

THE RELATIONSHIP BETWEEN LEARNING STYLE AND JAWI WRITING SKILLS AMONG PRIMARY SCHOOL STUDENT

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Abstract

This research aims to determine the relationship between audio, visual, and kinaesthetic learning styles with Jawi's writing skills among students in five primary schools in Machang. This study also aims to find out the differences in the mastery of Jawi skills among students who practice audio, visual and kinaesthetic learning styles. This research also aims to find out the differences in the mastery of Jawi skills among students who practice audio, visual and kinaesthetic learning styles. A total of 200 student's fifth-year in five primary schools in Machang were selected as a sample by using survey tools based on questionnaire instruments. The questionnaire set contains 30 question items include three types of learning styles as well as Jawi test questions. The descriptive data were used t-Test and Pearson Correlation which shown in tabular form. The overall alpha value of the questionnaire was 0.860 and indicated high question of reliability. The results showed that the audio learning style was the most dominant learning style practiced by most respondents. There is a significant difference between audio, visual and kinaesthetic learning style on Jawi writing skills. Pearson correlation test in this research has shown a significant relationship ($p < 0.01$) between audio, visual, and kinaesthetic learning styles with Jawi writing skills. Therefore, several of suggestions to the parties involved were submitted by the researcher including the seminars for teachers and students to raise awareness on the importance of understanding and practicing which is suitable for learning styles to improve Jawi writing skills among primary school students.

Keyword: learning style, jawi writing skill, audio, visual and kinaesthetic.

Introduction

Effective learning styles can stimulate students to increase their interest in learning and academic achievement. Teachers should identify student's learning styles and use suitable approaches to ensure optimal teaching and learning effectiveness. Besides that, teachers should be responsible for teaching and guiding students, while the students must receive knowledge taught by teachers or seek knowledge with the guidance of teachers and use their own style or variety of learning (Rohrer & Pashler, 2012)

According to Wan Sakiah *et.al*, (2011) learning styles refer to situation of students in optimal manner learning (Dunn & Dunn 1997). Most people have unique methods for learning difficult materials (Dunn 2000). Another definition of learning style is types of biology making teaching methods effective for some students and ineffective for others (Dunn, Beaudry and Klavas, 1989). While, Stewart and Felicetti (1992) defines a learning style as "an educational situation students can learn. Therefore, learning style does not highlight to 'what they learn' but 'how

they learn'. It is important for teachers to know not only the behavior of students but also must find and study a student's inclination towards learning (Dunn, Thies and Honigsfeld, 2011).

Background

Primary student's school are hope of the country to continue excellence in the future. However, excellence will be achieved by students if they practice appropriate learning. Meanwhile, if their learning style is inappropriate and ineffective during learning it will definitely lead to poor academic achievement. Individual differences that exist in students make it difficult for teachers to understand the learning style practiced. This is because the factor of different student influences the learning style practiced. Primary student's school need the right skill learning to get excellence achievement before being in high school.

Problem Statement

The issue of problems in primary school Islamic education is often seen from the aspect of Jawi proficiency and the ability to read the Quran which is less encouraging among students. There are also those who have managed skills of Jawi and recite the Quran but in a moderate level only. Therefore, many people discussed various factors that are the cause of weakness. One of factors is the student's learning style.

The problem of jawi among student is a hot issue currently. Mastering each letter recognition skill is mandatory for every student to recognize a single Jawi letter. The students who do not know the Jawi letter will be left behind when their peers have followed higher and more difficult skills. The student also more difficult to remember what has been taught. They confused between sounds and shapes of letters that are almost identical in pronunciation and shape. According to (Amirul *et.al*, (2021) students who unable to master in skills of reading and writing Jawi will be further left behind in Islamic education when teachers used teaching method in Jawi script. Moreover, Jawi learning is one of the components Islamic Education subjects with a teaching approach twice a week for level one.

An individual learning style is very important in lesson method. Teachers must be sensitive to know the general information processing style of students because it can speed up learning and clarify based on certain aspects(Nahar *et.al*, 2018). This is because there are differences in the nature of person's learning on the topic or content of the lesson that needs to be given attention by the teacher. However, what happens in the classroom during the process of teaching and learning jawi is that students are told what they should learn, not how they should learn. According to (Fong Peng & Fikri Ismail, 2020). The teachers give less exposure or emphasis on appropriate learning styles that should be practiced by students. According to the problems statements, students may not adopt appropriate and effective learning styles. Therefore, it is important for teachers to identify students' learning styles and guide them to adopt those that can improve their mastery of Jawi skills.

