs of the world of work.

c. Motto

” To create a human being faithful, devoted, good behavior and life skills as well as having a moral and civilized”.

5. Hope of MTsN Bandar Kidul Kediri 1

By pleading *Ridho* of Allah SWT hope MTsN Bandar Kidul Kediri 1 more advanced and able to compete with other schools in Kediri, so the students successor and volunteers are ready to face the era of the nation-paced Technology.

B. THE DESCRIPTION OF SUBJECT’S RESEARCH

The research was conducted in MTsN Bandar Kidul Kediri 1, by distributing questionnaires to the existing research subjects. From the research conducted, it can be drawn some general description of the personal identity of the subjects under study. A general description of the study subjects’ characteristic that contains research subjects, ie gender, age, and class. The details are as follows:

1. Sex

Initial number of research subjects as much as 73, but because there are 5 students in filling out the questionnaire was blank, the number of research subjects to 66 students.

Table 4.1
Frequency of Sex

No.	Sex	Frequency
1.	Men	28
2.	Women	38
Total		66

Source: Primary data

According to the table 4.1 it can be seen that the number of subjects is as many as 66 people, consisting of 28 students of the opposite sex men or 42.42% of the research's subject and 38 female students or 57.58% of the research's subject. So the research subjects were more female than the male sex.

2. Age

Table 4.2
Age Subject Research

No.	Age	Frequency
1.	13 old	9
2.	14 old	47
3.	15 old	8
4.	16 old	2
Total		66

Source: Primary data

According to the table 4.2 it can be seen that the number of subjects is as many as 66 students, there were 9 students who have aged 13 old, 47 students who have aged 14 old, 8 students who have aged 15 old, and 2 students who have aged 16 old.

3. Class

Table 4.3
Class of research

No.	Class	Frequency
1.	VIII A	23
2.	VIII B	19
3.	VIII C	24
Total		66

According to the table 4.3 it is known that the number of study subjects was as many as 66 students, there are 23 students of class VIII A, 19 students of class VIII B, and 24 students of class VIII C.

C. DATA DESCRIPTION

1. Answer Distribution Analysis Subjects Research

The analysis process is how to distribute / decipher the data that has been compiled into a frequency distribution table, so the table has to be obtained about the outcome variables under study as follows:

a. Variable of Visual Learning Style

To determine the variables related to the visual learning style of students who can be described as follows:

Table 4.4
Frequency Distribution of Visual Learning Style

No.	Item	Frequency				
		SS	S	KS	TS	STS
1.	X1.1	11	18	8	24	5

2.	X1.2	17	12	10	17	10
3.	X1.3	17	11	10	14	14
4.	X1.4	16	13	13	15	9
5.	X1.5	16	15	7	17	11
6.	X1.6	21	9	13	12	11
7.	X1.7	13	14	10	16	13
8.	X1.8	22	7	15	15	7
9.	X1.9	18	11	13	15	9
10.	X1.10	16	14	14	15	7
11.	X1.11	22	8	11	17	8
12.	X1.12	23	6	8	14	15
13.	X1.13	17	12	14	17	6
14.	X1.14	15	14	16	20	1
Total		244	164	162	228	126
		26.41%	17.75%	17.53%	24.67%	13.64%

Source: primary data are processed

Based on the table above and from about 14 items used to measure visual learning styles, it can be seen that 13.64% of respondents stated strongly disagree, 24.67% of respondents said they did not agree, 17.53% of the respondents claimed not agree, 17.75 % of respondents agreed, and 26.41% of the respondents strongly agreed answers. So, the ultimate answer of the respondents is strongly agree if they have a visual learning style.

b. Variable of Audio Learning Styles

To determine the variables related to audio learning styles of students who can be described as follows:

Table 4.5**Frequency Distribution of Audio Learning Style**

No.	Item soal	Frequencies				
		SS	S	KS	TS	STS
1.	X2.1	8	10	18	21	9
2.	X2.2	10	11	13	20	12
3.	X2.3	7	13	19	18	9
4.	X2.4	12	6	17	20	11
5.	X2.5	9	8	19	17	13
6.	X2.6	10	9	21	13	13
7.	X2.7	15	7	15	16	13
8.	X2.8	11	9	18	16	12
9.	X2.9	10	10	12	20	14
10.	X2.10	14	8	16	15	13
11.	X2.11	13	9	16	13	15
12.	X2.12	11	11	16	14	14
13.	X2.13	8	13	18	16	11
14.	X2.14	8	14	14	18	12
Total		146	138	232	237	171
		15.80%	14.93%	25.11%	25.65%	18.51%

Based on the table above and from about 14 items used to measure the audio learning styles, it can be seen that the 18:51% of the respondents expressed strongly disagree, 25.65% of respondents said they did not agree, 25.11% of the respondents claimed not agree, 14.93 % of respondents agreed, and 15.80% of the respondents strongly agreed answers. So the highest answer of the respondents is did not agree that they have an audio learning style.

c. Variable of Kinesthetic Learning Style

To determine the variables associated with kinesthetic learning styles of students who can be described as follows:

Table 4.6
Frequency Distribution of Kinesthetic Learning Style

No.	Item soal	Frequency				
		SS	S	KS	TS	STS
1.	X3.1	7	8	17	18	16
2.	X3.2	8	8	18	14	18
3.	X3.3	6	7	16	22	15
4.	X3.4	5	12	5	31	13
5.	X3.5	6	8	17	24	11
6.	X3.6	9	6	13	25	13
7.	X3.7	7	7	19	22	11
8.	X3.8	9	6	15	21	15
9.	X3.9	6	9	19	12	20
10.	X3.10	9	8	11	24	14
11.	X3.11	10	9	17	18	12
12.	X3.12	10	5	14	20	17
13.	X3.13	10	7	13	14	22
14.	X3.14	9	16	10	13	18
Sum		111	116	204	278	215
		12.01%	12.55%	22.08%	30.09%	23.27%

Based on the table above and from about 14 items used to measure the kinesthetic learning styles, it can be seen that the 23.27% of the respondents expressed strongly disagreed, 30.9% of respondents said they did not agree, 22.08% of the respondents claimed not agree, 12.55 % of respondents agreed, and 12.01% of the respondents strongly agreed

answers. So the highest answer of the respondents did not agree that they have a kinesthetic learning style.

From the above analysis of the questionnaire was also amplified from the interview at MTsN Bandar Kidul Kediri 1.

According Naili, eighth grade students of Superclass in MTsN Bandar Kidul Kediri 1,

“ Saya lebih suka belajar Al- Qur'an Hadith di kelas, apalagi jika disertai dengan bahan yang menunjang pembelajaran. Guru kami mengajari pembuatan mind mapping di laptop. Hal itu sangat menyenangkan.”

Mrs. Abdiyah, as teacher of the Al- Qur'an Hadith found,

“Setiap siswa tidak sama gaya belajarnya. Namun saya sebagai guru Al- Qur'an hadith mencoba memberikan fasilitas berupa media pembelajaran software yang berkaitan dengan Al- Qur'an hadith, dll. Karena memang kelas ini berbeda dengan yang lain. Setiap anak dari superclass dianjurkan untuk membawa laptop, jadi sangat mendukung pembelajarannya, apalagi siswa yang memiliki gaya belajar visual dan audio.”

b. Students' Achievement

Achievement is an award researcher is taken from the number of semester exam grade of raport were achieved by eighth grade students semester II on Superclass at MTsN Bandar Kidul Kediri 1.

The value of the 66 students in achievement on Al- Quran Hadith obtained the highest score of 93 and a low of 73. From that scores can be made long interval class.

The length of the class interval = $(93-73) : 5 = 20:5 = 4$, but because there are still remaining, plus the length of the interval classes 1 to 5.

The frequency distribution of achievement on Al- Quran Hadith of eighth grade students on Superclass at MTsN Bandar Kidul Kediri 1 like:

Table 4.7
Frequency Distribution of the Achievement

No.	Interval	Category	Frequency	Percentage
1.	91- 95	Very good	6	9.09%
2.	86- 90	Good	26	39.39%
3.	81- 85	Medium	25	37.88%
4.	76- 80	Low	7	10.61%
5.	71- 75	Very low	2	3.03%
	Total		66	100%

Having seen the data distribution of achievement frequencies above it can be concluded that most of the achievement of the Al- Qur'an Hadith eighth grade students in MTsN Bandar Kidul Kediri 1 has a good achievement with a frequency of 26 or percentage 39.39%.

Based on the interview at MTsN Bandar Kidul Kediri 1 that:

According to Mrs. Abdiyah, teacher of the Al- Qur'an Hadith in MTsN Bandar Kidul Kediri 1,

“Di superclass ada siswa yang pandai ada yang biasa saja. Karena memang tes masuk di superclass bukan tes pengetahuan agama, namun pengetahuan umum saja yang dilihat dari nilai raport kelas 4, 5, dan 6. Selain itu juga ada tes IQ. Tidak semua siswa superclass mempunyai prestasi yang bagus dalam Al- Qur'an hadith, ada yang mulai dari 0 dan ada juga yang sudah bisa. Kalau siswa terpaksa masuk ke superclass biasanya minatnya kurang hingga akhirnya kurang maksimal prestasinya. Siswa superclass minta diperhatikan lebih dari siswa yang lainnya. Untuk prestasi antara siswa superclass dan regular sama saja asalkan ada minat. Namun memang, mungkin dikarenakan siswa superclass lebih sedikit jumlahnya dari regular dan IQ rata- rata mereka lebih tinggi, ditunjang oleh fasilitas yang mendukung, teman sebaya yang aktif, maka diharapkan prestasi mereka lebih baik. Untuk KKM Al- Quran Hadith superclass yaitu 70.”

According to Mr. Ni'am, as waka curriculum,

“Keberhasilan dalam proses belajar mengajar murid yaitu factor eksternal dan internal. Kalau internal siswa superclass sudah bagus. Faktor internal seperti lingkungan, fasilitas, media, dan metode diusahakan sebaik mungkin. Jika kedua factor itu dimaksimalkan, maka otomatis keberhasilan siswa lebih bagus. Sangat pengaruh gaya belajar siswa terhadap prestasi belajar Al- Qur'an Hadith di MTsN Bandar Kidul Kediri 1, dengan sarana dan prasarana yang mendukung di sana.”

2. Inferential Statistical Analysis

Inferential statistical analysis aims to determine the influence of independent variables that visual learning style (X1), audio learning style (X2) and kinesthetic learning style (X3) toward the dependent variable like achievement (Y) either partially or simultaneously by using the linear regression.

a. Classical assumptions

1) Normality test

Classical normality assumption test would test data independent variable (X) and data dependent variable (Y) on the resulting regression equation, whether normally distributed or not distributed normally.

The regression equation said to be good if it has independent data variable and dependent data distributed nearly normal or normal at all. There are 2 ways of test classical assumption of normality among others:¹

a) Statistic way

In examining the variable of independent data and the variable of dependent were normally distributed or not the

¹ Danang Sunyoto, *Analisis Regresi dan Uji Hipotesis* (Yogyakarta: caps, 2011), p. 84- 91.

statistical method is through the value of curve slope (skewness = a_3) or the value of kurtosis curve (kurtosis = a_4) compared to the value of Z tables.

Z formula for curve slope (skewness):

$$Z \text{ skewness} = \text{Skewness} / \sqrt{6/N} \text{ or } Z_{a3} = a_3 / \sqrt{6/N}$$

Z formula for kurtosis curve (kurtosis):

$$Z \text{ kurtosis} = \text{kurtosis} / \sqrt{24/N} \text{ or } Z_{a4} = a_4 / \sqrt{24/N}$$

Where N= amount of the data

Analytic Determined:

- Variable (independent or dependent) is normally distributed if

$$Z_{\text{count}} (Z_{a3} \text{ or } Z_{a4}) < Z_{\text{table}}$$

Given $Z_{5\%} = 1.96$ (Z table) is greater than Z count or in other words, Z count is less than Z table (1.96), can be written Z count < 1.96 .

