

THE INFLUENCE OF LEARNING STYLES AND SCHOOL FACILITIES ON STUDENT LEARNING OUTCOMES IN CREATIVE PRODUCT AND ENTREPRENEURSHIP SUBJECTS IN NORTH JAKARTA PUBLIC HIGH SCHOOLS

Tiurma Debora¹⁾, Ati Sumiati²⁾, Puji Wahono³⁾
Faculty of Economics, Universitas Negeri Jakarta, Indonesia

Correspondence		
Email: oladebora27@gmail.com ¹⁾ , ati-sumiati@unj.ac.id ²⁾ , wahono@unj.ac.id ³⁾	No. Telp:	
Submitted: 18 Oktober 2024	Accepted: 24 Oktober 2024	Published: 25 Oktober 2024

ABSTRACT

This study aims to evaluate the extent to which students' learning styles affect their learning outcomes at SMK Negeri North Jakarta, identify variations in students' learning styles and their relationship with learning outcomes, and assess the influence of school facilities on the quality of the learning process. In addition, this study also looks at whether or not there is an influence of students' learning styles individually or together with school facilities on learning outcomes. This study uses a quantitative approach with primary data in the form of learning styles and school facilities, and secondary data in the form of learning outcomes. Data were collected through distributing questionnaires and collecting daily test scores at vocational schools that have office management majors in North Jakarta. The study population involved 212 students from six classes in three schools, with a sample of 195 students selected through proportional sampling method. Data analysis was conducted using Partial Least Square (PLS) technique. The results showed that learning styles have a significant positive effect on learning outcomes in entrepreneurial creative product subjects. The more appropriate the application of learning styles, the better the learning outcomes achieved. School facilities are also proven to have a positive effect on learning outcomes. Thus, schools have an important role in improving facilities and understanding variations in student learning styles.

Keyword: Learning Styles, School Facilities, Learning Outcomes

ABSTRAK

Penelitian ini bertujuan untuk mengevaluasi sejauh mana gaya belajar siswa mempengaruhi hasil belajar mereka di SMK Negeri Jakarta Utara, mengidentifikasi variasi gaya belajar siswa serta hubungannya dengan hasil belajar, dan menilai pengaruh fasilitas sekolah terhadap kualitas proses pembelajaran. Selain itu, penelitian ini juga melihat ada atau tidaknya pengaruh gaya belajar siswa secara individu maupun bersama-sama dengan fasilitas sekolah terhadap hasil belajar. Penelitian ini menggunakan pendekatan kuantitatif dengan data primer berupa gaya belajar dan fasilitas sekolah, serta data sekunder berupa hasil belajar. Data dikumpulkan melalui penyebaran kuesioner dan pengumpulan nilai ulangan harian di SMK yang memiliki jurusan manajemen perkantoran di Jakarta Utara. Populasi penelitian melibatkan 212 siswa dari enam kelas di tiga sekolah, dengan sampel sebanyak 195 siswa yang dipilih melalui metode proportional sampling. Analisis data dilakukan menggunakan teknik Partial Least Square (PLS). Hasil penelitian menunjukkan bahwa gaya belajar berpengaruh positif signifikan terhadap hasil belajar pada mata pelajaran produk kreatif kewirausahaan. Semakin tepat penerapan gaya belajar, semakin baik hasil belajar yang dicapai. Fasilitas sekolah juga terbukti berpengaruh positif terhadap hasil belajar. Dengan demikian, sekolah memiliki peran penting dalam meningkatkan fasilitas dan memahami variasi gaya belajar siswa

Kata kunci: Gaya Belajar, Fasilitas Sekolah, Hasil Belajar

INTRODUCTION

This research is very important because it focuses on the main factors that influence student learning outcomes, namely learning styles and school facilities, which have a significant impact on the quality of education, especially in North Jakarta vocational schools. The object of this research is grade XI students in the Creative Product Entrepreneurship subject, with the scope covering the influence of learning styles and school facilities on student



learning outcomes. Based on recent literature, previous research shows that these two variables have a significant effect on student learning outcomes. For example, studies conducted by Prasetyo et al. (2021) and Sinaga (2022) confirmed that learning styles and school facilities have a positive relationship with learning outcomes. However, previous studies often used more than three variables, while this study simplifies the approach by focusing only on three main variables to provide a more detailed understanding of the direct influence of learning styles and school facilities on learning outcomes. The principle of this research (state of the art) is the integration of these two variables which have not been discussed much in depth in the context of Vocational High Schools (SMK). This adds novelty and makes an important contribution, as this study aims to evaluate the influence of learning styles and school facilities on student learning outcomes in North Jakarta vocational schools. The novelty of this research lies in a more in-depth and specific approach, expected to provide new insights in the development of more effective educational strategies, especially for the vocational education environment.