Objectives

1. Identify significant differences between learning styles based on gender.
2. Identify significant differences between jawi writing skills based on gender.
3. Identify significant relationship between learning styles (audio, visual, kinaesthetic) with jawi writing skills.

Research Questions

1. Are there significant differences between learning styles based on gender?

2. Are there significant differences between jawi writing skills based on gender?
3. Are there significant relationship between learning styles (audio, visual, kinaesthetic) with jawi writing?

Literature review

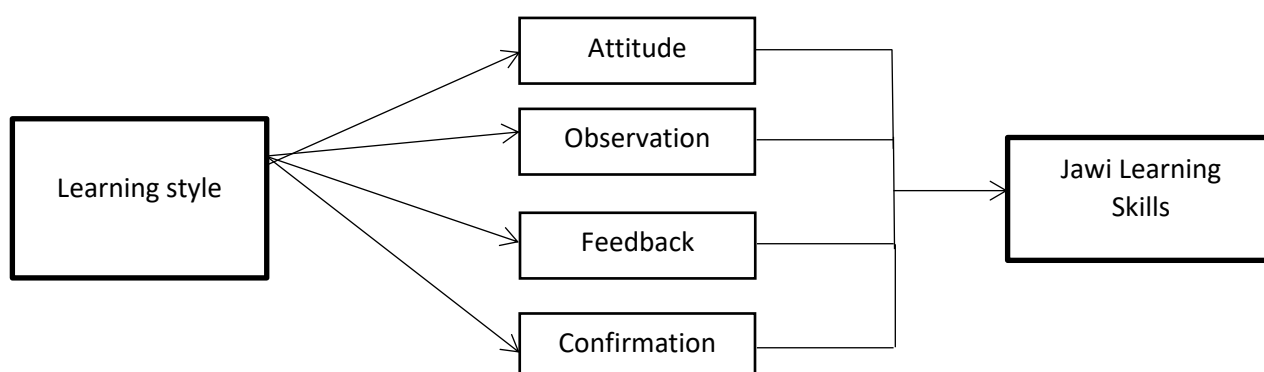
Learning Theory

In the research, several theories be relevants and appropriate to the learning style. Among the learning theories are, behaviorism learning theory, cognitivism theory and congtructivism theory.

Theoretical Framework

Figure 2.2 Theoretical Framework of the Study

Behaviorism



Behaviourism Learning Theory

Behaviourism learning theory is based on observations of learning in humans and animals objectively. The theorist described learning as the mastery of new knowledge. These theory was introduced by behaviourism school (Murtonen & Lehtinen, 2017). They said, learning are changes in behaviours, which is ways the person acts in a situation. This theory focuses on variables that can be seen, evaluated and can be manipulated. Behaviourists do not engage with something that occurs out of internal consciousness such that person's behaviour is caused and influenced by the environment. It's based on principle that stimuli from the environment bring the response to a behaviour.

The theory also suggest that learning happened when actions are repeated until they become habitual. The repetitive of behaviour can be maintained with reinforcement. The behaviourism said that learning occurs when pupils show the behaviours consistently as shown such as respond to the framed events. This learning change occurs through four processes namely relationship, classical normalization, operant normalization and learning through observation. This theory also recommended learning through encouragement and stimulation. The stimulus can build form praise and appreciation.

Student Style Learning

Learning style is a way used by a student to understand a subject in the learning process. The learning style of students also related to the way students plan, prepare and manage in facing an examination. Well-planned planning, preparation, and management help students who excellent in exams. According to McKeachie, J.W.(1995). Learning style is a personal way to process information while learning new concepts and principles. Abdul Razak (2000) stated that planned planning, preparation, and management in terms of pedagogy and a systematic and effective way of student learning is a new dimension that needs to be given attention to improve student academic achievement in a subject.

Peterson (1979) and Stewart (1981) in Ee Ah Meng (1995) argue that learning style can refer to a student's preferred teaching approach. Some students prefer the way of lecturing while some prefer the way of self-study. Different individual personalities will determine the most appropriate and effective learning style for them. As the conclusion, learning styles need to be learned and explored further reinforced over time by each student. By choosing the right way, time and energy can be saved and student achievement will be excellent.

VAK Learning Style Model

VAK learning style by Fernald, Keller, Orton, Gillingham, Stillman, and Montessori (1920) in Rashidah Rashid (2008) contains three aspects namely visual, audio and kinaesthetic learning style. According to the VAK learning style model explains that most students have a dominant learning style or prioritize one learning style in their learning. However, there are some students who use several learning styles or use all learning styles, namely visual, audio and kinaesthetic to balance their learning in the classroom.