- Variables not normally distributed if $Z_{\text{count}} (Z_{a3} \text{ or } Z_{a4}) > Z_{\text{table}}$.

$$Z_{\text{count}} > 1.96$$

Step testing done semi manual classical assumptions of normality. That is to find the value of skewness (a_3) and kurtosis values (a_4) through SPSS computer calculations. Then find the value Z_{a3} , Z_{a4} with the above formula.

Here are the results of statistical tests with SPSS calculation:

Table 4.8
Validity of Learning Styles

Visual

Statistics

X1

N	Valid	66
	Missing	40
	Skewness	.093
	Std. Error of Skewness	.295
	Kurtosis	-1.827-
	Std. Error of Kurtosis	.582

Audio

Statistics

X2

N	Valid	66
	Missing	40
	Skewness	.563
	Std. Error of Skewness	.295
	Kurtosis	-1.294-
	Std. Error of Kurtosis	.582

Kinesthetic

Statistics

X3

N	Valid	66
	Missing	40
	Skewness	.571
	Std. Error of Skewness	.295
	Kurtosis	-.803
	Std. Error of Kurtosis	.582

Achievement

Statistics

Y

N	Valid	66
	Missing	40
	Skewness	-.568
	Std. Error of Skewness	.295
	Kurtosis	.350
	Std. Error of Kurtosis	.582

From the SPSS output processing results above, we find the value of skewness and kurtosis. From here we can manually calculate the Zcount (Za3 and Za4) as follows:

Variable of Visual Learning Style

$$Z_{a3} = 0.093 / \frac{\sqrt{6}}{66} = 0.093 / 0.302 = 0.308, \text{ and } Z_{a4} = -1.827 / \frac{\sqrt{24}}{66} =$$

$$-1.827 / 0.603 = -3.030$$

Variable of Audio Learning Style

$$Z_{a3} = 0.563 / \frac{\sqrt{6}}{66} = 0.563 / 0.302 = 1.864, \text{ and } Z_{a4} = -1.294 / \frac{\sqrt{24}}{66} =$$

$$-1.294 / 0.603 = -2.146$$

Variable of Kinesthetic Learning Style

$$Z_{a3} = 0.571 / \frac{\sqrt{6}}{66} = 0.571 / 0.302 = 1.891, \text{ and } Z_{a4} = -0.803 / \frac{\sqrt{24}}{66} =$$

$$-0.803 / 0.603 = -1.332$$

Variable of Achievement

$$Z_{a3} = -0.568 / \frac{\sqrt{6}}{66} = -0.568 / 0.302 = -1.881, \text{ and } Z_{a4} = 0.350 / \frac{\sqrt{24}}{66} =$$

$$0.350 / 0.603 = 0.580$$

We use alpha = 5%, obtained Z table = 1.96.

Compared with Z_{a3} and Z_{a4} of variable of visual, audio, and kinesthetic learning styles, and achievement, it was concluded that the variable on the normal distribution.

b) Graph Histogram and Normal Probability Plots Way

How to determine a histogram graph the data were normally distributed or not, simply comparing the real data with curves that form, whether it is normal or near normal at all. If the curves tend to be symmetric with respect to the mean (μ), it can be said the data was not normally distributed, and vice versa. How more appropriate histogram chart data relative to many and is not

suitable for the amount of data that can be slightly misleading because its interpretation.

How normal probability plot is more reliable than the way because of the way the histogram graph comparing the real data with a normal distribution of data (automatically by a computer) are cumulative. A normal distribution of data to say if the line is the real data follow diagonal lines.

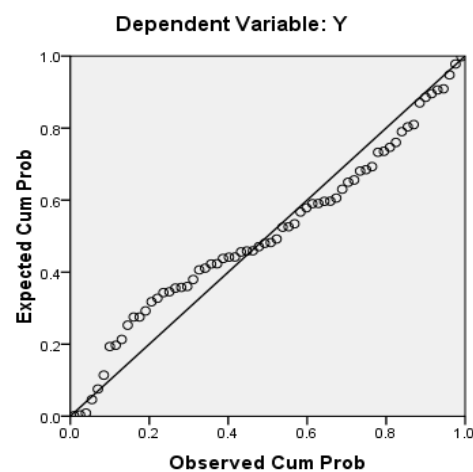
Since the data to be tested is not much, then use the normal probability plot way more reliable than the way the histogram graph.

Here are the results of the analysis of the test data the classical assumption of normality

Picture 4.1

Classical assumption of normality

Normal P-P Plot of Regression Standardized Residual



2) Multikolinearity Test

Classical assumption test applied to this type of multiple regression analysis consisting of two or more independent variables ($X_1, X_2, X_3, X_4, \dots, X_n$), which will measure the level of association (closeness) relationship / influence between the independent variables via scale correlation coefficient (r). It is said to be multicollinearity if the correlation coefficient between the independent variables (X_1 and X_2 , X_2 and X_3 , X_3 and X_4 , and so on) is greater than 0.60 (another opinion: 0.5 and 0.9). The author uses the figure 0.9 becomes conscious. Multikolinieritas said not happen if the coefficient of correlation between independent variables is less than or equal to 0.90 ($r \leq 0.90$).

Or in determining the presence or absence of multicollinearity, can be used in other ways, namely by:

- a) Tolerance value is the magnitude of the error rate is statistically justified (a).
- b) Value variance inflation factor (VIF) is a standard deviation of inflation factor squared.

Tolerance value (a) and the variance inflation factor (VIF) can be found by combining these two values are as follows:

- a) Tolerance value (a):

$$a = 1 / \text{VIF}$$

b) Variance inflation factor value (VIF):

$$\text{VIF} = 1/a$$

Independents variable had multicollinearity if a count $<a$ and VIF count $> \text{VIF}$.

The independent variables had no multicollinearity if a count $> a$ and VIF count $< \text{VIF}$.

Here is a classic multicollinearity test results data using SPSS:

Table 4.9
Multikolinearity Test

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	X3, X2, X1 ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Y

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.287	3.488
	X2	.359	2.788
	X3	.376	2.662

a. Dependent Variable: Y

Coefficient Correlations^a

Model			X3	X2	X1
1	Correlations	X3	1.000	.706	.774
		X2	.706	1.000	.786
		X1	.774	.786	1.000
	Covariances	X3	.001	.001	.001
		X2	.001	.001	.001
		X1	.001	.001	.001

a. Dependent Variable: Y

Collinearity Diagnostics^a

Model	Dimensi on	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	X1	X2	X3
1	1	3.590	1.000	.00	.00	.00	.00
	2	.223	4.008	.00	.11	.02	.07
	3	.182	4.444	.00	.00	.15	.14
	4	.005	26.176	1.00	.89	.82	.79

a. Dependent Variable: Y

From the results of the analysis, then the output above shows that:

- a) Using scale correlation coefficient between independent variables.

From the output above, it is the coefficient of correlation between the independent variables for 0.706, 0.774, and 0.786 under 0.9. It was concluded that between the independent variable does not occur multicollinearity.

- b) Using the tolerance scale (a) and the variance inflation factor (VIF).
 If you use the alpha / tolerance = 10% or 0.10 then VIF = 10. Output
 count of the VIF (VIF of visual learning style = 3.488, VIF of audio
 learning style = 2.788, VIF of kinesthetic learning style = 2.662) <
 VIF = 10 and all tolerance independent variable (0.287 = 28.7%,
 0.359 = 35.9%, and 0.376 = 37.6%) above 10%, we can conclude
 that between the independent variable does not occur
 multicollinearity.

3) Heteroskedasticity test

In a multiple regression equation should also be tested on the same
 or not the variance of the residual from a single observation with other
 observations. If the residual have the same variance, called
 homoskedastisitas happen, and if the variance is not the same / different
 is called heteroscedasticity occurs.

Analysis of test heteroscedasticity assumptions of result from SPSS
 output through scatterplot graph between Z prediction (ZPRED) which
 is the independent variable (X- axis = Y results predicted) and the
 residual value (SRESID) is a dependent variable (Y-axis = Y predicted
 - Y real).

Homoskedastisitas happen if the scatterplot points of the data
 processing between ZPRED and SRESID spread below or above the
 point of origin (number 0) on the Y axis and do not have a regular
 pattern.

Heteroscedasticity occurs when the scatterplot dots have a regular pattern, either narrowed, widened, and waves.

Here's heteroscedasticity test results data:

Table 4.10
Heteroscedasticity test

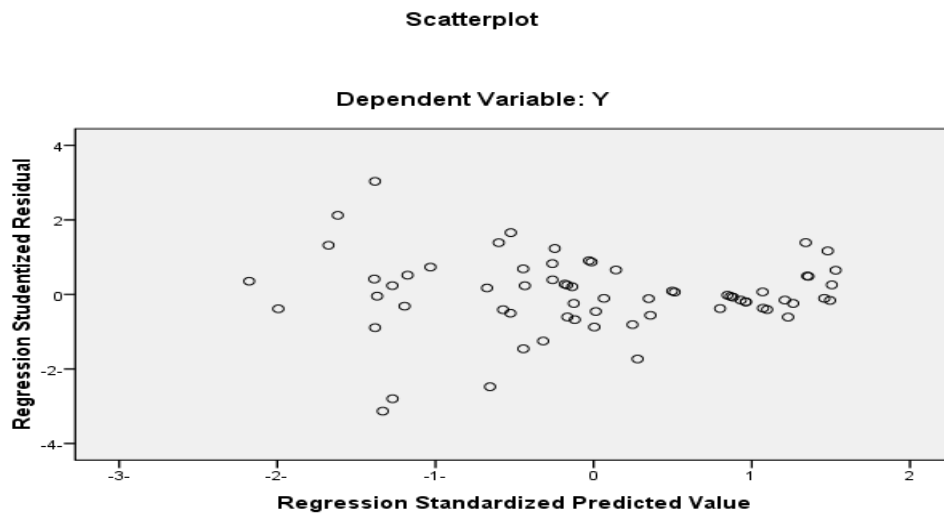
Residuals Statistics ^a					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	77.21	90.50	85.02	3.584	66
Std. Predicted Value	-2.178	1.530	.000	1.000	66
Standard Error of Predicted Value	.412	.861	.577	.108	66
Adjusted Predicted Value	77.10	90.40	85.00	3.598	66
Residual	-7.236	6.939	.000	2.327	66
Std. Residual	-3.037	2.913	.000	.977	66
Stud. Residual	-3.133	3.034	.002	1.011	66
Deleted Residual	-7.696	7.529	.012	2.496	66
Stud. Deleted Residual	-3.387	3.262	-.001	1.050	66
Mahal. Distance	.956	7.512	2.955	1.519	66
Cook's Distance	.000	.196	.018	.040	66
Centered Leverage Value	.015	.116	.045	.023	66

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	77.21	90.50	85.02	3.584	66
Std. Predicted Value	-2.178	1.530	.000	1.000	66
Standard Error of Predicted Value	.412	.861	.577	.108	66
Adjusted Predicted Value	77.10	90.40	85.00	3.598	66
Residual	-7.236	6.939	.000	2.327	66
Std. Residual	-3.037	2.913	.000	.977	66
Stud. Residual	-3.133	3.034	.002	1.011	66
Deleted Residual	-7.696	7.529	.012	2.496	66
Stud. Deleted Residual	-3.387	3.262	-.001	1.050	66
Mahal. Distance	.956	7.512	2.955	1.519	66
Cook's Distance	.000	.196	.018	.040	66
Centered Leverage Value	.015	.116	.045	.023	66

a. Dependent Variable: Y

Picture 4.2
Heteroscedasticity test



From the analysis of the output of SPSS (picture scatterplot) above, obtained points spread below and above the Y axis, and do not have a regular pattern. So, the conclusion is the independent variable in the above does not happen heteroscedasticity or is homoskedastisitas.

b. Regression Analysis

1) Linear regression equations simultaneously

Data regression equation is as follows:

