THE INFLUENCE OF STUDENT'S LIVELINESS AT ORGANIZATIONS
IN SCHOOL AND STUDENT'S STUDY STYLE TOWARD
LEARNING ACHIEVEMENT IN MATHEMATICS

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THE INFLUENCE OF STUDENT’S LIVELINESS AT ORGANIZATIONS IN SCHOOL AND STUDENT’S STUDY STYLE TOWARD LEARNING ACHIEVEMENT IN MATHEMATICS (GRADE VIII SMP N 2 CEPU ACADEMIC YEAR 2012 / 2013)

ABSTRACT

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The objectives of this research are to: 1) know the influence of student’s liveliness at the organizations in school toward learning achievement in mathematics. 2) know the influence of student’s stud style toward learning achievement in mathematics. 3) know the influence of student’s liveliness at organizations in school and student’s study style toward learning achievement in mathematics. The type of research is quantitative ex post facto. Population throughout grade VIII SMP N 2 Cepu academic year 2012/2013 which consists of 6 classes. The sample is taken from 1 class. Sampling technique uses cluster random sampling. Data collection techniques used are questionnaire, documentation and tests. Data analysis techniques use multiple linear regression analysis. The conclusions of research are: 1) there is no significant effects between student’s liveliness at organizations in school and learning achievement in mathematics, with effective contribution is 0,16%. 2) there is no significant influence between student’s study style and learning achievement in mathematics, with effective contribution is 6,57%. 3) There are no significant effects between student’s liveliness at organization in school and student’s study styles towards learning achievement in mathematics, with Coefficient of determination is 0,067219398. 4) the results of determination coefficient (R²) is 0,067219398.

Key words: liveliness organizations, study styles, learning achievement in mathematics.

INTRODUCTION

Education develops every years, it can be seen from increasing new thing that can be learned. Education’s fundamental is science and technology. Technology at this time gives positive affects to every aspect of human life especially education aspect. Therefore education requires to get attention,
handling and priority intensively from governorment, society, and family especially the organizer of formal education. Inside education, there is process of education that is called learning.

Learning is a system that consists of input, process, and output. Input is learner which is doing study activity, process is activity of learning, and output is result of process. From education process, it is wished can produce human resources that has high quality and competitive to face emulation globalization.

Process of study or learning that is doing inside class also can be done outside class, like: sport, student’s organizations and others. Student’s enthusiastic to active at organization in school is high such that confiscate their rest time. Each of students not only follows one type of organization’s activity, while it is influencing condition of student’s psychical. If there is much organization’s activity, then it will influence student’s condition and caused student cannot study well. Student often can divide time correctly between organization’s activity and study, but if student is not active in organization, they won’t get meaning benefit. Organization needs positive contribution and maximum to achieve the objective of organization. As its result, many students not follow organization of extra activity in school.

Beside student’s liveliness in organization, there is other factor that is called Student’s study style. Student’s study style is ways of student to understand subject matter easily. Much of students often forget about it. Students feel comfort in learning if it is done carefully and ways that is loved by students to understand what will learn. According to De Porter (2010: 212), student’s study styles consist of visual study style, audio study style, and kinestik.

The objective of research is to know whether there is influence student’s liveliness at organization in school and student’s study style toward learning achievement in mathematics.

**METHODS of RESEARCH**

The type of research is including quantitative *ex post facto*, because its free variables not controlled, its means that its variable has been happening. This research also includes research’s type of interrelationship or causal, causal relation
is relation of cause-impact (if X then Y) (Burhan, 2008: 69). This research has done in SMP N 2 Cepu, Kampung Baru-Karangboyo No. 53. Population of research is all students in grade VIII SMP Negeri 2 Cepu academic year 2012/2013 that are consist of 6 classes with total students 223 person.

As sample in this research is taking from 1 of 6 classes in grade VIII, SMP Negeri 2 Cepu. Sampling technique uses *Cluster Random Sampling* and chose class VIII C as sample and class VIII B as *try out* class.

Independent variable is alone variable and cannot be influenced by other variables. Independent variable in this research is student’s liveliness at organization in school and student’s study style, but dependent variable is learning achievement in mathematics. Technique of data collecting used are questionnaire and documentation. Type of questionnaire that is used is direct questionnaire and closed questionnaire, its means that researcher gives question and statement also provides alternative answers.

Before instrument tested to sample, it must be experimented to know whether instrument has satisfied condition of good instrument that is validity and reliability.

After gets value of $r_{xy}$, and then consulted with critical value of r at moment product. If $r_{xy} \geq r_{table}$, then it is said item of instrument is valid, but if $r_{xy} < r_{table}$, then it is said not valid. To count Validity in this research used software *SPSS for windows V 17*.