Visual Learning Styles

Visual learning style refers to students learning through sensory processes and visual activities. Through this style, students are more comfortable learning by looking at a text in the form of words in a book, on a whiteboard, in a chart, or computer display Pourhosein & Gilakjani, (2011). Pupils prefer to read the text first before attending class. These students better remember and understand instructions and explanations through the reading of sentences or texts. As usual in learning Jawi, students are taught to read and write based on what is written on the whiteboard or what is contained in the textbook. If they want to remember something, visual students will write a brief note given by the teacher as soon as possible or as soon as possible after the class ends. Copying notes actually can help students better remember what has been taught by the teacher and familiarize students with the art of Jawi writing.

Audio Learning Styles

Audio learning style refers to the learning style of students who are more inclined and sensitive to the auditory senses. Audio pupils are referred to as pupils who learn by listening to spoken words as well as verbal instructions. They will listen to a lecture or lecture given before reading the notes given. They can remember descriptions through reading aloud or moving their lips while reading especially learning something new (Pusat Perkembangan Kurikulum 2001). This is in line with the process of learning Jawi because students need to pronounce the Jawi letters with the correct and accurate makhraj to ensure that they know, understand, and remember the Jawi letters. To strengthen memory, audio students will re-listen to audiotape recordings or explain and discuss with other students or with the teacher about something they have learned. Mohd Yunus (1990) argues that listening is not simply accepting and recognizing the sounds around but listening is an active process that requires thinking, evaluation and integration. Without a specific purpose, students will miss important things in learning.

Kinaesthetic Learning Styles

Kinaesthetic type pupils refer to pupils who learn through body movements and psychomotor skills. These students will try new exercises as a result of their vision. This type of kinaesthetic type of student is also referred to as a student who learns through experience and participates physically in classroom activities. This student will also write special notes and teacher notes. They are more interested in answering questions in writing. They can remember better when trying to continue the activity through execution using hand dexterity. Games, the use of computers, and activities that involve vocabulary can increase the effectiveness of learning in kinaesthetic classroom.

Studies Related to Learning Styles

According to Honey and Mumford (1992), learning is a lifelong process. Humans are not only different in terms of learning skills, but humans are also different in terms of learning styles. Learning styles can change and depend on time and situation (environmental conditions in which the individual is located and place). Learning has occurred when students can exhibit something new, whether in the form of understanding, skills, and awareness. In the learning process, there are several tendencies possessed and practiced by students. These tendencies include the tendency to have current experience according to something, the tendency to recall tendencies, ensure implementation and the tendency to draw conclusions.

A study by Hii Siong Ting (2006) on 146 fifth-year science students, UTM faculty of education using a set of questionnaires Dunn and Dunn (1978) found that students have different tendencies towards the elements of learning style light, temperature, self -motivation, peers, various ways and various elements consisting of visual, kinaesthetic, audio, morning and night. The results showed that the students' perseverance was at a low level.

Entwistle (1981) said, that students use learning approaches with different purposes. Entwistle has taken into account the work done by Pask (1976) to design a model of learning at the tertiary level. Students use different learning strategies based on their preferred style. Effective learning requires a versatile learning style that uses a deep approach that integrates a 'holist' style and a serialist style. A holist strategy produces a level of understanding associated with a passive internal approach, while a serialist strategy is associated with a surface approach. Students who tend to be holist or serialists only will develop pedagogical features of learning such as making generalizations without providing relevant supports.

A study by Hyeok Kang (1999) was conducted to determine the learning styles of 306 Korean students from two High Schools in Seoul, Korea. This study follows Reid's (1987) study in examining the learning styles of ESL students in the United States. Reid's study seeks information on four basic learning styles, namely visual, audio, kinaesthetic, and tactile, as well as the choice of individual or group learning methods. Overall, these Korean students practiced audio, kinaesthetic, and individual learning styles as the main learning styles. Visual, 'tactile' and group learning are the second or minor learning styles.

Research methodology

Research Design

This research uses quantitative methods to measure audio, visual and kinaesthetic learning styles in the mastery of Jawi writing skills among year 4 students in zone one in Machang District. Quantitative research methods will enable a phenomenon that occurs to be explained in a simple and economical form (in the form of numbers) (Mohamad Najib Abd Ghafar, 2003). Due to that, to find out the effectiveness of audio, visual, and kinaesthetic learning styles in jawi mastery among students and all information will be presented in the form of numbers.