Table 4.11
The results of multiple linear regression analysis coefficients

No.	Independent Variable	Dependent Variable	R	Adjusted R-Square	F	Sig
1.	Visual	Achievement	70.4%	33.4%	49.052	0.05
2.	Audio					
3.	Kinesthetic					
A	75.009					
b1	0.073					
b2	0.222					
b3	-0.055					

From the above table, it can be seen that simultaneously, the influence of learning style toward student achievement can be described by the following regression equation:

$$\text{Achievement (Y)} = 75.009 + 0.073 \text{ Visual (X1)} + 0.222 \text{ Audio (X2)} - 0.055 \text{ Kinesthetic (X3)} + e$$

Interpretation of the equation is:

a) $b_0 = 75.009$

This constant value indicates that if there is no variable of visual, audio, and kinesthetic learning styles (X1, X2, and X3), then students' achievement on Al- Qur'an Hadith at second grade (VIII A, B, and C) in MTsN Bandar Kidul Kediri 1 rose by 75.009 times. Within the meaning of students' achievement on Al- Qur'an Hadith at second grade (VIII A, B and C) in MTsN Bandar Kidul Kediri 1 rose by 75.009 times before or without the variable of achievement as reflected in the visual, audio, and kinesthetic learning styles (X1, X2, and X3).

b) $b_1 = 0.073$

Parameter value or the regression coefficient b_1 shows that visual learning style of each variable increased by 1 times, then students' achievement on Al- Qur'an Hadith at second grade (VIII A, B, and C) in MTsN Bandar Kidul Kediri 1 increased by 0.073 times or in other words, any increase in students' achievement on Al- Qur'an Hadith at second grade (VIII A, B, and C) in MTsN

Bandar Kidul Kediri 1 one takes variable of visual learning style for 0.073, assuming other variables remain free (X2 and X3) .

c) $b_2 = 0.222$

Parameter value or the regression coefficient b_2 shows that each variable audio learning styles increased 1 time, then students' achievement on Al- Qur'an Hadith at second grade (VIII A, B, and C) in MTsN Bandar Kidul Kediri 1 increased by 0.222 times or in other words, any increase in students' achievement on Al- Qur'an Hadith at second grade (VIII A, B, and C) in MTsN Bandar Kidul Kediri 1 one takes variable of audio learning styles for 0.222 assuming the other remains free variable (X1 and X3)

d) $b_3 = - 0.055$

Parameter value or b_3 regression coefficient indicates that kinesthetic learning style of each variable increases 1 time, then students' achievement on Al- Qur'an Hadith at second grade (VIII A, B, and C) in MTsN Bandar Kidul Kediri 1 decreased by 0.222 times or in other words, any decline in students' achievement on Al- Qur'an Hadith at second grade (VIII A, B, and C) in MTsN Bandar Kidul Kediri 1 kinesthetic learning style variables needed by 0.222, assuming other independent variables (X1 and X2) .

Value of coefficient regression and linear regression models are yet to be used, either as a means of decision-making and forecasting tool, prior to hypothesis testing.

c. Hypothesis Test

The hypothesis to be tested using four multiple regression. The goal is to determine whether the variable of visual, audio, and kinesthetic learning styles effect on students' achievement on Al- Qur'an Hadith at second grade (VIII A, B, and C) in MTsN Bandar Kidul Kediri 1. Here are the results of calculations. Here is the calculation of F, T, and R ²

Table: 4.12
Calculation of Hypothesis Testing

No.	Hipotesis	Nilai	Status
1.	There is influence of visual learning style toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)	t = 2.331 Sig = 0.023	Ho rejected H ₁ accepted
2.	There is influence of audio learning style toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)	t = 7.171 Sig = 0.000	Ho rejected H ₁ accepted
3.	There is influence of kinesthetic learning style toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)	t = -1.853 Sig = 0.069	Ho accepted H ₁ rejected
4.	There is influence of visual, audio, and kinesthetic learning style toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)	R = 0.839 R ² = 0.704 F = 49.052 Sig F= 0.000	Ho rejected H ₁ accepted

Data source: Primary data were processed

Based on the table above to test the first hypothesis up to three can be done in 2 ways that is t test and compare the probability value (Sig written in SPSS output) with the value of alpha (α). In this case, the researchers chose the second step is to compare the probability value with the value of alpha (α). So from the above table it can be concluded about:

- 1) The influence of visual learning style toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)

For the first hypothesis probability values for 0.023, the value is smaller than α value ($0.023 < 0.05$). Thus, the test results show that H_0 is rejected and H_1 accepted. This may imply that the visual learning style has a significant impact on students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)

- 2) The influence of audio learning style toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)

For the first hypothesis probability values for 0.000, the value is smaller than α value ($0.000 < 0.05$). Thus, the test results show that H_0 is rejected and H_1 accepted. This may imply that the audio learning style has a significant impact on students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students).

- 3) There is influence of kinesthetic learning style toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)

For the third hypothesis probability values for 0.069, the value is greater than α value ($0.069 > 0.05$). Thus, the test results show that H_0 is accepted and H_1 rejected. This may imply that the kinesthetic learning style does not have a significant effect on students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)

- 4) The influence of visual, audio, and kinesthetic learning style toward students' achievement at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)

As for the latter hypothesis test conducted with the F test is test variables simultaneously influence visual, audio, and kinesthetic learning styles toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students). F here is a probability value of 0.000. This value is smaller than α value ($0.000 > 0.05$). Thus, the test results show that H_0 is rejected and H_1 accepted. This may imply that visual, audio, and kinesthetic learning styles have an influence toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students).

The conclusion that can be drawn based on the hypothesis test above is that the visual, audio and kinesthetic learning styles simultaneous effect on students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students), will will but partial, variable visual and audio learning style that significantly affect on students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students).

However, the above analysis does not mean that kinesthetic learning style had no influence at all in predicting students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students). Because, if we look at the correlation table bivarat earlier, the correlation between visual and auditory learning styles is significant, as well as the correlation between audio and kinesthetic. This can be seen in the table below.

Table 4.13

Donations other independent variables as predictors of achievement

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	75.009	3.439		21.812	.000		
X1	.073	.031	.301	2.331	.023	.287	3.488

X2	.222	.031	.828	7.171	.000	.359	2.788
X3	-.055	.030	-.209	-1.853	.069	.376	2.662

a. Dependent Variable: Y

The table above shows that when seen from the results of partial correlation, variable of kinesthetic learning style does not have a significant role in predicting academic achievement. This raises the possibility of collinearity. Collinearity is the combined effect of inter-VB in predicting VT, or also called multicollinearity. Multicollinearity occurs if there is a correlation between the one VB with VB another. How to detect it is to see the index tolerance or VIF. Tolerance is the amount of variability in VB is concerned that is not explained by other VB. If the tolerance value is high, then it can be said that the low degree of multicollinearity.

In this study, a correlation was found between VB. When viewed from the tolerance index in the table above, the value of tolerance of kinesthetic learning styles is 0.376. This indicates that 62.4% (1 - 37.6%) of the variance kinesthetic learning styles described by another VB. Although the value of tolerance is not too extreme, such as the restrictions provided Hair, et al of 0.1. but still need to be aware of the impact of shared variance between this learning styles visual, audio, and kinesthetic.

After testing the model, the next step is performed to measure the accuracy of the calculation of the correlation regression line in explaining

the variation in the value of the independent variable. The results obtained from the correlation analysis regression output (appendix) correlate variables influence of visual, audio, and kinesthetic learning styles toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)

After testing the model, the next step is performed to measure the accuracy of the calculation of the correlation regression line in explaining the variation in the value of the independent variable. The results obtained from the correlation analysis regression output (appendix) correlate variables influence of visual, audio, and kinesthetic learning styles toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students) obtained $R^2 = 0.704$. This figure shows that the variation in students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students) can be explained by the regression equation obtained a value of 70.4%, while the remaining 29.6% is influenced by other variables outside similarity of model. $R = 0.839$ means that the correlation between variables of visual, audio, and kinesthetic learning styles toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students) is strong.

CHAPTER V

DISCUSSION

A. How the Student Learning Styles on Al- Qur'an Hadith at Second Grade of Superclass in MTsN Bandar Kidul Kediri 1

Style of learning is a process of movement behavior, appreciation, as well as the tendency of a student to learn or acquire a science in its own way.¹ One's learning style is a combination of how he absorbs, and then organize and process information.

Based on the analysis of the variables in the learning style that has 3 variants: visual, auditory, kinestetik, supported with adequate facilities at MTsN Bandar Kidul Kediri 1, particularly in the Superclass as a projector, and software that support learning. Teachers facilitate students in learning Al-Quran Hadith.

Of the three learning styles in the most predominantly used by eighth grade students are learning styles Superclass visual with a frequency percentage 26.41%. The amount of frequency above shows that the lessons of the Qur'an Hadith obtain satisfactory results if they use visual learning style.

Your advantage lies in the ability to obtain information visually. Therefore, it would be more effective if you frequently open the books, records, or summaries. If you've been bored with manual records, you can use a touch of color and images. Take advantage of the library collection in the form of a CD or a

¹M.Joko Susilo, *Sukses dengan Gaya Belajar* (Yogyakarta: PINUS, 2009), p. 15

video about the lesson. It can unleash the power of analysis and your memory. Expand a friend in the form of books or journals are not lip service for you that this visual type.²

Here, if the learning styles of students leaning into the visual type, then students prefer to learn and absorb the material through reading the book itself, see things shaped like video visual learning, visual media, and the like. Media learning Al-Quran Hadith likes holly Quran and tajweed software to support students who have a visual learning style.

What you're there to "listen" rather than "seeing". So, how to learn with friends to catch up on or discussion is the recommended way of learning. Learn the accompaniment of music while reading, writing, or remember the facts and the data can be an excellent way to optimize the entire result.

Occasionally, invite friends to the house to study together and use them to learn how to talk to them after determining the theme first. You can also throw the question that had been prepared in advance to friends. Answer gained somewhat will add your insights and knowledge from which you repeated any time.

Here, if the learning styles of students leaning into the type auditory, then students prefer to learn and absorb the material through the explanation given

²Taufik Tea, p. 217-220.

by the teacher, through discussion, and the like. Teachers in the form of a narrative explanation will help students whose learning style is audio.

Learning outdoors is a learning strategy that is recommended for your type of kinesthetic. You can improvise and use the learning object touching a real object as a learning tool.

Use ability to model as a powerful weapon to success in learning. Another method you might try is to learn to use a particular symbol as a reminder that you are learning. For example, you light a candle in the corner of the room or putting small plants on the table while learning.

Here, if the learning styles of students leaning into the kinesthetic type, then students prefer to learn and absorb the material through direct experience, direct feel and the like. Methods of memorization is one thing to support students whose learning style is kinesthetic.

Basically eighth grade students Superclass MTsN Bandar Kidul Kediri 1 is good to know the learning styles himself the most dominant students used Superclass MTsN Bandar Kidul Kediri 1 have learning visual style with a frequency of 244 or 26.41% with very good categories. This is evidenced by the students' answers in the questionnaire about learning styles.

B. How the Students' Achievement on Al- Qur'an Hadith at Second Grade of Superclass in MTsN Bandar Kidul Kediri 1

Achievement superclass included in good category, it is because the students Superclass has a special ability such as IQ and other expertise. Various facilities in the superclass as projectors etc.

C. How the Influence of Learning Styles toward Students' Achievement on Al-Qur'an Hadith at Second Grade of Superclass in MTsN Bandar Kidul Kediri 1

Based on the questionnaire were distributed to 66 respondents about learning styles and reinforced by interviews with students, teachers Quran Hadith, or waka of curriculum. Then the data is processed in the frequency distribution of the data obtained on the learning style that is usually done by students when learning including learning styles visual, auditory, and kinesthetic.

Because data questionnaire showed that students 'learning styles visual dominant over, the students tend to prefer read a book, like instruction that writed, etc. Based on the above results that knowing the person's particular learning style will be easier to determine success in learning.