After gets value of $r_{count}$ and then consulted critical value of r at *product moment*, if $r_{count} \geq r_{table}$, then it is said item of instrument is reliable, but if $r_{count} < r_{table}$, then it is said item of instrument is not reliable. To count Reliability in this research used software *SPSS for windows V 17*.

After pass through phase above, a questionnaire is said competent to use in research. After it, it is tested using prerequisite testing, if it is satisfying the condition, and then continued with testing of multiple linear regression analysis. Before data analyzing, it was do statistic prerequisite testing that is consist of normality testing and linearity testing. Normality testing used are *Lilliefors* Methods with statistic testing $L = \max |F(Z_i) - S(Z_i)|$. 
Testing of multiple linear regression analysis consist of t testing to know the influence partially and F testing to know influence of independent variables to dependent variable.

**THE RESULT OF RESEARCH AND DISCUSSING**

After validity testing, valid item of questionnaire of student’s liveliness in organization is 18 of 23 items and questionnaire of student’s study style is 17 of 24 items.

Result of reliability testing is gotten coefficient value of reliability of questionnaire of student’s liveliness in organization 0,812307 and questionnaire of student’s study style 0,713788. The coefficient value of reliability, it can be said that questionnaire of student’s liveliness in organization and questionnaire of student’s study style have high reliability.

Before testing the hypothesis, it was do multiple linear regression analysis are software SPSS for windows V 17. The result as follows:

**Table I. Result of Multiple Linear Regression Analysis**

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>62.266</td>
<td>9.060</td>
<td>6.873</td>
</tr>
<tr>
<td></td>
<td>Style</td>
<td>.374</td>
<td>.252</td>
<td>.303</td>
</tr>
<tr>
<td></td>
<td>Organization</td>
<td>-.141</td>
<td>.177</td>
<td>-.797</td>
</tr>
</tbody>
</table>

Dependent Variable: value

The table above, it is gotten equation of multiple linear regressions, i.e. \( \hat{Y} = 62.266 - 0.374X_1 + 0.141X_2 \). The equation of multiple linear regressions, concluded that regression coefficient of student’s liveliness in organization is negative influence and student’s study style is positive influence toward learning achievement in mathematics.

Result of testing the first hypothesis (t-testing) is value of \( t_{\text{count}} < t_{\text{table}} \) that is -0.808 < 1.761 and it is accepted with significant level 5%. It’s proved that there is no significantly influence between student’s liveliness in organization and
learning achievement in mathematics. Student’s liveliness in organization has relative contribution 2.3 % and effective contribution 0.16 %.

The result of t-computation by using SPSS v. 17 program it can be shown by following table:

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 (Constant)</td>
<td>62.266</td>
<td>9.060</td>
<td>6.873</td>
<td>.000</td>
</tr>
<tr>
<td>Style</td>
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<td>.303</td>
<td>1.483</td>
</tr>
<tr>
<td>Organization</td>
<td>-.141</td>
<td>.177</td>
<td>-</td>
<td>-.797</td>
</tr>
</tbody>
</table>

Dependent Variable: value

Based on the table above can be concluded that the students take an active role in the organization or not, will not have an impact on student achievement. There are some factors activity of students in the organization has no effect on mathematics achievement, including:

a. Lack of student interest in the organization. This can be caused from a lack of motivation of teachers and schools in promoting the organization of the student.

b. Less interesting work programs that run the organization.

c. Lack of support from the school in any school activities in the organization.

d. Lack of information about the organization that is in school.

Hoza Imah (slideshare.net/ ozasenja) said that an organization also has disadvantages such as:

a. The coordination is rather difficult because the subordinate has a boss.

b. The decision making somewhat hampered because it is determined by the top management.

c. The difficult to reach a specialist

Based on the weakness above can lead to a lack of interest or enthusiasm of students in the school organization. Results of this study are supported by previous studies included: Widya Pandanwangi (2011) in his research to the
conclusion there is no effective role or contribution of organizational commitment on job performance.

Result of testing the second hypothesis (t-testing) is value of $t_{\text{count}} < t_{\text{table}}$ that is $1.488 < 1.761$ and it is accepted with significant level 5%. It’s proved that there is no significantly influence between student’s study style and learning achievement in mathematics. Student’s study style has relative contribution 97.69% and effective contribution 6.57%.