To obtain detailed information, a descriptive survey was conducted to see the relationship between audio, visual, and kinaesthetic learning styles on the mastery of Jawi writing skills among students. According to Mohd. Majid Konting (2004) descriptive research requires researchers to use sampling techniques to obtain information in a population. The value of information is highly dependent on sampling. If sampling is done effectively, the information available can be used to make inferences to the population under study. The research used a questionnaire to obtain the required information and data. Information on the study variables was quoted in its natural state at the time of the incident. The data collected and the results of this research can provide information to achieve the set objectives.

Findings of the research

Gender

Table 3.1 shows the frequency of respondents by gender. A total of 21 (52.5%) students were female and 19 (47.5%) were male students. This distribution actually reflects the population of female students in the three classes studied is more than male students.

Table 3.1: Distribution of Respondents by Gender

		Frequency	Percentages (%)
Gender	Boys	19	47.5
	Girls	21	52.5
Total		40	100

Descriptive Findings

In this section, the results from the test will be analysed to find out the dominant learning style practiced by students in Jawi writing skills and explain whether the hypotheses to be studied are rejected or failed to be rejected.

What Learning Styles Students Practice In Jawi Writing Skills?

Table 3.3 shows the dimensions of learning style practiced by students in learning Jawi writing skills which include audio style, visual style, and kinaesthetic style. The mean value for audio learning style was 4.34 and standard deviation 0.365, while the mean for visual learning style was 4.03 and standard deviation 0.371. For kinaesthetic learning style, the mean value is 4.33 and the standard deviation is 0.336. The results showed that audio learning style (mean 4.34) was more dominant compared to visual and kinaesthetic learning style.

Table 3.3: Mean for Learning Style Dementia.

Variables	Mean	Standard deviation
Audio style	4.34	0.365
Visual style	4.03	0.371

• **H^o1: There Is No Significant Difference Between Gender And Jawi Writing Skills.**

Table 3.4 summarizes the results of the t-test conducted. From the analysis, the t-test was significant ($t(4.683) = -1.373$, $p < 0.05$). This value indicates that the null hypothesis (H^o1) is rejected because there is a difference in the mastery of Jawi writing skills between male and female students. The mean mastery of Jawi writing skills (3.67) of female students was higher than the mean of Jawi proficiency (3.32) of male students. In conclusion, female students' mastery of Jawi writing skills is better than male students.

Table 3.4: Jawi Writing Skills Mastery t-Test by Gender

Genders	Mean	Standard deviation	Degrees	t	Significant
Boys	3.32	1.003	4.683	-1.373	0.037
Girls	3.67	.577	4.683	-1.338	0.037

*Significant at the 0.05 level

• **H^o2: There Is No Significant Difference Between Classes With Jawi Writing Skills.**

Table 3.5 summarizes the results of the One-Way ANOVA test conducted. From the analysis conducted, the significant value obtained is $F(1.373) = 0.266$, $p > 0.05$. This value indicates that there is no difference between the three categories of class variables studied, so the null hypothesis (H^o2) fails to be rejected. This is shown by the mean value which is almost the same as the mean of the Cemerlang class is 4.34, the mean of the Gemilang class is 4.03 and the mean of the Gigih class is 4.33. These findings indicate that there is no difference in the mastery of Jawi writing skills based on class.

Table 3.5: 1 -Way ANOVA Test on Class-Based Jawi Writing Skills Mastery.

Class	Mean	Standard deviation	Degrees	F	Significant
Cemerlang	4.34	0.3657	40	1.373	0.266
Gemilang	4.03	0.3712			
Gigih	4.33	0.3369			
Total	4.68	0.3421			

*Significant at the .05 level

• **Are There Differences In Terms Of Mastery Of Jawi Writing Skills According To Audio, Visual and Kinaesthetic Learning Styles?**

H^o3: There Are No Significant Differences In Terms Of Mastery Of Jawi Writing Skills According To Audio, Visual and Kinaesthetic Learning Styles.

Table 3.6 shows that the result for audio learning style is $F(3.514) = 0.841$, $p > 0.05$. Thus the null hypothesis (H^o3) is failed to be rejected, i.e. there is no significant difference in terms of mastery of Jawi writing skills according to audio learning style. While the results for visual learning style $F(3.514) = 2.447$, $p > 0.05$ and kinaesthetic learning style $F(3.514) = 0.666$, $p > 0.05$. Thus the null hypothesis (H^o3) is failed to be rejected, that is, there is no significant difference in terms of mastery of Jawi writing skills according to the visual learning style

and kinesthetic learning style. In conclusion, the mastery of Jawi writing skills for students who practice the three styles is not significant difference.

