

**HUBUNGAN GAYA BELAJAR VAK (*VISUAL, AUDITORI, KINESTETIK*)
TERHADAP HASIL BELAJAR BIOLOGI SISWA KELAS X MIA
SEMESTER GENAP DI SMA NEGERI 1 SITELUTALI
URANG JEHE KAB. PAKPAK BHARAT
T.P 2018/2019**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui sebaran dan kecenderungan gaya belajar siswa, mengetahui hasil belajar Biologi siswa, mengetahui kontribusi gaya belajar VAK (*Visual, Auditori, Kinestetik*) terhadap hasil belajar Biologi, serta mengetahui hubungan gaya belajar VAK (*Visual, Auditori, Kinestetik*) terhadap hasil belajar Biologi siswa kelas X MIA di SMA Negeri 1 Sitelutali Urang Jehe T.P 2018/2019. Penelitian ini dilakukan di SMA Negeri 1 Sitelutali Urang Jehe Kab. Pakpak Bharat. Sampel dalam penelitian ini adalah seluruh kelas X MIA yang berjumlah 73 siswa. Penelitian ini merupakan penelitian non eksperimen berupa penelitian *korelasi*. Hasil penelitian di uji dengan menggunakan uji *korelasi product moment*. Hasil penelitian diperoleh bahwa sebaran gaya belajar siswa bergaya belajar *Visual* yaitu sebanyak 11 siswa, gaya belajar *Auditori* 29 siswa, gaya belajar *Kinestetik* 23 siswa, gaya belajar *Visual-Kinestetik* (VK) 3 siswa, gaya belajar *Auditori-Kinestetik* (AK) 6 siswa, dan gaya belajar *Visual-Auditori-Kinestetik* (VAK) 1 siswa. Maka kecenderungan gaya belajar yang dimiliki siswa dalam penelitian ini yaitu gaya belajar *Auditori*. Hasil belajar biologi diperoleh nilai cukup dengan rata-rata 74,13. Kontribusi gaya belajar VAK terhadap hasil belajar Biologi siswa diperoleh sebesar 3,74% pada gaya belajar *Visual*, 2,43% gaya belajar *Auditori* dan 7,05% pada gaya belajar *Kinestetik*. Hubungan gaya belajar VAK (*Visual, Auditori, Kinestetik*) terhadap hasil belajar Biologi siswa diperoleh hasil pengujian hipotesis dimana terdapat hubungan positif dan signifikan antara gaya belajar *Visual, Auditori* dan *Kinestetik* terhadap hasil belajar Biologi siswa, sebab hipotesis pada penelitian ini yaitu H_0 ditolak dan H_a diterima.

Kata Kunci : **Gaya Belajar VAK (*Visual, Auditori, Kinestetik*), Hasil Belajar**

**RELATIONSHIP OF VAK (VISUAL, AUDITORY, KINESTHETIC)
LEARNING STYLE TO BIOLOGICAL LEARNING OUTCOMES
FOR TENTH GRADE STUDENTS MIA AT SMA NEGERI 1
SITELLUTALI URANG JEHE KAB. PAKPAK BHARAT
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ABSTRACT

This research aims to determine the spread and trend of the students learning style, knowing the results of student Biology study, knowing the contribution of VAK learning style (*Visual, Auditory, Kinaesthetic*) to biological learning outcomes, and knowing the relationship VAK Learning Style (*Visual, Auditory, Kinaesthetic*) of biological learning outcomes of tenth grade students MIA at SMA Negeri 1 Sitelutali Urang Jehe T. P 2018/2019. This research was conducted at SMA Negeri 1 Sitelutali Urang Jehe Kab. Pakpak Bharat. The samples in this study were all tenth grade MIA classes totalling 73 students. This research is a non-experimental study of *correlation* research. The results of the study were tested using *correlatont product moment* test . The results of the study gained that the spread of *Visual* learning style were as many as 11 students, *Auditory* learning style of 29 students, *Kinaesthetic* learning style 23 students, *Visual-Kinaesthetic* (VK) learning style 3 students, *Auditory-Kinaesthetic* (AK) learning style 6 students, and *Visual-Auditory-Kinaesthetic* (VAK) learning of 1 student. Biological learning results obtained enough value with an average value of 74.13. The contribution of VAK learning style to the students' biology learning outcomes was 3,74% in the *Visual* learning style, 2,34% in the *Auditory* learning style and 7,05% in the *Kinesthetic* learning style. The VAK Learning style relationship (*Visual, auditory, kinaesthetic*) to the Student Biology study results of hypothesized test results where there is a positive and significant relationship between *Visual, Auditory* and *Kinesthetic* learning styles on students ' biological learning outcomes, Therefore, the hypothesis of H_0 is rejected and H_a is accepted.

Keywords: VAK learning style (Visual, auditory, kinesthetic), learning outcomes