CHAPTER VI

CLOSING

A. Conclusion

Based on the discussion of the results of research on the effects of student learning styles of student achievement on Al- Quran Hadith in MTsN Bandar Kidul Kediri 1, it can be concluded as follows:

1. Students Superclass MTsN Bandar Kidul Kediri 1 class VIII is a visual learning style with a frequency of 26.41% that have highest answer “very agree”.
2. Student achievement superclass MTsN Bandar Kidul Kediri 1 class VIII subjects Al- Qur'an Al-Hadith have high achievement in good category with a frequency 26 or 39.39% and the less percentage's frequency is 2 or 3.03%.
3. The effect of student learning styles on student achievement Quran Hadith in the MTsN Bandar Kidul Kediri 1. From the results of this research, the regression equation $Y = 75.009 + 0.073 \text{ Visual (X1)} + 0.222 \text{ Audio (X2)} - 0.055 \text{ Kinesthetic (X3)} + e$. From the results of the regression equation suggests that there is positive effect between visual learning style toward students' achievement on Al- Qur'an Hadith, there is a positive effect between audio learning style toward students' achievement on Al- Qur'an Hadith, and there is negative effect between kinesthetic learning styles toward students' achievement on Al- Qur'an Hadith.

The regression equation obtained a value of 70.4%, while the remaining 29.6% is influenced by other variables outside similarity of model.

$R = 0.839$ means that the correlation between variables of visual, audio, and kinesthetic learning styles toward students' achievement on Al- Qur'an Hadith at second grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students) is strong.

B. Suggestion

1. For the MTsN Bandar Kidul Kediri 1, this study can be considered in determining the relief efforts to improve students' ability of MTsN Bandar Kidul Kediri 1, in order to face a variety of problems during the learning process.
2. For teachers, it can provide information about students' learning styles is different so make easy in the teaching-learning process according to their ability.
3. For students to improve academic achievement as opposed to the learning, because learning styles affect student achievement.
4. For further research that would be able to do research that is experimental in looking beyond the influence of learning styles on the learning potential of students in particular learning Al- Qur'an Hadith.

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Appendix I: Instrument of Research (Interview)

Interview Data

1. Interview to Waka Curriculum

Bagaimanakah factor yang mendukung keberhasilan siswa dalam belajar pak, khususnya untuk siswa Superclass serta hubungan gaya belajar siswa terhadap prestasi?

2. Interview to teacher of Al- Qur'an Hadith

a. Bagaimanakah system pengajaran di Superclass, khususnya kelas 8A, 8B, dan 8C beserta bahan ajarnya yang disesuaikan dengan gaya belajar siswa?

b. Bagaimanakah prestasi siswa di kelas Superclass? Apakah siswa di kelas Superclass lebih pandai secara akademik dibandingkan kelas regular? Berapa KKM siswa superclass untuk mata pelajaran Al- Qur'an Hadith?

3. Interview to one of student in Superclass

Bagaimana pendapat kamu tentang pembelajaran Al- Qur'an hadith di kelas?

Appendix I: Instrument of Research (Questionnaire)

Nama:

Kelas:

Umur:

SURVEY MODALITAS

Petunjuk Pengisian

Berilah tanda silang (X) untuk tiap-tiap pernyataan di bawah ini, dengan tanpa ada yang terlewati. Pilihlah dengan sejujur-jujurnya, sesuai dengan keadaan Anda sekarang. Jawaban yang tersedia meliputi : **SS (Sangat Setuju)**, **S (Setuju)**, **KS (Kurang Setuju)**, **TS (Tidak Setuju)**, **STS (Sangat Tidak Setuju)**

No.	Pernyataan	SS	S	KS	TS	STS
1.	Saya lebih suka mendengarkan informasi yang ada di kaset daripada baca buku.					
2.	Kalau mengerjakan sesuatu, saya hampir selalu baca instruksinya dulu.					
3.	Saya lebih suka baca daripada mendengar penjelasan.					
4.	Saat sendirian, saya biasanya memainkan alat musik atau bernyanyi.					
5.	Saya lebih suka berolahraga daripada baca buku.					
6.	Saya selalu dapat menunjukkan arah utara atau selatan di mana pun saya berada.					
7.	Saya suka menulis surat, jurnal, catatan, atau buku harian.					
8.	Saat berbicara, saya suka mengatakan, "Saya dengar, itu kedengarannya bagus, itu bunyinya bagus."					
9.	Ruangan, meja, atau rumah saya biasanya berantakan/ tidak teratur.					
10.	Saya suka merancang, mengerjakan dan membuat sesuatu dengan tangan saya.					
11.	Saya tahu hampir semua kata dari lagu yang saya dengar.					
12.	Saya suka berolahraga dan rasanya saya adalah olahragawan yang baik.					
13.	Mudah sekali bagi saya untuk ngobrol dalam waktu yang lama dengan kawan saya saat berbicara di telepon.					
14.	Tanpa musik, hidup amat membosankan.					
15.	Saya sangat senang berkumpul dan biasanya dapat dengan mudah berbicara dengan siapa pun.					
16.	Saya mengingat suatu pengalaman, saya sering sekali melihat pengalaman itu dalam bentuk gambar di dalam pikiran saya.					
17.	Saat mengingat suatu pengalaman, saya sering kali mendengar suara dan berbicara pada diri saya mengenai pengalaman itu.					

18.	Saat mengingat suatu pengalaman, saya sering kali ingat bagaimana perasaan saya terhadap pengalaman itu.					
19.	Saya lebih suka musik daripada seni lukis.					
20.	Saya sering mencoret- coret kertas saat berbicara di depan telepon atau dalam suatu pertemuan.					
21.	Saya lebih suka melakukan contoh peragaan daripada membuat laporan tertulis atas suatu kegiatan.					
22.	Saya lebih suka membacakan cerita daripada mendengarkan.					
23.	Saya biasanya berbicara dengan perlahan.					
24.	Saya lebih suka membaca daripada menulis.					
25.	Saya biasanya menggunakan jari saya untuk menunjuk kalimat yang saya baca.					
26.	Saya dapat dengan cepat melakukan penjumlahan dan perkalian dalam pikiran saya.					
27.	Saya suka dan pintar mengeja kata- kata.					
28.	Saya suka mencatat perintah/ instruksi yang disampaikan pada saya.					
29.	Saya paling mudah belajar sambil mempraktikkan atau melakukan.					
30.	Sangat sulit bagi saya untuk duduk diam dalam waktu yang lama.					
31.	Saya adalah seorang pembaca yang cepat dan tekun.					
32.	Saya sering berbicara kepada diri sendiri saat bekerja.					
33.	Saya sulit mengingat letak suatu tempat pariwisata, kecuali jika pernah berada di tempat itu.					
34.	Saya banyak menggunakan isyarat tubuh ketika sedang berinteraksi dengan teman saya.					
35.	Saya suka membaca buku dengan menggerakkan bibir dan mengucapkan tulisan tersebut.					
36.	Saya suka menyentuh orang untuk mendapat perhatiannya.					
37.	Saya sering mengetahui apa yang harus saya katakan, tetapi tidak pandai memilih kata- kata.					
38.	Saya suka berdiri dekat ketika berbicara dengan orang lain.					
39.	Saya lebih suka gurauan lisan daripada membaca komik.					
40.	Saya suka bercerita.					
41.	Ruangan, meja, atau rumah saya biasanya rapi dan teratur.					
42.	Saya mementingkan penampilan, baik dalam berpakaian maupun presentasi.					

Terima Kasih

APPENDIX II: Analytic Data before Validity and Reliability Test (Raw Data)

VISUAL (X1.1- x1.14)

Ahmad Jalu Alfata	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	67.0
Anis Fitriatul L.	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0	3.0	3.0	1.0	2.0	2.0	3.0	31.0
Bella Kustyani	2.0	2.0	2.0	1.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	1.0	3.0	32.0
Dyah Sitoresmi Fitri	2.0	3.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	3.0	2.0	2.0	3.0	2.0	30.0
Eka Kartika Sari	2.0	1.0	3.0	1.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	32.0
Enca Novemico Alif G2.0	1.0	1.0	3.0	1.0	3.0	1.0	1.0	2.0	2.0	3.0	1.0	2.0	2.0	2.0	25.0
Faradhilla Izmi R.	5.0	3.0	5.0	4.0	5.0	5.0	4.0	5.0	4.0	5.0	5.0	4.0	4.0	5.0	63.0
Farhan Mafasi Riski	4.0	5.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	4.0	4.0	64.0
Febyana Nur Iwan	4.0	4.0	5.0	4.0	5.0	5.0	3.0	5.0	4.0	5.0	5.0	5.0	4.0	5.0	63.0
Firstyana Farid Abdu	3.0	3.0	2.0	3.0	2.0	3.0	2.0	1.0	3.0	1.0	1.0	3.0	1.0	2.0	30.0
Fitrotillah	5.0	4.0	5.0	5.0	5.0	5.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	67.0
Giusti Arya Pradhipt	3.0	3.0	1.0	3.0	1.0	3.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	32.0
Heidi Ritras Sullivan	5.0	5.0	5.0	3.0	5.0	5.0	4.0	4.0	4.0	5.0	5.0	5.0	4.0	5.0	64.0
M. Ridho Faza	2.0	2.0	2.0	3.0	3.0	1.0	2.0	3.0	2.0	3.0	2.0	1.0	2.0	2.0	30.0

M. Rasyid Nurfauzi	4.0	5.0	5.0	5.0	4.0	5.0	4.0	5.0	4.0	5.0	4.0	5.0	5.0	4.0	64.0	
Nabiilatul Mahbubah	2.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0	1.0	3.0	2.0	34.0
Naili Firdausi Nuzul	4.0	4.0	5.0	5.0	4.0	4.0	4.0	5.0	4.0	4.0	5.0	5.0	3.0	5.0	61.0	
Nala Rahmatul Maula	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	3.0	4.0	1.0	3.0	3.0	35.0	
Nazifatul Ummy Al Am	5.0	4.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0	4.0	67.0	
Noor Azizah Febriani	4.0	5.0	5.0	4.0	5.0	4.0	4.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	64.0	
Putri Nur Cahyani	3.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	1.0	2.0	3.0	2.0	2.0	3.0	33.0	
Sultan Rayhan Habib	3.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0	33.0	
Zakky Roihul	4.0	4.0	5.0	4.0	5.0	5.0	4.0	5.0	5.0	5.0	3.0	5.0	5.0	4.0	63.0	
A. Amir Ariffudin	5.0	5.0	4.0	4.0	5.0	4.0	5.0	5.0	5.0	4.0	4.0	5.0	5.0	4.0	64.0	
Adinda Ayu Istamala	5.0	5.0	5.0	4.0	4.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0	67.0	
Ailsa Nur Rahma A. W	1.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	2.0	1.0	16.0	
Azkaalfata	2.0	2.0	2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	30.0	
Dimas Rizky Saputra	4.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0	67.0	
Edwin Zamzami	2.0	2.0	2.0	1.0	4.0	2.0	1.0	3.0	2.0	1.0	2.0	1.0	2.0	2.0	27.0	
Elok Nazilatul Minan	4.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	67.0	