The result of t-computation by using SPSS v. 17 program it can be shown by following table:

<table>
<thead>
<tr>
<th>Coefficients</th>
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<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
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<td>Style</td>
<td>.374</td>
<td>.252</td>
<td>.303</td>
<td>1.483</td>
</tr>
<tr>
<td>Organization</td>
<td>-.141</td>
<td>.177</td>
<td>-.797</td>
<td>.432</td>
</tr>
</tbody>
</table>

Dependent Variable: value

Based on results above indicate that students are not affected by the existing learning style. There are several things that can cause of student influence to her learning style:

a. Students are more inclined to follow the teacher's teaching methods. In this case students could have feel comfortable with the method was used by teachers, so the teacher either method is entered audio, visual and kinesthetic students can still learn comfortably.

b. Factor in comfortable within the students themselves. Sometimes students usually learn by using learning styles in a certain time convenient audio using a visual learning style.

c. There are several lessons that may require only one learning style to understand the lesson. For example, in mathematics geometry chapter, in this chapter as where students need to apply the material into a visual. So that students would not want to have to use a visual learning style.
The deficiencies in each learning style (Ria Putri, dkk: http://riapalupijati.blogspot.com), among others:

a. Visual learning style
   1) Most of the time knowing what to say, but not good at choosing words.
   2) Given the verbal instructions.
   3) Less like talking.
   4) Usually difficult to recall any information that is given orally

b. Auditory learning styles
   1) Less good when reading (reading is relatively slow)
   2) Less can remember when it was read not to be voiced.
   3) Less well when writing essays.
   4) It is difficult still for a relatively long time.

c. Kinesthetic learning styles
   1) Can not sit down to listen to an explanation in a long time.
   2) Lack of spelling ability.
   3) Using the index finger when reading.
   4) Can not understand geography, but has repeatedly come to the place mentioned.

Students who have a weakness in its every learning style would be more likely to use other terms or other learning styles to understand the subject matter. Results of this study are supported by previous studies include: Nono Hery Yoenanto (2004) in his research result that there is no significant influence of learning style on mathematics achievement. Siti Muskabati (2010) in his research result that there is no significant relationship between learning styles and the learning achievement.

Result of testing the third hypothesis (F testing) is value of $F_{count} < F_{table}$ that is $1,113 < 5,77$ and it is accepted with significant level 5%. It’s proved that there is no significantly influence between student’s liveliness in organization and student’s study style toward learning achievement in mathematics.

The result of F-computation by using SPSS v. 17 program it can be shown by following table:
There is no interaction between the organization and activity of students in a student's learning style on learning achievement because there are many factors that influence it. The factors that could affect student learning outcomes are the factors contained within the students themselves, such as: motivation, intelligence, training, psychology and other things that are not investigated by the researchers. Due to time constraints owned by the researcher, the researcher could not reach a variety of factors that influence students' mathematics learning outcomes, so that the interaction is expected to be absent.

In addition to the factors that come from students, researchers also factors affecting the lack of such interactions circumstances, such as the way the researchers took samples or during the research process is less precise, such that the samples taken not shall be representative of the population that can describe the real situation.

**CONCLUSION**

From result of data analysis and explanation above, then it can be taken several conclusions. The conclusions are: there is no significantly influence between student’s liveliness in organization and learning achievement in mathematics Grade VIII SMP N 2 Cepu academic year 2012/2013. It is the result of multiple linear regression analysis (t testing) is value of $t_{\text{count}} < t_{\text{table}}$ that is $0.723387834 < 1.761$ with relative contribution 2.3 % and effective contribution 0.16 %.

There is no significantly influence between student’s study style and learning achievement in mathematics Grade VIII SMP N 2 Cepu academic year 2012/2013. It is the result of multiple linear regression analysis (t testing) is value
of \( t_{\text{count}} < t_{\text{table}} \) that is 1.394 < 1.761 with relative contribution 97.69% and effective contribution 6.57%.

There is no significantly influence between student’s liveliness in organization and student’s study style toward learning achievement in mathematics. It is the result of multiple linear regression analysis (F testing) is value of \( F_{\text{count}} < F_{\text{table}} \) that is 1.044920172 < 5.77. The data analyses used are program SPSS 17.0, it is gotten coefficient value of determination \((R^2)\) is 0.067219398. Its means that influence that is given by variable combination of student’s liveliness in organization and student’s study style toward learning achievement in mathematics is 6.722 %, but the rest is influenced by others variables.

From the calculation result, it is known that variable student’s liveliness in organization gives relative contribution 2.3 % and effective contribution 0.16 %. Variable student’s study style gives relative contribution 97.69% and effective contribution 6.57%. However in t testing and F testing, student’s liveliness in organization and student’s study style is not giving significantly influence toward learning achievement in mathematics.

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