

The Effect of Visual Auditory Kinesthetic (VAK) Learning Model on Students' Learning Activity in PKN Subjects in Grade II of SD Muhammadiyah 11 Medan

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Article Info

Page : 105 - 110

ISSN : 3026-5290

Vol 3 No 1 2025

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Abstract

This study aims to determine the learning activity of students before using the VAK (Visual, Auditory, Kinesthetic) learning model and the learning activity of students after using the VAK (Visual Auditory Kinesthetic) learning model of class II of Muhammadiyah 11 Elementary School in the 2024/2025 academic year. The results of this study are expected to be useful theoretically and practically. This type of research is quantitative, the instrument used is in the form of a questionnaire, before the questionnaire is given to the respondents. The first thing to do is to validate the questionnaire to the umsu lecturer validator whose value is 100% (valid). Based on the results of the questionnaire conducted before using the VAK learning model, the average value of student learning activity in the control class was 66 and the experimental class was 80.7. The results of the hypothesis testing were obtained from a significant value (2-tailed) <0.05 so that the significant value (2-tailed) can be known, namely $.000 <0.05$. This shows that H_a is accepted and H_o is rejected. So it can be concluded that there is a positive influence from the use of the visual auditory kinesthetic (VAK) learning model on student learning activity in the civics subject of class II of Muhammadiyah Elementary School 11 in the 2024/2025 academic year.

Keyword:

VAK Model (Visual. Auditory, Kinesthetic) Activity

1. INTRODUCTION

Learning is a stage of activity carried out at the beginning, delivery, measurement during the teaching and learning process. Based on PP No. 19 of 2005 concerning educational standards that can be developed are process standards. Process standards are national education standards that are related to the implementation of the teaching and learning process in educational units in achieving good graduation competencies. Specifically, teachers at the school still use conventional learning methods or learning models, so researchers think they are inappropriate. When delivering the lesson material, the teacher has not used a variety of learning models and media to the maximum, so that the results of the concept of student understanding are still largely abstract and learning needs to be supplemented with practice and stimulation for students so that students can be more active. From the background that has been explained, the problems that can be identified are as follows: (1) That student activity is still not active in the subject of civics in class II of Muhammadiyah Elementary School 11 Medan, (2) VAK on student activity which is still relatively low indicates that student learning outcomes are not optimal in the subject of civics in class II of Muhammadiyah Elementary School 11 Medan, (3) In the process of civics learning in class II, it is indicated by the presence of students who only follow their teacher's orders during class hours, (4) The learning methods and models used are still conventional, which is also the cause of low learning activity in students, (5) Student activity in civics subjects in Muhammadiyah Elementary School 11 is still very low. From the background of the problem above, the formulation of the research problem is: (1) How is Student Activity in Civics learning before using the VAK model in class II students of Muhammadiyah Elementary School 11 Medan? (2) How is the Student's Activeness in Civics learning after using the VAK model in class II students of Muhammadiyah Elementary School 11 Medan? (3) Is there an influence of visual, auditory, and kinesthetic learning models on student activeness in the Civics learning process in class II students of Muhammadiyah

Elementary School 11 Medan? In accordance with the formulation of the problem above, the objectives of this study are: (1) To determine the influence of visual, auditory, and kinesthetic learning models on student activeness in the civics learning process in class II students of Muhammadiyah Elementary School 11 Medan, (2) To determine the use of visual, auditory, and kinesthetic learning models can improve student learning outcomes in civics learning in class II students of Muhammadiyah Elementary School 11 Medan.

2. RESEARCH METHODOLOGY

This type of research is a quantitative study on the effect of the visual auditory kinesthetic (VAK) learning model on student learning activity in civics subjects in class II of SD Muhammadiyah 11 Medan where the experimental class (class A) with 28 students in learning applied the visual auditory kinesthetic (VAK) learning model while the control class (class B) with 24 students in learning applied the conventional learning model. Research variables are basically everything that researchers want to research so that they can obtain information about it and then come to a conclusion (Sugiyono, 2018). According to Purwanto (2018), research instruments are basically tools used to collect data in research. The instrument in this study was a questionnaire in collecting the data used.