LITERATURE REVIEW

Learning Style

Ghufron (2022) is an approach that explains how individuals learn and master information through different perceptions. **Honey & Mumford** in Hayati & Wijayanti (2023) state that knowing learning styles is important because it can increase awareness about learning activities that are suitable for individuals, thereby increasing more optimal learning outcomes. which is an approach that describes how students understand, process, and master information during the learning process with visual, auditorial, and kinesthetic styles

School Facilities

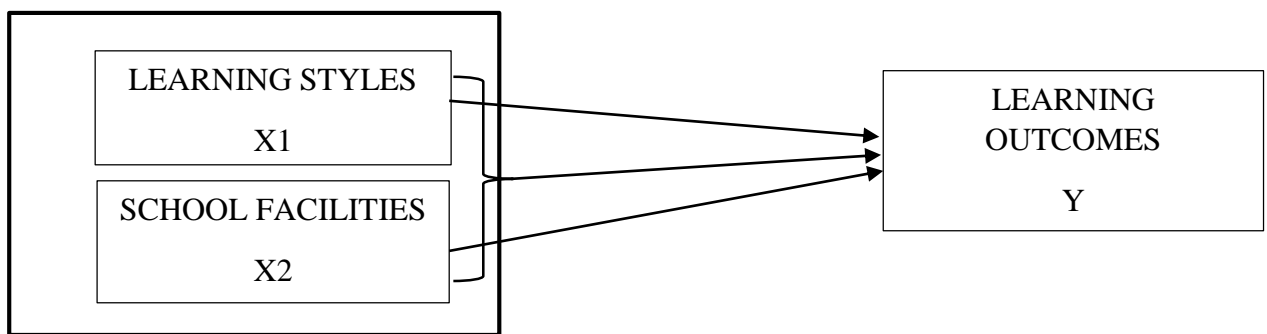
are described by **Daulay et al.** (2022) as facilities and infrastructure that must be available to support the smooth running of educational activities. **Nasution et al.** (2023) added that school facilities include buildings, classrooms, laboratories, and learning tools that can facilitate the learning process, which ultimately improves the quality of student learning outcomes. which is the facilities and infrastructure available at school that support the learning process, such as buildings, classrooms, laboratories, and libraries.

Learning Outcomes

according to **Wicaksono & Iswan** (2019) is the level of mastery achieved by students during the learning process, which is measured by changes in behavior, skills, and knowledge. **Sunardi** (2021) defines learning outcomes as the ability gained through learning experiences that are characterized by positive changes in students. which is the level of student achievement after following the learning process measured through changes in their knowledge, skills, or attitudes.

Hypothesis

The subjects of this research are learning styles, school facilities, learning outcomes at vocational schools that have office management majors in North Jakarta.



Source: Data processed by the researcher

Figure 1. Theoretical Framework

H1 There is a positive direct influence between learning styles and student learning outcomes in entrepreneurial creative product subjects at North Jakarta Vocational High Schools.

H2 There is a positive direct influence between school facilities and student learning outcomes in entrepreneurial creative product subjects in North Jakarta vocational schools

H3 There is a positive direct influence between learning styles and school facilities with student learning outcomes in entrepreneurial creative product subjects at North Jakarta Vocational Schools.

METHOD

A survey method with a quantitative approach with primary data in the form of learning styles and school facilities, and secondary data in the form of learning outcomes. The data were collected through distributing questionnaires and collecting daily test scores at SMKs that have office management majors in North Jakarta. The study population involved 212 students from six classes in three schools, with a sample of 195 students selected through proportional sampling method. Data analysis was conducted using Partial Least Square (PLS) technique.

RESULTS AND DISCUSSION

Respondent Profile

In this study, researchers distributed questionnaires using *google forms* to 195 students at SMK Negeri North Jakarta which aims to get an overview of the respondents who are the objects in this study. Researchers classify respondents based on gender, age, and class. The following are the results of the respondent profile analysis which can be seen in the table below

Table 1. Respondents Based on Gender

Category	Frequency	Percentage
Male	21	10.77%
Female	174	89.23%
	195	100%

Source : Data Processed by Researcher



Based on the table above, it can be concluded that the characteristics of respondents of public vocational students in North Jakarta which can be seen from the gender of the respondents, the majority of respondents dominate, namely women as many as 174 students by obtaining a percentage of 89.23% and male respondents as many as 21 students with a percentage of 10.77%.