Farah Aliyah Syahida	5.0	5.0	4.0	4.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	65.0
Farras Laksono Putro	4.0	5.0	4.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	4.0	64.0
Izza Deriyant Haq	4.0	4.0	4.0	4.0	4.0	4.0	3.0	5.0	5.0	5.0	5.0	3.0	5.0	5.0	60.0
Jauza' Nur Rahmadant	1.0	2.0	1.0	2.0	1.0	3.0	1.0	3.0	3.0	2.0	1.0	3.0	2.0	2.0	27.0
Maya Primadani	5.0	5.0	4.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	67.0
Moh. Affan Afifudin	2.0	2.0	1.0	3.0	2.0	1.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	31.0
Moh. Nur Mahbobby	2.0	1.0	3.0	1.0	1.0	3.0	1.0	2.0	1.0	3.0	3.0	1.0	3.0	3.0	28.0
Oriza Sativa	1.0	1.0	1.0	2.0	2.0	1.0	1.0	3.0	1.0	1.0	2.0	1.0	1.0	2.0	20.0
Pradita Ratna Ariant	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	2.0	3.0	1.0	2.0	1.0	2.0	20.0
Rizky Elvina Ayunda	2.0	2.0	3.0	1.0	1.0	2.0	2.0	3.0	3.0	2.0	2.0	3.0	2.0	2.0	30.0
Urjuwan Firas Wahidi	3.0	1.0	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	39.0
Zakiyya Zharfa	2.0	3.0	3.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	1.0	3.0	1.0	3.0	29.0
Achmad Alwy F. R. S.	2.0	3.0	1.0	2.0	3.0	1.0	2.0	3.0	1.0	2.0	3.0	2.0	1.0	3.0	29.0
Alfian Hanip P.	4.0	4.0	4.0	5.0	5.0	4.0	4.0	5.0	5.0	4.0	5.0	4.0	3.0	5.0	61.0
Annisa Ani Setyowati	2.0	2.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	2.0	33.0
Aulia Rahman	4.0	4.0	5.0	4.0	4.0	4.0	3.0	5.0	5.0	4.0	5.0	5.0	5.0	3.0	60.0

Berliana Nur Khatija	3.0	2.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	3.0	2.0	2.0	2.0	34.0
Destyana Rahma Dhany	4.0	5.0	4.0	4.0	5.0	5.0	4.0	5.0	4.0	5.0	5.0	5.0	5.0	4.0	64.0
Fahreza Aswin F.	5.0	4.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	3.0	4.0	5.0	4.0	5.0	64.0
Hera Rosita Nuraini	2.0	3.0	2.0	3.0	1.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	4.0	3.0	35.0
Ika Ufyanisa	4.0	5.0	3.0	5.0	4.0	5.0	4.0	5.0	4.0	4.0	5.0	5.0	4.0	4.0	61.0
M. Iqbal Tawakkal	2.0	2.0	1.0	3.0	2.0	1.0	2.0	3.0	1.0	3.0	2.0	1.0	2.0	2.0	27.0
Maysilvi Salsabila W	2.0	2.0	2.0	3.0	2.0	1.0	1.0	2.0	2.0	1.0	2.0	1.0	2.0	3.0	26.0
Mika Arba'ul Masifah	5.0	5.0	4.0	5.0	4.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	67.0
Mitha Zanu Fitriani	2.0	3.0	1.0	2.0	1.0	1.0	2.0	1.0	2.0	3.0	1.0	1.0	2.0	3.0	25.0
Moh. Yusril Ma'arief	4.0	5.0	4.0	5.0	4.0	5.0	5.0	4.0	5.0	4.0	5.0	4.0	5.0	4.0	63.0
Mohamad Khusni NM	2.0	1.0	3.0	2.0	3.0	3.0	1.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	28.0
Muchammad Sururi	2.0	1.0	2.0	1.0	2.0	3.0	1.0	1.0	2.0	2.0	1.0	3.0	2.0	2.0	25.0
Muhammad Akbar Al Fa	4.0	4.0	5.0	4.0	4.0	5.0	5.0	4.0	3.0	5.0	4.0	5.0	5.0	4.0	61.0
Neno Yoga P.	4.0	4.0	3.0	4.0	4.0	5.0	5.0	3.0	5.0	5.0	4.0	4.0	4.0	4.0	58.0
Nurin Nabila	3.0	3.0	1.0	3.0	2.0	3.0	1.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	34.0
Putri Endah Laili S.	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	2.0	1.0	3.0	2.0	25.0

Rahma Adiba	3.0	4.0	4.0	5.0	5.0	5.0	4.0	5.0	4.0	4.0	5.0	4.0	4.0	4.0	60.0
Salsabilla Wahida	1.0	2.0	1.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	2.0	1.0	3.0	3.0	23.0
Vivi Ferdiana A.	4.0	5.0	4.0	4.0	4.0	5.0	4.0	4.0	5.0	4.0	4.0	5.0	5.0	4.0	61.0
Ziyanur Rahman A.Z.	2.0	1.0	2.0	2.0	1.0	2.0	3.0	2.0	1.0	4.0	2.0	2.0	3.0	3.0	30.0

AUDIO (X2.1-X2.14)

3.0	2.0	3.0	2.0	3.0	3.0	4.0	2.0	3.0	3.0	2.0	3.0	1.0	3.0	40.0
5.0	4.0	3.0	5.0	4.0	5.0	5.0	4.0	4.0	3.0	5.0	4.0	4.0	4.0	59.0
4.0	5.0	4.0	5.0	4.0	5.0	5.0	5.0	4.0	5.0	5.0	4.0	4.0	4.0	63.0
4.0	5.0	4.0	4.0	3.0	5.0	5.0	4.0	4.0	3.0	5.0	5.0	3.0	5.0	59.0
5.0	4.0	5.0	4.0	4.0	5.0	5.0	4.0	5.0	5.0	5.0	4.0	5.0	5.0	65.0
3.0	5.0	4.0	3.0	5.0	4.0	4.0	5.0	5.0	4.0	5.0	4.0	4.0	4.0	59.0
2.0	3.0	2.0	2.0	2.0	1.0	3.0	2.0	2.0	3.0	3.0	2.0	1.0	2.0	30.0
2.0	2.0	3.0	2.0	3.0	1.0	2.0	1.0	2.0	2.0	3.0	1.0	1.0	3.0	28.0
3.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	1.0	3.0	3.0	36.0
3.0	2.0	3.0	1.0	2.0	3.0	1.0	3.0	3.0	1.0	2.0	3.0	2.0	3.0	32.0

2.0	3.0	2.0	3.0	3.0	2.0	3.0	3.0	2.0	4.0	3.0	3.0	1.0	2.0	36.0
1.0	1.0	2.0	3.0	2.0	3.0	1.0	3.0	1.0	2.0	3.0	1.0	3.0	1.0	27.0
2.0	2.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	1.0	34.0
5.0	4.0	4.0	3.0	5.0	4.0	5.0	4.0	4.0	5.0	4.0	4.0	4.0	4.0	59.0
3.0	2.0	2.0	3.0	3.0	2.0	3.0	3.0	1.0	3.0	2.0	3.0	2.0	1.0	33.0
2.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	1.0	1.0	3.0	3.0	1.0	30.0
2.0	1.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	1.0	3.0	3.0	3.0	32.0
4.0	4.0	5.0	4.0	5.0	3.0	5.0	4.0	4.0	5.0	5.0	4.0	5.0	4.0	61.0
3.0	3.0	4.0	1.0	3.0	3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	36.0
2.0	1.0	3.0	2.0	1.0	2.0	3.0	2.0	1.0	1.0	4.0	2.0	2.0	2.0	28.0
4.0	5.0	4.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	5.0	4.0	4.0	4.0	63.0
2.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	3.0	2.0	3.0	4.0	3.0	3.0	40.0
1.0	2.0	2.0	1.0	1.0	3.0	2.0	1.0	3.0	2.0	1.0	2.0	3.0	3.0	27.0
2.0	1.0	3.0	2.0	1.0	2.0	2.0	2.0	2.0	3.0	3.0	3.0	3.0	2.0	31.0
1.0	2.0	1.0	2.0	2.0	3.0	3.0	1.0	1.0	2.0	2.0	1.0	1.0	1.0	23.0
2.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	30.0

2.0	2.0	3.0	2.0	3.0	2.0	1.0	2.0	1.0	2.0	3.0	1.0	3.0	2.0	29.0
2.0	2.0	1.0	2.0	1.0	3.0	1.0	3.0	2.0	1.0	2.0	3.0	3.0	2.0	28.0
5.0	4.0	5.0	5.0	3.0	5.0	5.0	4.0	5.0	5.0	5.0	4.0	5.0	5.0	65.0
2.0	2.0	3.0	2.0	1.0	3.0	1.0	1.0	2.0	4.0	1.0	1.0	3.0	2.0	28.0
3.0	1.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	3.0	2.0	4.0	2.0	36.0
2.0	2.0	3.0	2.0	2.0	1.0	3.0	1.0	2.0	2.0	1.0	2.0	2.0	3.0	28.0
1.0	2.0	1.0	1.0	2.0	2.0	1.0	2.0	2.0	1.0	1.0	3.0	1.0	1.0	21.0
3.0	1.0	3.0	3.0	2.0	1.0	4.0	2.0	2.0	2.0	3.0	3.0	2.0	1.0	32.0
2.0	2.0	3.0	2.0	2.0	1.0	3.0	2.0	2.0	2.0	2.0	2.0	1.0	4.0	30.0
4.0	4.0	5.0	4.0	3.0	4.0	5.0	4.0	4.0	5.0	4.0	4.0	5.0	4.0	59.0
3.0	4.0	4.0	5.0	4.0	4.0	5.0	5.0	4.0	5.0	5.0	5.0	4.0	4.0	61.0
3.0	1.0	2.0	2.0	2.0	1.0	1.0	3.0	3.0	1.0	3.0	1.0	3.0	2.0	28.0
3.0	3.0	3.0	2.0	1.0	3.0	3.0	2.0	3.0	2.0	1.0	3.0	2.0	2.0	33.0
5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	68.0
5.0	4.0	3.0	5.0	4.0	4.0	4.0	4.0	5.0	4.0	5.0	4.0	4.0	4.0	59.0
3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	3.0	40.0

5.0	5.0	4.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	4.0	5.0	5.0	4.0	65.0
3.0	3.0	2.0	2.0	1.0	3.0	2.0	2.0	3.0	2.0	1.0	2.0	3.0	1.0	30.0
3.0	1.0	2.0	1.0	3.0	1.0	2.0	3.0	2.0	1.0	2.0	3.0	2.0	2.0	28.0
3.0	3.0	2.0	3.0	1.0	3.0	2.0	3.0	1.0	3.0	3.0	2.0	3.0	2.0	34.0
3.0	4.0	4.0	5.0	5.0	3.0	5.0	5.0	5.0	4.0	4.0	5.0	4.0	4.0	60.0
2.0	3.0	2.0	2.0	3.0	1.0	1.0	3.0	1.0	2.0	1.0	1.0	2.0	2.0	26.0
1.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	2.0	19.0
4.0	4.0	4.0	5.0	3.0	5.0	4.0	3.0	5.0	5.0	4.0	5.0	4.0	5.0	60.0
2.0	3.0	3.0	1.0	4.0	2.0	2.0	3.0	2.0	1.0	2.0	1.0	3.0	2.0	31.0
3.0	2.0	2.0	3.0	2.0	2.0	3.0	1.0	1.0	2.0	3.0	1.0	2.0	3.0	30.0
2.0	2.0	3.0	2.0	3.0	1.0	3.0	2.0	1.0	3.0	3.0	1.0	3.0	2.0	31.0
2.0	2.0	1.0	3.0	1.0	2.0	1.0	3.0	2.0	1.0	3.0	1.0	2.0	3.0	27.0
4.0	5.0	4.0	5.0	4.0	4.0	4.0	5.0	3.0	5.0	4.0	5.0	5.0	3.0	60.0
2.0	3.0	3.0	2.0	3.0	3.0	2.0	2.0	1.0	4.0	1.0	2.0	2.0	4.0	34.0
1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	3.0	1.0	1.0	1.0	2.0	1.0	19.0
1.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	18.0

1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	16.0
3.0	1.0	1.0	1.0	3.0	1.0	2.0	3.0	1.0	3.0	2.0	2.0	2.0	1.0	26.0
4.0	5.0	4.0	3.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	64.0
4.0	4.0	5.0	4.0	3.0	5.0	5.0	4.0	4.0	5.0	5.0	5.0	4.0	5.0	62.0
1.0	2.0	1.0	3.0	1.0	2.0	3.0	1.0	1.0	2.0	2.0	2.0	1.0	3.0	25.0
4.0	5.0	5.0	4.0	5.0	5.0	3.0	5.0	5.0	4.0	4.0	5.0	4.0	4.0	62.0
2.0	3.0	2.0	1.0	1.0	2.0	3.0	1.0	2.0	1.0	1.0	3.0	2.0	3.0	27.0
5.0	5.0	4.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	67.0