Table 1. Alternative Scores

Alternative Options	Value/Score
Always (S)	4
Often (Sr)	3
Sometimes (KK)	2
Never (TP)	1

Table 2. Research Questionnaire Grid

No.	Indicator	Question Items	Amount
1.	Students are enthusiastic about carrying out learning.	1,2,3	3
2.	Dare to ask questions during learning.	4,5,6	3
3.	Dare to answer questions.	7,8,9	3
4.	Dare to present the results of your thoughts in front of the class.	10,11,12	3
5.	Trying to find solutions to problems in learning.	13,14,15	3
Total			15

Source (Rahmawati et al., 2023)

The data analysis technique used is the validity of expert judgment in the form of a student learning activity questionnaire while the hypothesis test is to provide statistical evidence regardless of whether the hypothesis is accepted or not (Roselin br. Tarigan et al., 2022). In this study, the hypothesis test used was a one-sample t-test. A one-sample t-test is a t-test procedure for a single sample when comparing the average of a variable with a specified standard value, a one-sample t-test is used when the analysis is carried out on one sample (Zein, et al., 2019). The t-test can be seen with the following formula:

$$t = \frac{\bar{x} - \mu_0}{s / \sqrt{n}}$$

Information:

- \bar{x} = Average of sample scores
- μ_0 = Mean in the population (hypothesized)
- S = Standard deviation of the sample
- n = Number of samples

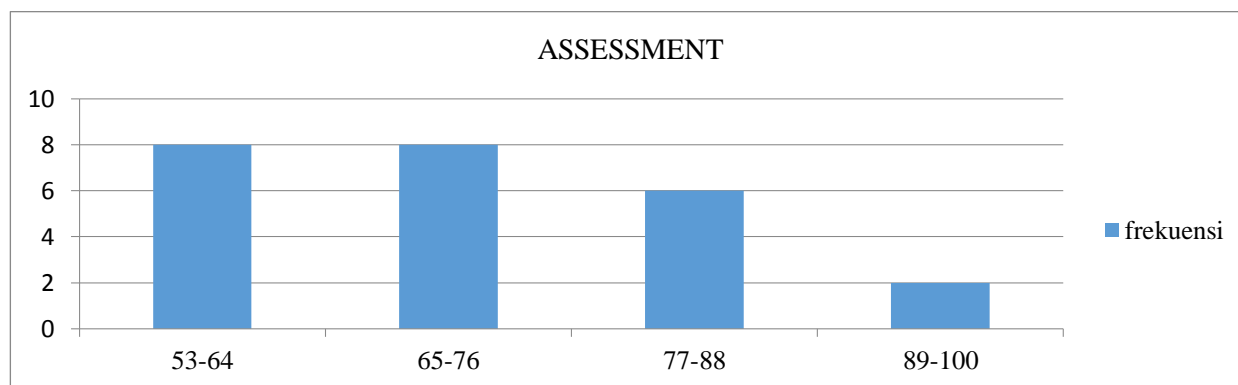
3. RESULT AND DISCUSSION

Based on the results of the research that has been conducted at SD Muhammadiyah 11, the research obtained results from the pretest and posttest questionnaire data. The pretest data was taken by the researcher before using the VAK (Visual, Auditory, Kinesthetic) model while the posttest data was taken by the researcher after applying the VAK (Visual, Auditory, Kinesthetic) model.

Table 3. Pretest Assessment Results

No.	Mark	Frequency	Percentage
1.	53-64	8	33.3%
2.	65-76	8	33.3%
3.	77-88	6	25%
4.	89-100	2	8.3%
Total		24	100%

From the table of pretest assessment results above, it can be seen that the range of values for the active learning process of civics in class II of SD Muhammadiyah 11 before the use of the VAK (Visual, Auditory, Kinesthetic) model was still relatively low. In the results of the pretest assessment, many students had not reached the KKM score, namely 8 students got a score of 53-64, score 65-76, 6 students got score 77-88, 2 students got score 89-100. The average score that can be obtained from the table above is score 66 which is not yet complete.