Table 2. Respondents Based on Age

Category	Frequency	Percentage
15 - 16	109	56%
17 - 18	85	43%
19	1	1%
Total	195	100%

Source : Data Processed by Researcher (2024)

The respondent data above is an analysis of data based on age, which is known that based on the table above, ages 15 to 16 years dominate in filling out the researcher's questionnaire with a total of 109 students or 56% of the total respondents. Meanwhile, ages 17 to 18 years with 85 students or 43% of respondents and ages 19 years with 1 student or 1% of respondents.

Table 3. Respondents Based on Class

Category	Frequency	Percentage
XI MP I	99	51%
XI MP II	96	49%
Total	195	100%

Source: Data processed by researchers (2024)

Based on the table above, it can be concluded that the characteristics of respondents obtained by researchers based on student classes can be seen that there are the highest number of respondents in class XI MP I with a total of 99 students with a percentage of 51% and class XI MP II with a total of 96 students with a percentage of 49%.

Table 4. *Convergent Validity* Testing Results

	Learning Styles (X1)	School Facilities (X2)	Learning Outcomes (Y)
X1.1	0,774		
X1.2	0,722		
X1.3	0,802		
X1.4	0,760		
X1.5	0,788		
X1.6	0,765		
X1.7	0,777		
X1.8	0,798		
X1.9	0,823		
X2.1		0,730	
X2.2		0,747	
X2.3		0,754	
X2.4		0,744	
X2.5		0,818	
X2.6		0,830	
X2.7		0,802	
X2.8		0,770	
X2.9		0,716	
Y			1,000

Source: Processing Output with smartPLS 4.0

Based on the table above, it can be seen that all indicators of this research variable are declared valid, because the *Outer Loadings* value of each indicator is greater than 0.7. Thus the questionnaire items can be used in subsequent analyses.

Discriminant Validity

The next check is to compare the correlation between variables with the AVE root (. The measurement model has good discriminant validity if each variable is greater than the correlation between variables. The value can be seen from the Fornell Larcker Criterion Smart-PLS 4.0 output which is presented in table 5.

Table 5. Discriminant Validity Test Results (Fornell Larcker Criterion)

	School Facilities (X2)	Learning Styles (X1)	Learning Outcomes (Y)
School Facilities (X2)	0,769		
Learning Styles (X1)	0,388	0,779	
Learning Outcomes (Y)	0,635	0,417	1,000

Source: Processing Output with smartPLS 4.0

From table 4.5 above, it can be concluded that the square root of the *Average Variance Extracted* for each construct is greater than the correlation between one construct and another construct in the model. The value based on the above statement is that the constructs in the estimated model meet the *discriminant validity* criteria. The following are the results of Cross Loading:

Table 6. Cross Loading Result

	Learning Styles (X1)	School Facilities (X2)	Learning Outcomes (Y)
X1.1	0,774	0,225	0,275
X1.2	0,722	0,273	0,240
X1.3	0,802	0,297	0,364
X1.4	0,760	0,301	0,352
X1.5	0,788	0,355	0,290
X1.6	0,765	0,308	0,297
X1.7	0,777	0,376	0,432
X1.8	0,798	0,319	0,323
X1.9	0,823	0,201	0,288
X2.1	0,347	0,730	0,480
X2.2	0,342	0,747	0,515

X2.3	0,236	0,754	0,471
X2.4	0,203	0,744	0,472
X2.5	0,272	0,818	0,495
X2.6	0,303	0,830	0,524
X2.7	0,243	0,802	0,442
X2.8	0,312	0,770	0,441
X2.9	0,384	0,716	0,522
Y	0,417	0,635	1,000

CONCLUSION AND RECOMMENDATION

Based on the test results that have been carried out by researchers using a description of each variable, data analysis and discussion of learning styles, school facilities and learning outcomes so as to provide a collection and prove that the hypothesis formulated at the beginning can be accepted. Research conducted at SMK Negeri 12, SMK Negeri 23, and SMK Negeri 49 North Jakarta on students in class XI Office Management from October 2023 to October 2024 provides the following results:

1. The results of this study indicate that learning styles have a significant positive effect on student learning outcomes in entrepreneurial creative product subjects at North Jakarta Vocational Schools. The higher the level of application of the right learning style by students, the better the results achieved. Therefore, it is important for educators to recognize and adapt teaching methods to students,
2. Through systematic data collection and processing, there is a significant relationship between the level of facilities available at school and student learning outcomes. The results of this study indicate that school facilities have a positive influence on student learning outcomes in entrepreneurial creative product subjects at North Jakarta Vocational Schools. The higher the level of school facilities provided, the higher the learning outcomes achieved by students. Therefore, it can be indicated that investment in improving school facilities can play a full role in improving the quality of learning and achieving student learning outcomes.
3. There is a significant effect that learning styles and school facilities contribute positively to student learning outcomes in entrepreneurial creative product subjects at North Jakarta Vocational Schools. The better the learning style applied by students and the more adequate the school facilities available, the higher the learning outcomes will be. By understanding the different learning styles of each individual, students can more easily find the most effective methods, which in turn can improve their learning outcomes. Therefore, schools play an important role in paying attention to and improving facilities and understanding the various learning styles of students. With these steps, it is hoped that a more conducive learning environment can be created. arning styles in order to optimize their learning outcomes.

RECOMMENDATION

Based on the research results described and the conclusions obtained, there are several suggestions that researchers can convey that research:

1. For future researchers, it is suggested that researchers consider adding other variables that may affect student learning outcomes, such as learning motivation, family support, or teacher competence, to provide greater insight into the factors that play a role in academic achievement. In addition, combining qualitative approaches, such as interviews or observations, can help understand more deeply the impact of learning styles and school facilities on student learning outcomes. Research at different school levels, such as junior or senior high school, could also provide new perspectives on the role of learning styles and school facilities at different levels of education, allowing for richer comparisons. Future researchers could also explore other types of learning styles, such as digital learning or blended learning, which are increasingly relevant in the modern educational context. On the methodological side, more complex statistical analysis methods, such as Structural Equation Modeling (SEM), could be applied to obtain more detailed results in mapping the relationships between variables.
2. For teachers, it is recommended to better understand and recognize each student's learning style, such as visual, auditorial, or kinesthetic style, in order to adjust the most effective teaching methods for each individual. By understanding students' learning styles, teachers can apply a variety of learning methods, such as the use of visual aids for visual students, interactive discussions or lectures for auditorial students, and hands-on practice or physical activities for kinesthetic students. The application of methods that suit learning styles will help students absorb the material more easily and increase their motivation in learning. Teachers are also expected to better utilize and optimize the facilities available at school, such as libraries, laboratories, or teaching aids, to support a more practical and interesting learning process for students. In addition, attending training or workshops related to learning style-based teaching strategies can help teachers enrich effective and varied learning methods. With a more diverse approach and maximally utilized facilities, teachers can help create a conducive and more accessible learning atmosphere for all students.
3. For students, it is recommended that they recognize their personal learning style, whether it is easier to understand material visually, auditorially, or kinesthetically. By knowing the most suitable learning style, students can be more effective in absorbing information and achieving optimal learning outcomes. For example, students with a visual learning style can use colored notes or diagrams to understand the material, while auditorial students can take advantage of discussions or listening to teacher explanations. Kinesthetic students can deepen their understanding through hands-on activities or experiments. In addition, students are also advised to make maximum use of existing facilities at school, such as libraries to find additional references, or laboratories for practicum activities. Utilizing these facilities can help students deepen the material and connect it to real situations. By understanding learning styles and maximizing available facilities, students will be more adaptable in the learning process and can improve their motivation and learning outcomes.

REFERENCES

- Abidin, Z. (2020). PENINGKATAN HASIL BELAJAR IPA MATERI CAHAYA MENGGUNAKAN COOPERATIVE LEARNING TIPE STAD DI KELAS VIII A SMP NEGERI 2 SEBERIDA TAHUN PELAJARAN 2017/2018. *Jurnal Pendidikan Tambusai*, 4(1), 105–114.