KINESTHETIK (X3.1- X3.14)

2.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	2.0	3.0	35.0
2.0	3.0	2.0	2.0	3.0	4.0	3.0	3.0	3.0	3.0	3.0	2.0	4.0	3.0	40.0
1.0	1.0	2.0	1.0	1.0	2.0	1.0	3.0	1.0	2.0	1.0	1.0	1.0	1.0	19.0
3.0	3.0	3.0	4.0	2.0	2.0	3.0	2.0	3.0	4.0	2.0	3.0	2.0	4.0	43.0
2.0	2.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	1.0	3.0	3.0	2.0	2.0	34.0
2.0	2.0	2.0	4.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	1.0	28.0

2.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	2.0	2.0	2.0	1.0	3.0	30.0
2.0	3.0	1.0	2.0	2.0	1.0	3.0	2.0	1.0	2.0	2.0	2.0	1.0	2.0	26.0
2.0	2.0	3.0	1.0	2.0	2.0	2.0	2.0	3.0	1.0	3.0	2.0	3.0	2.0	30.0
5.0	5.0	5.0	4.0	4.0	5.0	4.0	5.0	4.0	5.0	4.0	5.0	4.0	5.0	64.0
1.0	2.0	4.0	2.0	4.0	2.0	3.0	3.0	4.0	2.0	4.0	3.0	3.0	4.0	42.0
4.0	4.0	4.0	4.0	4.0	5.0	4.0	4.0	4.0	5.0	4.0	4.0	5.0	4.0	59.0
1.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	16.0
2.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	4.0	2.0	3.0	3.0	40.0
1.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	1.0	3.0	2.0	2.0	1.0	4.0	31.0
4.0	4.0	4.0	5.0	3.0	4.0	5.0	4.0	5.0	4.0	4.0	5.0	5.0	4.0	60.0
3.0	1.0	2.0	3.0	2.0	2.0	2.0	4.0	3.0	2.0	3.0	1.0	4.0	3.0	35.0
4.0	2.0	3.0	2.0	4.0	3.0	3.0	3.0	2.0	4.0	2.0	3.0	1.0	4.0	40.0
1.0	1.0	2.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	18.0
3.0	3.0	3.0	4.0	3.0	2.0	4.0	3.0	2.0	3.0	4.0	3.0	3.0	4.0	44.0
3.0	1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	2.0	18.0
4.0	5.0	5.0	4.0	5.0	5.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0	4.0	65.0

3.0	3.0	2.0	2.0	2.0	3.0	3.0	3.0	2.0	4.0	3.0	1.0	4.0	3.0	38.0
3.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0	2.0	4.0	2.0	4.0	39.0
3.0	1.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	3.0	2.0	2.0	3.0	33.0
5.0	5.0	4.0	5.0	5.0	5.0	4.0	5.0	3.0	5.0	5.0	5.0	5.0	5.0	65.0
5.0	4.0	5.0	4.0	4.0	4.0	4.0	3.0	4.0	5.0	4.0	5.0	4.0	4.0	57.0
2.0	3.0	2.0	3.0	2.0	3.0	3.0	1.0	3.0	2.0	3.0	3.0	3.0	2.0	35.0
2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	27.0
3.0	2.0	3.0	2.0	2.0	3.0	3.0	2.0	3.0	1.0	4.0	2.0	2.0	4.0	36.0
3.0	3.0	2.0	2.0	2.0	1.0	2.0	2.0	1.0	2.0	1.0	2.0	2.0	1.0	26.0
3.0	3.0	1.0	2.0	2.0	2.0	2.0	1.0	3.0	3.0	3.0	1.0	3.0	3.0	32.0
1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	16.0
3.0	5.0	4.0	4.0	5.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	65.0
1.0	3.0	3.0	2.0	1.0	3.0	3.0	1.0	3.0	2.0	2.0	2.0	1.0	1.0	28.0
2.0	2.0	3.0	3.0	3.0	3.0	3.0	3.0	3.0	2.0	3.0	3.0	2.0	4.0	39.0
2.0	3.0	2.0	2.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	3.0	1.0	1.0	31.0
5.0	5.0	3.0	5.0	4.0	5.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	66.0

1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	67.0
2.0	2.0	1.0	2.0	2.0	3.0	3.0	2.0	3.0	2.0	3.0	3.0	3.0	3.0	35.0
2.0	2.0	1.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	27.0
3.0	4.0	5.0	4.0	4.0	5.0	3.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	61.0
1.0	1.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	2.0	1.0	2.0	2.0	2.0	20.0
1.0	1.0	2.0	2.0	2.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	19.0
4.0	4.0	5.0	4.0	3.0	5.0	5.0	5.0	4.0	5.0	5.0	5.0	5.0	5.0	64.0
1.0	1.0	1.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	3.0	16.0
4.0	2.0	3.0	2.0	2.0	3.0	2.0	2.0	3.0	2.0	3.0	2.0	2.0	1.0	33.0
1.0	1.0	2.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	16.0
1.0	1.0	1.0	1.0	1.0	2.0	1.0	1.0	1.0	2.0	2.0	2.0	1.0	1.0	18.0
2.0	4.0	3.0	2.0	3.0	4.0	3.0	3.0	3.0	2.0	4.0	3.0	3.0	4.0	43.0
2.0	3.0	2.0	2.0	3.0	3.0	3.0	2.0	2.0	3.0	3.0	2.0	2.0	2.0	34.0
3.0	5.0	3.0	4.0	5.0	5.0	4.0	4.0	5.0	5.0	5.0	4.0	4.0	5.0	61.0
5.0	5.0	5.0	4.0	5.0	4.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	5.0	66.0
1.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	17.0

3.0	1.0	1.0	2.0	3.0	2.0	1.0	2.0	2.0	3.0	2.0	2.0	3.0	3.0	30.0
4.0	3.0	3.0	2.0	1.0	4.0	2.0	2.0	3.0	2.0	3.0	3.0	3.0	1.0	37.0
5.0	4.0	3.0	5.0	4.0	3.0	5.0	5.0	4.0	4.0	5.0	5.0	5.0	4.0	61.0
5.0	5.0	4.0	5.0	5.0	3.0	5.0	5.0	4.0	5.0	5.0	4.0	5.0	5.0	65.0
3.0	4.0	1.0	2.0	3.0	2.0	2.0	3.0	1.0	2.0	2.0	2.0	1.0	2.0	30.0
2.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	1.0	1.0	1.0	2.0	20.0
2.0	1.0	3.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	3.0	1.0	1.0	1.0	21.0
1.0	2.0	1.0	1.0	2.0	2.0	1.0	2.0	1.0	2.0	2.0	2.0	1.0	2.0	22.0
3.0	2.0	2.0	2.0	3.0	1.0	2.0	1.0	4.0	3.0	2.0	3.0	3.0	4.0	35.0
1.0	1.0	1.0	2.0	1.0	1.0	2.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	16.0
4.0	3.0	2.0	2.0	3.0	2.0	2.0	2.0	3.0	2.0	3.0	1.0	3.0	4.0	36.0
3.0	3.0	4.0	3.0	3.0	2.0	2.0	4.0	3.0	2.0	3.0	3.0	3.0	2.0	40.0

STUDENTS' ACHIEVEMENT

From left to right

87.0	88.0	90.0	87.0	91.0	88.0	84.0	85.0	84.0	80.0	87.0	81.0	85.0	88.0	85.0	82.0	83.0	88.0	87.0	85.0	90.0	77.0
84.0	85.0	87.0	84.0	81.0	87.0	91.0	86.0	86.0	85.0	82.0	74.0	87.0	88.0	89.0	82.0	87.0	93.0	88.0	83.0	91.0	83.0

78.0 82.0 88.0 85.0 86.0 88.0 83.0 73.0 80.0 87.0 88.0 84.0 77.0 78.0 83.0 81.0 92.0 89.0 82.0 89.0 80.0 93.0

APPENDIX II: Analytic Data before Validity and Reliability Test (Frequency)

FREQUENCY

VISUAL

Statistics

		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	X1.8	X1.9	X1.10	X1.11	X1.12	X1.13	X1.14
N	Valid	66	66	66	66	66	66	66	66	66	66	66	66	66	66
	Missing	40	40	40	40	40	40	40	40	40	40	40	40	40	40

X1.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	5	4.7	7.6	7.6
	2	24	22.6	36.4	43.9
	3	8	7.5	12.1	56.1
	4	18	17.0	27.3	83.3
	5	11	10.4	16.7	100.0
	Total	66	62.3	100.0	
Missin g	System	40	37.7		
	Total	106	100.0		

X1.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	10	9.4	15.2	15.2
	2	17	16.0	25.8	40.9
	3	10	9.4	15.2	56.1
	4	12	11.3	18.2	74.2
	5	17	16.0	25.8	100.0
	Total	66	62.3	100.0	

Missing System	40	37.7	
Total	106	100.0	

X1.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	13.2	21.2	21.2
	2	14	13.2	21.2	42.4
	3	10	9.4	15.2	57.6
	4	11	10.4	16.7	74.2
	5	17	16.0	25.8	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X1.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	8.5	13.6	13.6
	2	15	14.2	22.7	36.4
	3	13	12.3	19.7	56.1
	4	13	12.3	19.7	75.8
	5	16	15.1	24.2	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X1.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	10.4	16.7	16.7
	2	17	16.0	25.8	42.4
	3	7	6.6	10.6	53.0
	4	15	14.2	22.7	75.8
	5	16	15.1	24.2	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X1.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	10.4	16.7	16.7
	2	12	11.3	18.2	34.8
	3	13	12.3	19.7	54.5
	4	9	8.5	13.6	68.2
	5	21	19.8	31.8	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X1.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	12.3	19.7	19.7
	2	16	15.1	24.2	43.9
	3	10	9.4	15.2	59.1
	4	14	13.2	21.2	80.3
	5	13	12.3	19.7	100.0

	Total	66	62.3	100.0
Missing	System	40	37.7	
Total		106	100.0	

X1.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	6.6	10.6	10.6
	2	15	14.2	22.7	33.3
	3	15	14.2	22.7	56.1
	4	7	6.6	10.6	66.7
	5	22	20.8	33.3	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X1.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	8.5	13.6	13.6
	2	15	14.2	22.7	36.4
	3	13	12.3	19.7	56.1
	4	11	10.4	16.7	72.7
	5	18	17.0	27.3	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X1.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	7	6.6	10.6	10.6
	2	15	14.2	22.7	33.3
	3	14	13.2	21.2	54.5
	4	14	13.2	21.2	75.8
	5	16	15.1	24.2	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X1.11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	8	7.5	12.1	12.1
	2	17	16.0	25.8	37.9
	3	11	10.4	16.7	54.5
	4	8	7.5	12.1	66.7
	5	22	20.8	33.3	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X1.12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	14.2	22.7	22.7

	2	14	13.2	21.2	43.9
	3	8	7.5	12.1	56.1
	4	6	5.7	9.1	65.2
	5	23	21.7	34.8	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X1.13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	6	5.7	9.1	9.1
	2	17	16.0	25.8	34.8
	3	14	13.2	21.2	56.1
	4	12	11.3	18.2	74.2
	5	17	16.0	25.8	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X1.14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1	.9	1.5	1.5
	2	20	18.9	30.3	31.8
	3	16	15.1	24.2	56.1
	4	14	13.2	21.2	77.3
	5	15	14.2	22.7	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

AUDIO

Statistics

		X2.1	X2.2	X2.3	X2.4	X2.5	X2.6	X2.7	X2.8	X2.9	X2.10	X2.11	X2.12	X2.13	X2.14
N	Valid	66	66	66	66	66	66	66	66	66	66	66	66	66	66
	Missing	40	40	40	40	40	40	40	40	40	40	40	40	40	40