Table 3.6: ANOVA Test 1 Way of Mastery of Jawi Writing Skills Based on Audio, Visual and Kinaesthetic Learning Styles.

Learning style	Cause of variation	Sum squared	DK	Varian	F	Sig
Audios	Between group	0.342	3	0.114	0.841	0.481
	In group	4.874	36	0.135		
	total	5.216	39			
Visual	Between group	0.910	3	0.303	2.447	0.080
	In group	4.464	36	0.124		
	total	5.374	39			
Kinaesthetic	Between group	0.233	3	0.078	0.666	0.578
	In group	4.195	36	0.117		
	total	4.428	39			

*Significant at the .05 level

• **Is There A Relationship Between Audio, Visual And Kinaesthetic Learning Styles And Jawi Writing Skills?**

H^o4: There Is No Significant Relationship Between Audio Learning Style And Jawi Writing Skills.

Based on the Pearson Correlation analysis in table 3.7, it was found that the value of $p = 0.166$, was greater than the significance level ($p > 0.05$). Therefore, the significant test results prove that the null hypothesis (H^o4) failed to be rejected, that is, there is no relationship between audio learning style and jawi writing skills. The test results also found that the value of the coefficient r is 0.223. This indicates that there is no relationship between audio learning style and mastery of Jawi writing skills and it is at a negligible level.

Table 3.7: Pearson Correlation Values Related to Audio Learning Style Mastery With Jawi Writing Skills.

Statement	N	correlation	Significant
Learning style Audios	40	0.233	0.166

* Significant at the .05 level

• **H^o5: There Is No Significant Relationship Between Visual Learning Style And Jawi Writing Skills.**

Table 3.8 shows the results of Pearson Correlation analysis, showing a value of $p = 0.483$, greater than the significance level ($p < 0.05$). Therefore, the test results prove that the null hypothesis (H^o5) failed to be rejected, that is, there is no significant relationship between visual learning style and mastery of jawi writing skills. The test results also found that the value of the coefficient r is 0.144. This indicates that there is no relationship between visual learning style and mastery of Jawi writing skills because it is at a negligible level.

Table 3.8: Pearson Correlation Values Related to Mastery of Jawi Writing Skills with Visual Learning Styles

Statements	N	Correlation	significant
Learning style Visual	40	0.114	0.483

* Significant at the $p < 0.05$ level

○ **H₅: There Is No Significant Relationship Between Kinaesthetic Learning Style And Jawi Writing Skills.**

Based on the Pearson Correlation analysis conducted, it was found that the value of $p = 0.287$, is greater than the significance level ($p < 0.05$). Therefore, the test results prove that the null hypothesis (H_0) failed to be rejected, that is, there is no significant relationship between kinesthetic learning style and mastery of jawi writing skills. The test results also found that the value of the coefficient r is 0.172. This indicates that there is no relationship between kinesthetic learning styles with mastery of Jawi writing skills as it is at a negligible level. This means that there is no significant relationship between kinesthetic learning style and mastery of jawi writing skills.

Table 3.9: Pearson Correlation Values Related to Kinaesthetic Learning Styles with Mastery of Jawi Writing Skills

Statements	N	Correlation	Significant
Learning styles kinaesthetic	40	0.172	0.287

* Significant at the $p < 0.05$ level

Recommendations for Further Study

For researchers who are interested in continuing this study, there are some suggestions that would like to be submitted as a guide. Among them are as follows:

1. Further studies also can be conducted on secondary school students at the lower secondary and upper secondary levels.
2. Further research was conducted to determine whether teachers mastered the knowledge of students' learning styles to adapt to the teaching style used in the teaching and learning process, especially when teaching Jawi writing skills.
3. In addition, further research in the form of finding the relationship between learning style and Jawi writing skills in terms of, academic performance, socio-economic status and location.

Conclusion

Every student has a different learning style. Teachers need to understand the learning style practiced by students. Pupils also need to know the learning style that suits for them. Teachers can provide appropriate teaching methods in order to further increase students' interest in the subjects taught in the classroom. Schools and teachers need to play a role in providing encouragement and providing appropriate facilities and environments for students so that students feel comfortable while learning. Not every learning style is used correctly, because students need to find the learning style that best suits them in order to achieve an effective learning process. Therefore, the goal of improving the academic achievement of students and excellent academic achievement will be achieved.

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