- Afifah, I. N., Rohmania, Q. N., Fatnatin, & Primandiri, P. R. (2021). Pentingnya Mengetahui Gaya belajar Siswa SMAN 1 Kediri dalam Proses Pembelajaran. *Inovasi Penelitian Dan Pengambian Kepada Masyarakat Untuk Penguatan Merdeka Belajar Di Masa Pandemi*, 380–387.
- Ahsani, E. L. ., Emy, M., Laila, S. ., Chusnul, I., & Vina, A. (2021). Pengaruh Sarana Prasarana Dalam Menunjang Prestasi Belajar Siswa Sd Di Sekolah Indonesia Den Haag. *MODELING: Jurnal Program Studi PGMI*, 8(1), 52–63.
- Amah, N., & Nugroho, A. D. (2016). PENGARUH FASILITAS SEKOLAH TERHADAP HASIL BELAJAR AKUNTANSI DENGAN LINGKUNGAN SOSIAL SEBAGAI PEMODERASI. *JABE: Journal Of Accounting And Business Education*, 2(4), 1–12.
- Aurora Nur Haliza, R., Rulyansah, A., & Hartatik, S. (2022). Faktor Pendukung Berupa Fasilitas Sekolah Dalam Meningkatkan Kemampuan Numerasi Siswa. *Jurnal Agama Sosiasal Dan Budaya*, 5(3), 2599–2473.
- Balaka, M. Y. (2022). Metode penelitian Kuantitatif. In Editor: & D. (c) I. Ahmaddien (Eds.), *Metodologi Penelitian Pendidikan Kualitatif* (Vol. 1). WIDINA BHAKTI PERSADA BANDUNG.
- BPS. (2023). Statisti Pendidikan 2023. In B. Santoso (Ed.), *Badan Pusat Statistik* (Vol. 1101001). Badan Pusat Statistik. <https://webapi.bps.go.id/download.php?f=mHCEML61XbWnX7694QX9JJ9qnjVsAXkGHfcs3rHeGQ4svlGVAA0EbUx3cJJFt7dWVvYRqt+Fo5otcagQFFywtUXlnBXHpd3J0GV6GnhcysU83hLjWVUq+lrQuqy2K3c1+094QdhkDizbb70CRuL Pp+wYcHzeKpd8r3f6yMJFAqyNe/yMrAVITI+rcmA43vbRCABsvbWjEIw16/OjBk7qCJ0B>
- Br Nasution, A. K., Hakim, N., & Ayunita, S. (2023). Kurangnya Fasilitas Sekolah Berpengaruh Terhadap Hasil Belajar Siswa Tk Aulia. *Jurnal Sentra Pendidikan Anak Usia Dini*, 2(1), 18–25. <https://doi.org/10.51544/sentra.v2i1.3577>
- Chayani, L., & Januardi, J. (2019). Pengaruh Fasilitas Sekolah Terhadap Hasil Belajar Siswa Di Smk Negeri 1 Pendopo Pali. *Jurnal Neraca: Jurnal Pendidikan Dan Ilmu Ekonomi Akuntansi*, 3(2), 249–258. <https://doi.org/10.31851/neraca.v3i2.4144>
- Damayanti, A. (2022). Faktor-Faktor yang Mempengaruhi Hasil Belajar Peserta Didik Mata Pelajaran Ekonomi Kelas X SMA Negeri 2 Tulang Bawang Tengah. *SNPE FKIP Universitas Muhammadiyah Metro*, 1(1), 99–108.
- Daulay, S. H., Fitriani, S. F., & Ningsih, E. W. (2022). Pengaruh Fasilitas Sekolah terhadap Kemampuan dan Motivasi Belajar Siswa. *Edukatif: Jurnal Ilmu Pendidikan*, 4(3), 3731–3738. <https://doi.org/10.31004/edukatif.v4i3.2553>
- Destriana, D., Elrosa, D., & Syamsuramel, S. (2022). Kebugaran Jasmani Dan Hasil Belajar Siswa. *Jambura Health and Sport Journal*, 4(2), 69–77. <https://doi.org/10.37311/jhsj.v4i2.14490>