X2.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	8.5	13.6	13.6
	2	21	19.8	31.8	45.5
	3	18	17.0	27.3	72.7
	4	10	9.4	15.2	87.9
	5	8	7.5	12.1	100.0
Total		66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X2.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	11.3	18.2	18.2
	2	20	18.9	30.3	48.5
	3	13	12.3	19.7	68.2
	4	11	10.4	16.7	84.8
	5	10	9.4	15.2	100.0
Total		66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X2.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	9	8.5	13.6	13.6
	2	18	17.0	27.3	40.9
	3	19	17.9	28.8	69.7
	4	13	12.3	19.7	89.4
	5	7	6.6	10.6	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X2.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	10.4	16.7	16.7
	2	20	18.9	30.3	47.0
	3	17	16.0	25.8	72.7
	4	6	5.7	9.1	81.8
	5	12	11.3	18.2	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X2.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	12.3	19.7	19.7
	2	17	16.0	25.8	45.5
	3	19	17.9	28.8	74.2

	4	8	7.5	12.1	86.4
	5	9	8.5	13.6	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X2.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	12.3	19.7	19.7
	2	13	12.3	19.7	39.4
	3	21	19.8	31.8	71.2
	4	9	8.5	13.6	84.8
	5	10	9.4	15.2	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X2.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	12.3	19.7	19.7
	2	16	15.1	24.2	43.9
	3	15	14.2	22.7	66.7
	4	7	6.6	10.6	77.3
	5	15	14.2	22.7	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X2.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	11.3	18.2	18.2
	2	16	15.1	24.2	42.4
	3	18	17.0	27.3	69.7
	4	9	8.5	13.6	83.3
	5	11	10.4	16.7	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X2.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	13.2	21.2	21.2
	2	20	18.9	30.3	51.5
	3	12	11.3	18.2	69.7
	4	10	9.4	15.2	84.8
	5	10	9.4	15.2	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X2.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	12.3	19.7	19.7
	2	15	14.2	22.7	42.4

	3	16	15.1	24.2	66.7
	4	8	7.5	12.1	78.8
	5	14	13.2	21.2	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X2.11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	14.2	22.7	22.7
	2	13	12.3	19.7	42.4
	3	16	15.1	24.2	66.7
	4	9	8.5	13.6	80.3
	5	13	12.3	19.7	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X2.12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	13.2	21.2	21.2
	2	14	13.2	21.2	42.4
	3	16	15.1	24.2	66.7
	4	11	10.4	16.7	83.3
	5	11	10.4	16.7	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	16	15.1	24.2	24.2
	2	18	17.0	27.3	51.5
	3	17	16.0	25.8	77.3
	4	8	7.5	12.1	89.4
	5	7	6.6	10.6	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	17.0	27.3	27.3
	2	14	13.2	21.2	48.5
	3	18	17.0	27.3	75.8
	4	8	7.5	12.1	87.9
	5	8	7.5	12.1	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	14.2	22.7	22.7
	2	22	20.8	33.3	56.1
	3	16	15.1	24.2	80.3
	4	7	6.6	10.6	90.9

	5	6	5.7	9.1	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	12.3	19.7	19.7
	2	31	29.2	47.0	66.7
	3	5	4.7	7.6	74.2
	4	12	11.3	18.2	92.4
	5	5	4.7	7.6	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	10.4	16.7	16.7
	2	24	22.6	36.4	53.0
	3	17	16.0	25.8	78.8
	4	8	7.5	12.1	90.9
	5	6	5.7	9.1	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	13	12.3	19.7	19.7
	2	25	23.6	37.9	57.6
	3	13	12.3	19.7	77.3
	4	6	5.7	9.1	86.4
	5	9	8.5	13.6	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	11	10.4	16.7	16.7
	2	22	20.8	33.3	50.0
	3	19	17.9	28.8	78.8
	4	7	6.6	10.6	89.4
	5	7	6.6	10.6	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	15	14.2	22.7	22.7
	2	21	19.8	31.8	54.5

	3	15	14.2	22.7	77.3
	4	6	5.7	9.1	86.4
	5	9	8.5	13.6	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	20	18.9	30.3	30.3
	2	12	11.3	18.2	48.5
	3	19	17.9	28.8	77.3
	4	9	8.5	13.6	90.9
	5	6	5.7	9.1	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	14	13.2	21.2	21.2
	2	24	22.6	36.4	57.6
	3	11	10.4	16.7	74.2
	4	8	7.5	12.1	86.4
	5	9	8.5	13.6	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	12	11.3	18.2	18.2
	2	18	17.0	27.3	45.5
	3	17	16.0	25.8	71.2
	4	9	8.5	13.6	84.8
	5	10	9.4	15.2	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	17	16.0	25.8	25.8
	2	20	18.9	30.3	56.1
	3	14	13.2	21.2	77.3
	4	5	4.7	7.6	84.8
	5	10	9.4	15.2	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	22	20.8	33.3	33.3
	2	14	13.2	21.2	54.5
	3	13	12.3	19.7	74.2
	4	7	6.6	10.6	84.8

	5	10	9.4	15.2	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

X3.14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	18	17.0	27.3	27.3
	2	13	12.3	19.7	47.0
	3	10	9.4	15.2	62.1
	4	16	15.1	24.2	86.4
	5	9	8.5	13.6	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

STUDENTS' ACHIEVEMENT

Statistics

Y

N	Valid	66
	Missing	40

Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	73	1	.9	1.5	1.5
	74	1	.9	1.5	3.0
	77	2	1.9	3.0	6.1

	78	2	1.9	3.0	9.1
	80	3	2.8	4.5	13.6
	81	3	2.8	4.5	18.2
	82	5	4.7	7.6	25.8
	83	5	4.7	7.6	33.3
	84	5	4.7	7.6	40.9
	85	7	6.6	10.6	51.5
	86	3	2.8	4.5	56.1
	87	9	8.5	13.6	69.7
	88	9	8.5	13.6	83.3
	89	3	2.8	4.5	87.9
	90	2	1.9	3.0	90.9
	91	3	2.8	4.5	95.5
	92	1	.9	1.5	97.0
	93	2	1.9	3.0	100.0
	Total	66	62.3	100.0	
Missing	System	40	37.7		
Total		106	100.0		

Appendix III : Analytic Data (Validity Test)

VALIDITY TEST

VISUAL

Descriptive Statistics

	Mean	Std. Deviation	N
X1.1	3.09	1.274	66
X1.2	3.14	1.445	66
X1.3	3.05	1.513	66
X1.4	3.18	1.391	66
X1.5	3.12	1.463	66
X1.6	3.26	1.492	66
X1.7	2.97	1.435	66
X1.8	3.33	1.418	66
X1.9	3.21	1.420	66
X1.10	3.26	1.339	66
X1.11	3.29	1.465	66
X1.12	3.12	1.622	66
X1.13	3.26	1.339	66
X1.14	3.33	1.181	66
X1	44.79	17.740	66

X1.5	Pearson Correlation	.836**	.793**	.832**	.768**	1	.768**	.779**	.863**	.802**	.769**	.816**	.817**	.722**	.796**	.897**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X1.6	Pearson Correlation	.870**	.797**	.840**	.793**	.768**	1	.780**	.766**	.802**	.790**	.824**	.883**	.813**	.789**	.907**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X1.7	Pearson Correlation	.868**	.833**	.801**	.850**	.779**	.780**	1	.776**	.811**	.828**	.823**	.827**	.820**	.786**	.914**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X1.8	Pearson Correlation	.818**	.796**	.817**	.803**	.863**	.766**	.776**	1	.759**	.756**	.849**	.838**	.740**	.805**	.897**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X1.9	Pearson Correlation	.823**	.825**	.805**	.782**	.802**	.802**	.811**	.759**	1	.731**	.776**	.850**	.780**	.792**	.896**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X1.10	Pearson Correlation	.816**	.768**	.791**	.767**	.769**	.790**	.828**	.756**	.731**	1	.800**	.786**	.829**	.791**	.884**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000

	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X1.11	Pearson Correlation	.860**	.802**	.820**	.842**	.816**	.824**	.823**	.849**	.776**	.800**	1	.768**	.808**	.851**	.915**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X1.12	Pearson Correlation	.873**	.872**	.863**	.788**	.817**	.883**	.827**	.838**	.850**	.786**	.768**	1	.764**	.814**	.929**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X1.13	Pearson Correlation	.789**	.784**	.783**	.767**	.722**	.813**	.820**	.740**	.780**	.829**	.808**	.764**	1	.723**	.874**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X1.14	Pearson Correlation	.849**	.802**	.835**	.777**	.796**	.789**	.786**	.805**	.792**	.791**	.851**	.814**	.723**	1	.901**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X1	Pearson Correlation	.941**	.905**	.911**	.893**	.897**	.907**	.914**	.897**	.896**	.884**	.915**	.929**	.874**	.901**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66

** . Correlation is significant at the 0.01 level (2-tailed).

Descriptive Statistics

	Mean	Std. Deviation	N
X2.1	2.80	1.218	66
X2.2	2.80	1.338	66
X2.3	2.86	1.201	66
X2.4	2.82	1.335	66
X2.5	2.74	1.293	66
X2.6	2.85	1.315	66
X2.7	2.92	1.439	66
X2.8	2.86	1.335	66
X2.9	2.73	1.365	66
X2.10	2.92	1.418	66
X2.11	2.88	1.431	66
X2.12	2.86	1.380	66
X2.13	2.86	1.264	66
X2.14	2.82	1.300	66
X2	39.80	15.959	66

	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X2.12	Pearson Correlation	.725**	.752**	.694**	.721**	.635**	.743**	.777**	.758**	.813**	.663**	.654**	1	.660**	.681**	.859**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X2.13	Pearson Correlation	.772**	.693**	.748**	.733**	.628**	.756**	.620**	.783**	.745**	.707**	.706**	.660**	1	.631**	.842**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X2.14	Pearson Correlation	.716**	.766**	.772**	.655**	.613**	.730**	.733**	.624**	.743**	.694**	.708**	.681**	.631**	1	.839**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X2	Pearson Correlation	.884**	.888**	.857**	.851**	.801**	.850**	.866**	.876**	.869**	.845**	.861**	.859**	.842**	.839**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66

** . Correlation is significant at the 0.01 level (2-tailed).

Descriptive Statistics

	Mean	Std. Deviation	N
X3.1	2.58	1.278	66
X3.2	2.61	1.334	66
X3.3	2.50	1.218	66
X3.4	2.47	1.218	66
X3.5	2.61	1.175	66
X3.6	2.59	1.289	66
X3.7	2.65	1.196	66
X3.8	2.59	1.312	66
X3.9	2.53	1.303	66
X3.10	2.61	1.323	66
X3.11	2.80	1.315	66
X3.12	2.56	1.360	66
X3.13	2.53	1.438	66
X3.14	2.77	1.434	66
X3	37.27	16.109	66

	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X3.12	Pearson Correlation	.697**	.819**	.766**	.823**	.785**	.791**	.831**	.785**	.784**	.800**	.785**	1	.758**	.753**	.841**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X3.13	Pearson Correlation	.752**	.744**	.689**	.795**	.735**	.775**	.780**	.777**	.832**	.766**	.853**	.758**	1	.753**	.836**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X3.14	Pearson Correlation	.677**	.724**	.639**	.705**	.823**	.690**	.761**	.759**	.765**	.779**	.767**	.753**	.753**	1	.797**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66
X3	Pearson Correlation	.739**	.816**	.752**	.809**	.784**	.792**	.852**	.844**	.801**	.806**	.868**	.841**	.836**	.797**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	66	66	66	66	66	66	66	66	66	66	66	66	66	66	66

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix III: Analytic Data (Reliability Test)

