THE RELATIONSHIP BETWEEN LEARNING STYLES AND LEARNING MOTIVATION TOWARDS ACADEMIC ACHIEVEMENT OF STUDENTS OF THE FACULTY OF ECONOMICS AND BUSINESS, STATE UNIVERSITY OF MAKASSAR

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Abstract

This study aims to determine the effect of learning styles on academic achievement, the effect of learning motivation on academic achievement, and the effect of learning styles and learning motivation on academic achievement. Sampling was carried out using a simple purposive sampling technique so that 44 students were obtained. Data collection used an online questionnaire. Data analysis used multiple linear regression analysis. The results of the study showed that the partial test (t-test) concluded that learning styles had a significant effect on academic achievement and learning motivation had a significant effect on academic achievement. Based on the F test, it was concluded that learning styles and learning motivation jointly influenced the learning achievement of FEB students at Makassar State University. Therefore, teachers are advised to analyze student learning styles in determining teaching methods and always motivate students to increase the intensity of their learning efforts.

Keywords: Learning Styles, Learning Motivation, and Academic Achievement

INTRODUCTION

Higher education plays a crucial role in developing high-quality human resources capable of competing in the workforce. One indicator of educational success at a university is the academic achievements of its students. Academic achievement not only reflects the level of mastery, knowledge, and skills, but also serves as a crucial foundation for facing the increasingly competitive workforce.

Student academic achievement can be influenced by various factors, both internal and external. Within internal factors, there are two main elements that play a crucial role: learning style and learning motivation. Learning style refers to how a person absorbs and processes information. According to De Poter & Hernacki (1999), human learning styles are generally divided into three major groups: visual learning styles, auditory learning styles, and kinesthetic learning styles. In addition to learning styles, learning motivation is also an important factor influencing academic achievement. Learning motivation is an internal and external drive for students who are learning to make changes in their behavior with several

indicators or factors that support them (Uno, 2019). High learning motivation can make students more diligent, persistent, and enthusiastic in participating in the learning process, as well as having an orientation towards achieving optimal performance.

The Faculty of Economics and Business, Makassar State University (FEB UNM), is a higher education institution that plays a role in producing quality graduates in the fields of economics and business. It consistently strives to improve the quality of education and academic achievement of its students. However, based on academic data over the past few years, there has been significant variation in student academic achievement, as indicated by varying cumulative grade point averages (GPA). This raises questions about the factors that influence student academic achievement, particularly those related to learning styles and motivation.

Several previous researchers have demonstrated a relationship between learning styles and learning motivation and academic achievement. Research conducted by Kurniawan (2017) found that learning styles significantly influence student academic achievement. Meanwhile, research by Cleopatra (2015) revealed that learning motivation significantly influences academic achievement. However, research specifically exploring the relationship between learning styles and learning motivation and their impact on academic achievement of FEB UNM students is still relatively limited.

This study aims to: (1) analyze the relationship between learning styles and academic achievement of FEB UNM students; (2) analyze the relationship between learning motivation and academic achievement of FEB UNM students; and (3) analyze the relationship between learning styles and learning motivation simultaneously on academic achievement of FEB UNM students.

Understanding the relationship between learning styles and motivation to academic achievement is crucial for developing effective learning strategies. By understanding students' dominant learning styles, faculty can design learning methods tailored to their characteristics. Furthermore, by understanding the factors influencing motivation to learn, faculty can develop programs and policies that support increased student motivation.

The results of this study are expected to provide significant theoretical contributions to the development of educational science, particularly in the context of learning style theory and learning motivation as they relate to academic achievement. Practically, the findings of this study can serve as a consideration for the faculty in developing programs and policies that accommodate diverse learning styles and enhance student motivation, thus positively impacting the academic achievement of FEB UNM students.

2. RESEARCH METHOD

This research uses a quantitative method with correlational techniques conducted at the Faculty of Economics and Business, Makassar State University (UNM). This research is a sample study. In determining the sample size, several things must be considered to ensure

that the sample taken is not biased. The sample taken must be representative, that is, able to represent the entire population to be studied. The sampling technique used purposive sampling, obtained a sample of 44 students consisting of 23 female students and 21 male students. Rusadi Ruslan (2006: 147) states that in correlational research the minimum acceptable sample size is 30 people. The independent variables (X) in this study are learning styles and learning motivation. The dependent variable in this study is student academic achievement. To collect data on student learning styles and learning motivation, we used a method by distributing online questionnaires to all students of the Faculty of Economics and Business, Makassar State University. To collect research data, namely data on student learning styles and learning motivation. To obtain data on academic achievement, data analysis was carried out using multiple regression analysis. A t-test was used to determine the partial effect of learning styles and motivation on academic achievement of students at the Faculty of Economics and Business, UNM. A F-test was used to determine the simultaneous effect of learning styles and motivation on academic achievement of students at the Faculty of Economics and Business, UNM. A prerequisite analysis test was conducted before data analysis. Data analysis was performed using a computer with SPSS for Windows.