- Djabba, R., & Ilmi, N. (2022). PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE ASSURE DALAM MENINGKATKAN HASIL BELAJAR SISWA. *Publikasi Pendidikan*, 12(3), 264. <https://doi.org/10.26858/publikan.v12i3.35491>
- E. Adriani, A. Abizar, and A. Maizeli (2019), “Hubungan Fasilitas Belajar Terhadap Hasil Belajar Biologi Kelas XI SMA Negeri 6 Padang,” *J. Pendidik. Tambusai*, vol. 7, no. 2, pp. 10424–10428, 2023, [Online]. Available: <https://jptam.org/index.php/jptam/article/view/8010>.
- Fathoni, M. R. N., & Sobandi, A. (2020). Dampak fasilitas belajar dan kesiapan belajar dalam upaya meningkatkan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 5(2), 129–139. <https://doi.org/10.17509/jpm.v4i2.18008>
- Fauhah, H., & Rosy, B. (2020). Analisis Model Pembelajaran Make A Match Terhadap Hasil Belajar Siswa. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, 9(2), 321–334. <https://doi.org/10.26740/jpap.v9n2.p321-334>
- Ghozali, I. (2016). *Aplikasi Analisis Multivariete Dengan Program IBM SPSS 23*. (Edisi 8).
- Hafizha, D., Ananda, R., & Aprinawati, I. (2022). Analisis Pemahaman Guru Terhadap Gaya Belajar Siswa Di Sdn 020 Ridan Permai. *Jurnal Review Pendidikan Dasar : Jurnal Kajian Pendidikan Dan Hasil Penelitian*, 8(1), 25–33. <https://doi.org/10.26740/jrpd.v8n1.p25-33>
- Halean, S., Kandowangko, N., & Goni, S. Y. V. I. (2021). PERANAN PENDIDIKAN DALAM MENINGKATKAN SUMBER DAYA MANUSIA DI SMA NEGERI 1 TAMPAN AMMA DI TALAUD. *Journal Holistik*, 14(2), 1– 17. <https://ejournal.unsrat.ac.id/index.php/holistik/article/download/34453/32350>
- Hayati, F. N., & Wijayanti, A. T. (2023). *PENGARUH GAYA BELAJAR TERHADAP HASIL BELAJAR PESERTA DIDIK PADA PEMBELAJARAN IPS SECARA DARING DI SMP NEGERI 14 YOGYAKARTA*. 4(1), 1–23.
- Hidayana, A. (2021). Pengaruh Kelengkapan Fasilitas Belajar Terhadap Hasil Belajar Matematika Siswa Kelas V Mi Nurul Ulum Madiun. *Jurnal Paradigma*, 11(1), 187–201.
- Hidayati, A., Mauliza, A. N., Satria, A., & Sanjaya, V. F. (2023). PENGARUH FASILITAS DAN KONDISI LINGKUNGAN TERHADAP KEPUASAN MAHASISWA (STUDI PADA MAHASISWA UIN RIL). *JURNAL MANAJEMEN DAN BISNIS*, 2(2), 173–189.
- Ika Suci Cahyani. (2023). Pentingnya Mengenali Gaya Belajar Siswa Dalam Kegiatan Pembelajaran. *Jurnal Abdi Nusa*, 3(3), 157–163. <https://doi.org/10.52005/abdinusa.v3i3.104>
- Irawati, I., Ilhamdi, M. L., & Nasruddin, N. (2021). Pengaruh Gaya Belajar Terhadap Hasil Belajar IPA. *Jurnal Pijar Mipa*, 16(1), 44–48. <https://doi.org/10.29303/jpm.v16i1.2202>

- Kadir, F., Permana, I., & Nurul Qalby. (2022). PENGARUH GAYA BELAJAR SISWA TERHADAP HASIL BELAJAR FISIKA SMA PGRI MAROS. *Karst: Jurnal Pendidikan Fisika Dan Terapannya*, 3(1), 1–5.
- Krisnayanti, I. G. A. A. H., & Wijaya, S. (2022). Pengaruh Kinerja Guru Terhadap Hasil Belajar Siswa Kelas 5 SD Mata Pelajaran Science Sekolah XYZ. *Jurnal Ilmiah Mandala Education*, 8(2), 1776–1785. <https://doi.org/10.58258/jime.v8i2.3313>
- Kurnia, U., Herkulana, & Khosmas, F. (2020). PENGARUH FASILITAS DAN MINAT BELAJAR TERHADAP HASIL BELAJAR MATA PELAJARAN PEMASARAN SISWA SMK NEGERI 1 PONTIANAK. *Pendidikan Dan Pembelajaran*, 4(3), 1–15.
- Kusumasari, D. A., & Nugraheni, N. (2023). Analisis Gaya Belajar Peserta Didik pada Hasil Belajar Penjumlahan Pecahan Sekolah Dasar. *Jurnal Riset Pendidikan Dasar (JRPD)*, 4(2), 131. <https://doi.org/10.30595/jrpd.v4i2.16051>
- Lestari, A. P., Pangestika, R. R., & Anjarini, T. (2023). Analisis Kemampuan Berfikir Kreatif Siswa Ditinjau dari Gaya Belajar pada Tema Energi dan Perubahannya Kelas III SD Negeri 1 Kalirancang. *Jurnal Pendidikan Dasar*, 4(1), 2746–1211. <http://jurnal.umpwr.ac.id/index.php/jpd>
- Maulana, A. (2022). Analisis Validitas, Reliabilitas, dan Kelayakan Instrumen Penilaian Rasa Percaya Diri Siswa. *Jurnal Kualita Pendidikan*, 3(3), 2774–2156. <https://doi.org/https://doi.org/10.51651/jkp.v3i3.331>
- Niswandi, A., Affandi, L. H., & Nurhasanah. (2021). HUBUNGAN GAYA BELAJAR TERHADAP HASIL BELAJAR IPS KELAS IV SDN GUGUS 04 MASBAGIK TAHUN 2020/2021. *Jurnal Renjana Pendidikan Dasar*, 1(4), 305–311. <http://prospek.unram.ac.id/index.php/renjana/article/view/177%0Ahttp://prospek.unram.ac.id/index.php/renjana/article/download/177/123>
- Nurnaifah, I. I., Akhfar, M., & Nursyam. (2022). PENGARUH GAYA BELAJAR TERHADAP HASIL BELAJAR FISIKA SISWA. *Journal of Physics Educations (Ijpe)*, 1(2), 84–92. <https://doi.org/10.24114/jtp.v10i2.8725>
- Nurohmah, N., Suchyadi, Y., & Yuli Mulyawati. (2022). PENGARUH GAYA BELAJAR TERHADAP HASIL BELAJAR MATEMATIKA DI SD NEGERI SUKAHARJA 01 KABUPATEN BOGOR. *JOURNAL OF SOCIAL STUDIES, ARTS AND HUMANITIES (JSSAH)*, 2(1), 67–70.
- Palupi, A. N., Susanto, S., & Pangestu, W. T. (2022). Pengaruh fasilitas belajar terhadap hasil belajar siswa kelas v tema peristiwa dalam kehidupan di sdn 2 megeri. *Jurnal Pendidikan Dasar*, 10(1), 143–152.
- Prasetyo, C. D., Suja'i, I. S., & Asrori, M. A. R. (2021). Pengaruh Gaya Belajar, Minat Belajar, dan Fasilitas Sekolah Terhadap Hasil Belajar Ilmu Pengetahuan Sosial Siswa Kelas V SD Negeri 1 Besuki Kecamatan Besuki Kabupaten Tulungagung. *Jurnal Pendidikan Tambusai*, 5(3), 5744–5752.
- Priadana, H. M. S., & Sunarsi, D. (2021). *METODE PENELITIAN KUANTITATIF* (Issue september 2016). Pascal Books.