RELIABILITY TEST

VISUAL

Reliability Statistics

Cronbach's Alpha	N of Items
.983	14

AUDIO

Reliability Statistics

Cronbach's Alpha	N of Items
.972	14

KINESTETIK

Reliability Statistics

Cronbach's Alpha	N of Items
.976	14

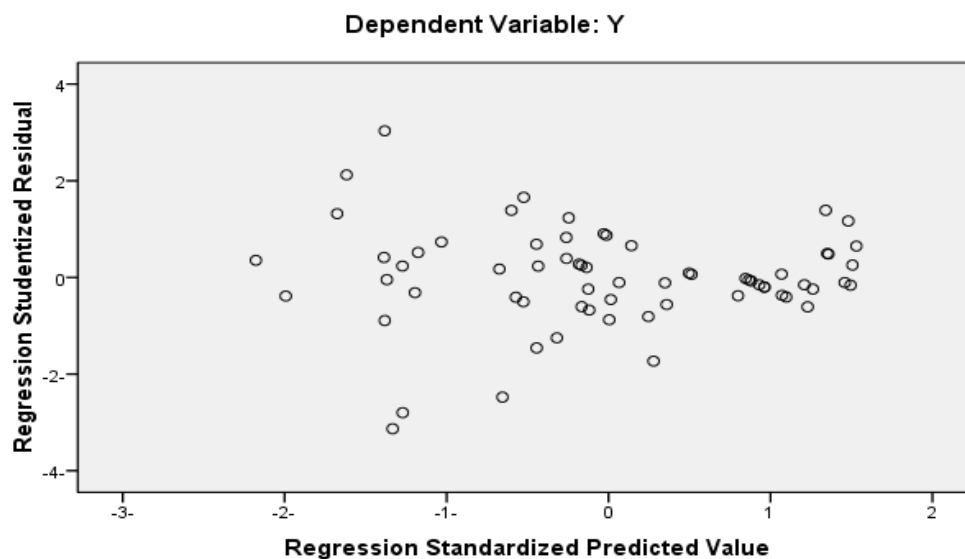
Appendix IV: Classical Assumption Test (Heteroskedastisitas Test)

HETEROSKEDASTISITAS TEST

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	77.21	90.50	85.02	3.584	66
Std. Predicted Value	-2.178	1.530	.000	1.000	66
Standard Error of Predicted Value	.412	.861	.577	.108	66
Adjusted Predicted Value	77.10	90.40	85.00	3.598	66
Residual	-7.236	6.939	.000	2.327	66
Std. Residual	-3.037	2.913	.000	.977	66
Stud. Residual	-3.133	3.034	.002	1.011	66
Deleted Residual	-7.696	7.529	.012	2.496	66
Stud. Deleted Residual	-3.387	3.262	-.001	1.050	66
Mahal. Distance	.956	7.512	2.955	1.519	66
Cook's Distance	.000	.196	.018	.040	66
Centered Leverage Value	.015	.116	.045	.023	66

a. Dependent Variable: Y

Scatterplot



Appendix IV: Classical Assumption Test (Multikolinierity Test)

MULTIKOLINIERITY TEST

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	X3, X2, X1 ^a		Enter

a. All requested variables entered.

b. Dependent Variable: Y

Coefficients^a

Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.287	3.488
	X2	.359	2.788
	X3	.376	2.662

a. Dependent Variable: Y

Coefficient Correlations^a

Model			X3	X2	X1
1	Correlations	X3	1.000	.706	.774
		X2	.706	1.000	.786
		X1	.774	.786	1.000
	Covariances	X3	.001	.001	.001
		X2	.001	.001	.001
		X1	.001	.001	.001

a. Dependent Variable: Y

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	X1	X2	X3

1	1	3.590	1.000	.00	.00	.00	.00
	2	.223	4.008	.00	.11	.02	.07
	3	.182	4.444	.00	.00	.15	.14
	4	.005	26.176	1.00	.89	.82	.79

a. Dependent Variable: Y

Appendix IV: Classical Assumption Test (Normality Test)

NORMALITY TEST

VISUAL

Statistics

X1

N	Valid	66
	Missing	40
Skewness		.093
Std. Error of Skewness		.295
Kurtosis		-1.827-
Std. Error of Kurtosis		.582

AUDIO

Statistics

X2

N	Valid	66
	Missing	40
Skewness		.563
Std. Error of Skewness		.295
Kurtosis		-1.294-
Std. Error of Kurtosis		.582

KINESTETIK

Statistics

X3

N	Valid	66
	Missing	40
Skewness		.571
Std. Error of Skewness		.295
Kurtosis		-.803-

Statistics

X3

N	Valid	66
	Missing	40
	Skewness	.571
	Std. Error of Skewness	.295
	Kurtosis	-.803-
	Std. Error of Kurtosis	.582

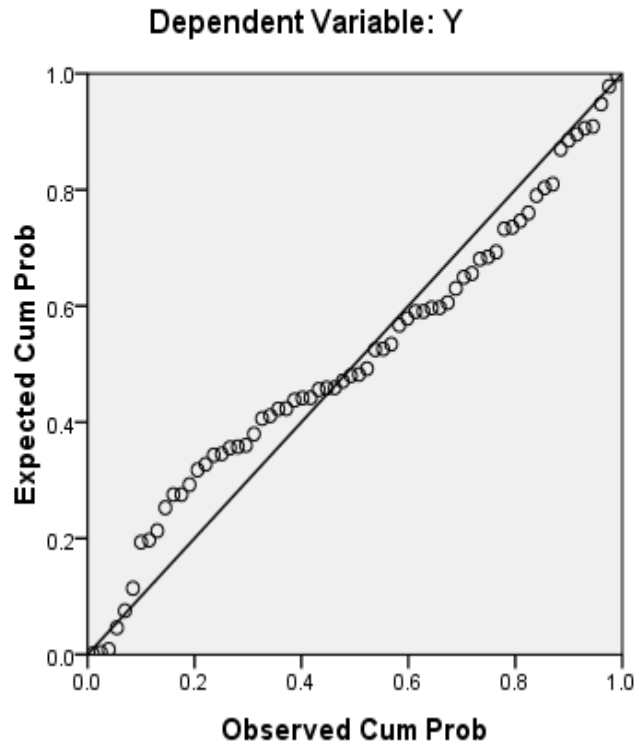
Students' achievement

Statistics

Y

N	Valid	66
	Missing	40
	Skewness	-.568-
	Std. Error of Skewness	.295
	Kurtosis	.350
	Std. Error of Kurtosis	.582

Normal P-P Plot of Regression Standardized Residual





KEMENTERIAN AGAMA

MADRASAH TSANAWIYAH NEGERI BANDARKIDUL KEDIRI I

NSM : 121135710001

JL. RAUNG No. 87 KOTA KEDIRI ☎ 0354 - 773360

SURAT KETERANGAN MELAKSANAKAN RESEARCH

Nomor : MTs.13.30.01/PP.00.5/ 186 /2013

Yang bertanda tangan di bawah ini :

N a m a : Drs. MUH. NIZAR, M. Pd.
NIP : 196610051994031001
Pangkat/Gol. Ruang : Pembina/IV a
Jabatan : Kepala MTsN Bandarkidul Kediri I


Menerangkan bahwa :

N a m a : UMI LAILATUZ ZAKIYAH
N P M : 09110153
Fakultas/Jurusan : TARBIYAH/PAI
Perguruan Tinggi : UIN MALANG

mahasiswa tersebut di atas telah mengadakan Penelitian/Research di MTsN Bandarkidul Kediri I dengan judul skripsi "THE INFLUENCE OF LEARNING STYLES TOWARD STUDENT'S ACHIEVEMENT ON AL - QUR'AN HADIST AT SECOND GRADE IN MTsN BANDAR KIDUL KEDIRI I".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kediri, 17 April 2013

Kepala,

Drs. MUH. NIZAR, M. Pd. ✍
NIP. 196610051994031001

Appendix V: Regression Analytic Data

REGRESSION

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	X3, X2, X1 ^a		Enter

a. All requested variables entered.

b. Dependent Variable: Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.839 ^a	.704	.689	2.382	1.609

a. Predictors: (Constant), X3, X2, X1

b. Dependent Variable: Y

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	835.129	3	278.376	49.052	.000 ^a
	Residual	351.856	62	5.675		
	Total	1186.985	65			

a. Predictors: (Constant), X3, X2, X1

b. Dependent Variable: Y

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	75.009	3.439		21.812	.000		
	X1	.073	.031	.301	2.331	.023	.287	3.488
	X2	.222	.031	.828	7.171	.000	.359	2.788
	X3	-.055	.030	-.209	-1.853	.069	.376	2.662

a. Dependent Variable: Y

APPENDIX VI: Curriculum Vitae

CURRICULUM VITAE

Name : Umi Lailatuz Zakiyah

NIM : 09110153

Place and date of birth : Kediri, 26 September 1991

Fac./ Dept./Prog. Study: Tarbiyah/ Islamic Education (PAI)/ Islamic Education (PAI)

Incoming Year : 2009

Home Address : Bujel Mojoroto RT 02 RW 04 Kediri

Malang, 19 April 2013

Compiler,

(Umi Lailatuz Zakiyah)



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Jl. Gajayana No. 50 Malang 65144 Telp. (0341) 552398

Name : Umi Lailatuz Zakiyah

Place and date of birth: Kediri, 26 September 1991

Title of Thesis : The Influence of Learning Styles toward Students' Achievement on Al- Qur'an Hadith at Second Grade in MTsN Bandar Kidul Kediri 1 (Survey on Superclass Students)

Advisor : Dr. H. Nur Ali, M.Pd

EVIDENCE of CONSULTANCE

No.	Date	Things that will be consulted	Signatures
1.	18 November 2012	Revisi proposal	1.
2.	3 December 2012	Consultation Chapter II	2.
3.	21 January 2012	Consultation Chapter III	3.
4.	5 February 2013	Consultation Instrument of research	4.
5.	19 February 2013	Consultation Chapter IV	5.
6.	22 March 2013	Consultation Chapter V	6.
7.	27 March 2013	Consultation Chapter VI and abstract	7.
8.	28 March 2013	ACC thesis	8.

Malang, 29 March 2013
Know,

Dr. H.M. Zainuddin, MA
NIP. 19620307199503100

BIODATA

Name : Umi Lailatuz Zakiyah
NIM : 09110153
Place and date of birth : Kediri, 26 September 1991
Fac./Dept/Prog. Study : Tarbiyah/ Islamic Education (PAI)/ Islamic Education (PAI)
Incoming year : 2009
Home address : Ds. Bujel Kec. Mojoroto RT 02 RW 04 Kediri
Telephone : -

Malang, 29 March 2013
Compiler,

(Umi Lailatuz Zakiyah)



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Jalan Gajayana Nomor 50 Telepon (0341) 552398 Faksimile (0341) 552398
Website: www.tarbiyah.uin-malang.co.id

Nomor : Un.5.1/TL.001/1664/ 2012
Lampiran : 1 (satu) berkas proposal skripsi
Perihal : **Penelitian Skripsi**

31 Oktober 2012

Kepada:
Yth. Kepala MTsN Bandar Kidul Kediri I
di
Kediri

Assalamu'alaikum Wr. Wb.

Kami mengharap dengan hormat agar mahasiswa di bawah ini:

Nama : Umi Lailatuz Zakiyah
NIM : 09110153
Fakultas/Jurusan : Tarbiyah/PAI
Semester/ Th. Ak : Ganjil, 2012/2013
Judul Skripsi : **The Influence of Learning Styles toward Students' Achievement on Al- Qur'an Hadith at Second Grade in MTsN Bandar Kidul Kediri I (Survey on Superclass Students)**

dalam rangka menyelesaikan tugas akhir/menyusun skripsi yang bersangkutan mohon diberikan surat rekomendasi untuk mengadakan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian atas perkenaan dan kerjasama Bapak/Ibu disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.



Tembusan :

1. Yth. Ketua Jurusan PAI
2. Arsip



APPENDIX X: Pictures of the Research



The students doing questionnaire



Interview to Teacher of Al- Qur'an Hadith



Interview to Waka Curriculum



Interview to One of Student on Superclass