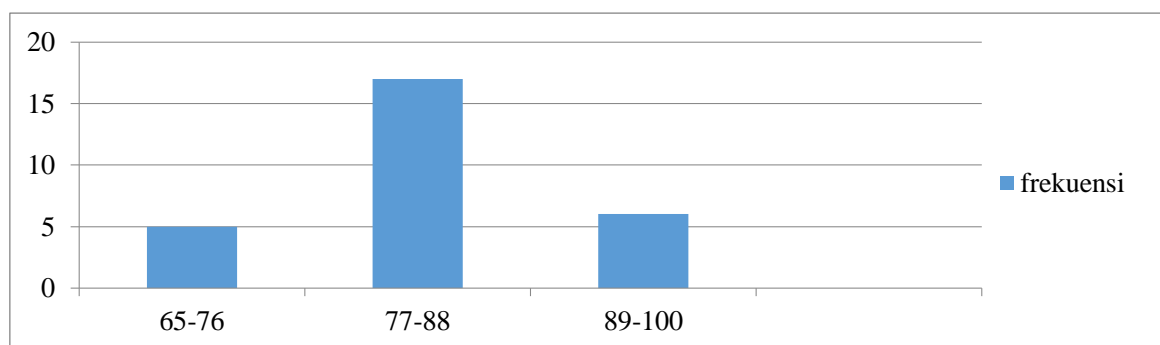


Pretest Assessment Data Diagram

Posttest Assessment Data

No.	Mark	Frequency	Percentage
1.	65-76	5	17.9%
2.	77-88	17	60.7%
3.	89-100	6	21.4%
Total		28	100%

In table 4 it can be seen that the activeness of learning civics of class II students of SD Muhammadiyah 11 after implementing the VAK (Visual, Auditory, Kinesthetic) model has increased as in accordance with the predetermined KKM value. The data that has been obtained is that all students have met the completion requirements, namely 5 students got a score of 65-76, 17 students got a score of 77-88, 6 students got a score of 89-100.



Posttest Assessment Data Diagram

To test the research hypothesis using the t-test or difference test (pretest -posttest), the results of this t-test are obtained in the table below.

Table 5. Paired Samples Test Hypothesis Test

				Paired Differences				t	Df	Sig. (2-tailed)	
				Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
							Lower				Upper
Pair 1	Pair 1	Pretest - Posttest	-15,958	4,630	,945	-17,913	-14,003	-16,887	23	,000	

SPSS Data Processing Sources

The basis for decision making if the Sig value (2-tailed) < 0.05 indicates a significant difference. Based on the table above, it can be seen that the significant value (2-tailed) $.000 < 0.05$ then H_a is accepted and H_o is rejected. So the conclusion of the hypothesis testing is that H_a is accepted and H_o is rejected. There is an influence of the Visual Auditory Kinesthetic Learning Model (VAK) on Student Learning Activity in Civics Subjects Class II of Muhammadiyah Elementary School 11 Medan. Based on the hypothesis test that has been carried out by researchers in the t-test, the calculation shows a significant level (2-tailed) < 0.05 , it is stated that there is an influence. Based on the table above, the sig value (2-tailed) $.000 < 0.05$ indicates a significant difference between the initial and final variables, this shows that there is an influence on student learning activity in each variable, so H_a is accepted and H_o is rejected. This study aims to determine the effect of the visual, auditory, kinesthetic (VAK) learning model on student learning activity in civics subjects in grade II of Muhammadiyah Elementary School 11 Medan.

4. CONCLUSION

Based on the results of research conducted by researchers regarding the Influence of Visual, Auditory, Kinesthetic (VAK) Learning Models on Student Learning Activity in Civics Subjects of Class II of Muhammadiyah Elementary School 11 Medan, the following research conclusions can be drawn: Based on the questionnaire that has been given in the control class, student learning activity before using the VAK (Visual, Auditory, Kinesthetic) model was very low where in the control class only 8 students met the KKM score and 16 students had not met the KKM score so that the average score was 66 then the maximum score was 89 and the minimum score was 53. Based on the questionnaire that has been given to the experimental class, student learning activity after using the VAK (Visual, Auditory, Kinesthetic) Learning Model has increased. where in the experimental class, 23 students have met the KKM score and 5 students have not met the KKM score so that the average score can be obtained, namely 80.7, a maximum score of 95 and a minimum score of 65. Based on the results of the hypothesis test that has been carried out, the researcher obtained a significant value (2-tailed) < 0.05 so that the significant value (2-tailed) can be known, namely $.000 < 0.05$. This shows that H_a is accepted and H_o is rejected. So it can be concluded that there is a positive

influence of the use of the visual auditory kinesthetic learning model (vak) on student learning activity in the subject of civics class II of SD Muhammadiyah 11 Academic Year 2024/2025.

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