- Putri, R. A., Magdalena, I., Fauziah, A., Azizah, F. N., & Tangerang, U. M. (2021). PENGARUH GAYA BELAJAR TERHADAP PEMBELAJARAN SISWA SEKOLAH DASAR. *Cerdika: Jurnal Ilmiah Indonesia*, 1(2), 157–163.
- R. Andriani and R. Rasto (2019), “Motivasi belajar sebagai determinan hasil belajar siswa,” *J. Pendidik. Manaj. Perkantoran*, vol. 4, no. 1, p. 80, 2019, doi: 10.17509/jpm.v4i1.14958.
- Rahmadini, W., H, Y., & Sudirman, A. (2019). *Hubungan Fasilitas Belajar di Sekolah dengan Hasil Belajar Tematik Peserta Didik Kelas IV SD*. 1–12.
- Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. *Al Urwatul Wutsqa: Kajian Pendidikan Islam*, 2(1), 1–8.
- Rahmatullah, H. wahyu. (2021). Peran Pengelolaan Manajemen Sumber Daya Manusia Dalam Meningkatkan Mutu Sekolah Di Smpn2 Parepare. *Jurnal Pendidikan Islam*, 19(1–14), 157–170.
<http://www.theseus.fi/handle/10024/341553%0Ahttps://jptam.org/index.php/jptam/article/view/1958%0Ahttp://ejurnal.undana.ac.id/index.php/glory/article/view/4816%0Ahttps://dspace.uui.ac.id/bitstream/handle/123456789/23790/17211077TaritaSyaviraAlicia.pdf?>
- Rosanti, T. E., & Astuti, R. (2023). The Influence of Learning Style on Students’ English Learning Outcomes. *Indonesian Journal of Education Methods Development*, 21(1), 10–13. <https://doi.org/10.21070/ijemd.v21i.699>
- Safitri, Z. D., & Miatun, A. (2021). Analisis Kemampuan Berpikir Kritis Matematis Ditinjau dari Gaya Belajar Siswa Kelas VII SMP Negeri 1 Karawang Barat. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, 5(3), 3222–3238. <https://doi.org/10.31004/cendekia.v5i3.828>
- Sahrul, S., Prasetyo, I., & Utari, W. (2022). Pengaruh Fasilitas Sekolah, Motivasi Kerja, Dan Disiplin Kerja Terhadap Kinerja Guru Smp Muhammadiyah 3 Balikpapan- Kalimantan Timur. *Jurnal Manajerial Bisnis*, 5(3), 193–203. <https://doi.org/10.37504/jmb.v5i3.461>
- Sinaga, J. (2022). Pengaruh Keaktifan Belajar dan Fasilitas Belajar terhadap Hasil Belajar Matematika di Kelas VIII SMP Negeri 6 Pematangsiantar. *Journal On Teacher Edication*, 4(2), 1646–1654.
- Siregar, E. S., & Tarigan, F. N. (2022). Pengaruh Faktor Fasilitas Sekolah Terhadap Motivasi Belajar Siswa Kelas V Sdn 060880. *Jurnal Eduscience*, 9(3), 625–634. <https://doi.org/10.36987/jes.v9i3.3308>
- Sitti Nuralan, M. BK, & Haslinda. (2022). Analisis Gaya Belajar Siswa Berprestasi di SD Negeri 5 Tolitoli. *PENDEKAR JURNAL: Pengembangan Pendidikan Dan Pembelajaran Sekolah Dasar*, 1(1), 13–24. <https://ojs.fkip.umada.ac.id/index.php/pendekar>