3. RESULTS AND DISCUSSION
Results
Multiple regression analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,839ª	,704	,689	1,99994

a. Predictors: (Constant), Motivasi belajar(X2), Gaya belajar(X1)

It is known that the Adjusted R Square value is 0.689, so it can be concluded that the contribution of the influence of the Independent Variable on the Dependent Variable simultaneously (together) is 68.9%.

F test (simultaneous)

ANOVAᵇ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	389,192	2	194,596	48,652	,000ª
	Residual	163,990	41	4,000		
	Total	553,182	43			

a. Predictors: (Constant), Motivasi belajar(X2), Gaya belajar(X1)

b. Dependent Variable: Prestasi akademik(Y)

If the Sig. Value is <0.05, it is concluded that there is a significant influence. If the Sig. Value is 0.000 (<0.05), it is concluded that the Independent Variable has a significant influence simultaneously (together) on the Dependent Variable.

T-test (partial)

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	,167	1,533		,109	,914
	Gaya belajar(X1)	,576	,126	,539	4,563	,000
	Motivasi belajar(X2)	,389	,124	,369	3,124	,003

a. Dependent Variable: Prestasi akademik(Y)

If the Sig. Value is <0.05, it is concluded that there is a significant influence, and if the Sig. Value is exactly at 0.05, then to determine whether or not there is an influence of the Independent Variable on the Dependent Variable, the following analysis is carried out:

The sig. value of the learning style variable (X1) is 0.000, where if the sig. value is <0.05, there is a significant influence, therefore we can conclude that the learning style variable (X1) has a significant influence on the academic achievement variable (Y).

The sig. value of the learning motivation variable (X2) is 0.003, where if the sig. value is <0.05, there is a significant influence, therefore we can conclude that the learning motivation variable (X2) has a significant influence on the learning achievement variable (Y).

Multiple Regression Equation Analysis
The regression equation obtained is:

$$0.167 + 0.576 \ X1 + 0.389 \ X2$$

The constant value obtained is 0.167, which means that if the independent variable has a value of 0 (constant), then the dependent variable has a value of 0.167.

The regression coefficient value of variable X1 is positive (+) at 0.576, which means that if variable X1 increases, variable Y will also increase, and vice versa.

The regression coefficient value of variable X2 is positive (+) at 0.389, which means that if variable X2 increases, variable Y will also increase, and vice versa.

Discussion
Learning styles and learning motivation towards academic achievement
The results of the study indicate that simultaneously, learning style and learning motivation significantly influence academic achievement. The implication of these findings is that the higher the learning style and motivation, the higher the academic achievement.

Conversely, the lower the learning style and motivation, the lower the academic achievement. This is consistent with previous research conducted by Indarto (2012). Student achievement can be influenced by many factors. In addition to internal student factors such as physical condition, talent, and interests, external factors also influence student achievement, such as parental attention, teaching methods, facilities, learning environment, and friends. The results of this study support the results of previous research by Sukirman (2011).

Learning styles on academic achievement

The results of the study indicate that partially learning styles have a significant effect on the academic achievement of FEB students at Makassar State University. The implication of this study is that better learning styles will improve students' academic achievement. Indarto (2012) and Englander et al. (2011) concluded that learning styles significantly influence student achievement. This is supported by the opinion of Bobbi DePotter and Hernacki (2001) who stated that knowing different learning styles has helped students, thus providing a positive perception for students about the teacher's teaching method. Based on the results of hypothesis testing and previous research results, no research results were found that contradict the results of this study. The results of previous studies all provide the same conclusion, namely that learning motivation and learning styles have a significant effect on student achievement.

Learning motivation towards academic achievement

The results of the study indicate that partially learning motivation has a significant effect on the academic achievement of FEB students at Makassar State University. The implication of this study is that the higher the learning motivation, the better the student's academic achievement. Motivation has an important function in learning, because it will determine the intensity of the learning efforts made by students. Hawley in (Yusuf, 1993) stated that students who have high motivation, learn better than students who have low learning motivation. Learning achievement is the result that has been achieved from a learning process that has been carried out, so that to know whether something is successful or not, a measurement is needed. "Measurement is the process of determining the extent/quantity of something" In the activity of measuring learning outcomes, students are faced with tasks, questions or problems that must be solved/answered (Nurkancana & Sumartana, 1986).

4. CONCLUSION

Based on multiple linear regression analysis, the conclusion that can be drawn is that there is an influence between learning styles and learning motivation on students' academic achievement in accordance with the research results above.Learning styles,Every student has a different learning style and this can affect their academic achievement and learning

motivation also has a very important role in determining a person's learning achievement, because learning motivation will determine the intensity of the learning efforts made by students. Suggestion: Analyze students' learning styles in determining teaching methods and always motivate students to increase the intensity of their learning efforts.

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