- Subagiyo, R., & Syaichoni, A. (2023). PELATIHAN MENGGUNAKAN SMARTPLS 3.0 UNTUK PENGUJIAN HIPOTESIS BAGI MAHASISWA EKONOMI SYARIAH. *ABADI: JURNAL AHMAD DAHLAN MENGABDI*, 2(1), 24–31.
- Sujana, I. W. C. (2019). Fungsi Dan Tujuan Pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 29. <https://doi.org/10.25078/aw.v4i1.927>
- Summaries, C. E. (2019). What Students Know and Can Do: Main Findings. *PISA 2018 Results, I, II & III*. <https://doi.org/10.1787/g222d18af-en>
- Sunardi, R. (2021). Meningkatkan Hasil Belajar Siswa Kelas XI IPA Tahun Pelajaran 2019/2020 Pada Materi Hukum Termodinamika dengan Model Pembelajaran Inkuiri di SMAN 14 Tebo. *Jurnal Literasiologi*, 5(2), 49–60.
- Supit, D., Melianti, M., Lasut, E. M. M., & Tumbel, N. J. (2023). Gaya Belajar Visual, Auditori, Kinestetik terhadap Hasil Belajar Siswa. *Journal on Education*, 5(3), 6994–7003. <https://doi.org/10.31004/joe.v5i3.1487>
- Sutomo, M. (2019). Kajian Konseptual Kontribusi Gaya Belajar Terhadap Perilaku Belajar. *Auladuna : Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, 1(2), 112–126. <https://doi.org/10.36835/au.v1i2.236>
- Wahyuni, Y. (2017). Identifikasi Gaya Belajar (Visual, Auditorial, Kinestetik) Mahasiswa Pendidikan Matematika Universitas Bung Hatta. *Jurnal Penelitian Dan Pembelajaran Matematika*, 10(2), 128–132. <https://doi.org/10.30870/jppm.v10i2.2037>
- Wicaksono, D., & Iswan. (2019). Upaya Meningkatkan Hasil Belajar Peserta Didik Melalui Penerapan Model Pembelajaran Berbasis Masalah Di Kelas IV Sekolah Dasar Muhammadiyah 12 Pamulang, Banten. *Jurnal Ilmiah PGSD*, 3(2), 111–126.
- Wulandari, E. T., & Muhiddin. (2019). Pentingnya Pengaruh Fasilitas Belajar Terhadap Prestasi Belajar Siswa. *Prosiding Seminar Nasioal Biologi VI*, 20, 258–261.
- Yuniarsih, R., & Kamaludin, K. (2021). Pengaruh Gaya Belajar dan Pemanfaatan Sumber Belajar terhadap Hasil Belajar PPKn Siswa. *Journal of Education and Instruction (JOEAI)*, 4(2), 311–317. <https://doi.org/10.31539/joeai.v4i2.2814>
- Zahrah U A, Sukarno, & Sriyanto, M. I. (2021). Analisis gaya belajar di rumah selama pandemi covid-19 dalam mata pelajaran bahasa Indonesia pada siswa kelas V di sekolah dasar. *Didaktika Dwija Indria*, 9(3), 1–6.
- Zainudin, & Ubabuddin. (2023). RANAH KOGNITIF, AFEKTIF DAN PSIKOMOTORIK SEBAGAI OBJEK EVALUASI HASIL BELAJAR PESERTA DIDIK. *ILJ: Islamic Learning Journal*, 915–931.