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The Effect Of Visual Learning Style On Outcomes Class X Students' Learning In Subjects Economics

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Abstract

This research was conducted to determine the influence of visual learning style on the learning achievement of class X students in Economics subjects at Parulian 2 Medan High School. The background of this research starts from the low understanding of students towards abstract economic material and the dominance of lecture learning methods that are not suitable for students' learning styles, especially students with visual learning styles. The research method used is quantitative with a quasi-experimental approach using a one group pretest-posttest design. The study sample consisted of 22 students who had a dominant visual learning style, selected using purposive sampling techniques. The instruments used include visual learning style questionnaires, learning achievement tests (pretest and posttest), and learning implementation observation sheets. The results of data analysis show that there is a significant influence between visual learning styles on student learning achievement. This is proven from the results of a simple linear regression test with a significance value of 0.000 (< 0.05) and a determination coefficient value (R^2) of 0.918, which means 91.8% of student learning achievement is influenced by visual learning style. In addition, the results of the N-Gain test showed an average increase of 0.4325 (medium category), which indicates that visual-based learning is quite effective in improving student learning outcomes. Thus, it can be concluded that the implementation of learning strategies that are in accordance with the student's visual learning style has a positive effect on improving learning achievement. This research provides recommendations for teachers to pay more attention to the characteristics of students' learning styles in the learning process.

Keywords: *Visual Learning Style, Learning Achievement, Economics*

INTRODUCTION

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 45 of 2015 concerning the role of information and communication technology teachers and computer skills and information management teachers in the implementation of the 2013 curriculum, one of them explains that teachers play a role in using technology in using learning media during the teaching process in the classroom (Pratama, 2018). This aims to develop students' self-esteem according to their needs, potential, talents, and interests, and their personalities as well as their achievements and learning outcomes, by utilizing learning media as a means to explore learning resources, as well as develop learning resources and learning media (Learning, 2023).

Education is a very influential thing in preparing and developing quality human resources. Education is expected to produce humans who are able to compete in the conditions of a world that is increasingly developing rapidly. Education is an organized, planned and continuous effort throughout life to develop students into complete human beings. In this understanding, it is in line with Law Number 20 of 2003, concerning the National Education System, article (1) which states that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves, society, nation and state (Panjaitan et al., 2023).

Abdul (Windasari, 2019) explains that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life. It aims to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. The success of the learning process depends on several aspects of education. One aspect that greatly influences is how teachers understand the characteristics of students' learning styles so that learning objectives can be optimally achieved (Gabriela, 2021).

From the above understanding, of course the role of teachers in educating students in class is very important and provides a positive contribution to students when teachers can use media in providing teaching materials and teachers in understanding the characteristics of students' learning styles so that learning objectives can be achieved optimally (Pranata et al., 2022) . But the reality of teachers in schools Teachers also still cannot understand using technology in the application of learning media teachers tend to carry out learning by lecturing without the help of learning media from the beginning of learning until the end of learning this gives a feeling of boredom, drowsiness for students and students' learning styles only listen to explanations from the teacher output or learning outcomes of students there is no academic achievement of students there (Kristina et al., 2022).

Based on initial observations and interviews with economics teachers at Parulian 2 High School in Medan, it was found that some students experienced difficulty understanding economics material, especially abstract material. This is suspected to be related to teaching methods that have not fully adapted to students' learning styles, particularly those with a tendency toward visual learning styles. Furthermore, during the teaching and learning process, 34% of students were found to be actively engaged in learning, while the other 66% tended to be passive, reluctant to ask questions, and afraid to express their opinions (DiMattina et al., 2024).

Based on the results of the second observation, Parulian 2 High School, Medan, is an educational institution with diverse student characteristics, including learning styles. However, little attention has been paid to how student learning styles, particularly visual

learning styles, influence their achievement in economics. Yet, understanding student learning styles can help teachers determine effective learning strategies (Pretty, 2023).

Therefore, this research is important to conduct the influence of visual learning styles on student learning achievement in economics subjects in class X SMA Parulian 2 Medan to provide solutions to lecture learning by applying visual media in developing learning outcomes and learning achievements as well as student learning styles that change to be on target. In the world of education, this research is expected to contribute to the development of more targeted learning strategies and improve student learning outcomes (Jusmiana et al., 2020) .

METHOD

This research is quantitative with a quasi-experimental design. The aim of this study was to determine the effect of learning tailored to visual learning styles on student achievement. The quasi-experimental model was used because the researcher could not control all external variables that might influence the results, but still administered treatment to one group. (Saefullah, 2020)

The research design used was a one-group pretest-posttest design. In this design, the experimental group was given a pretest to measure students' initial abilities, then given treatment in the form of visual learning style-based learning, and concluded with a final test (posttest) to measure learning outcomes after the treatment. (Pradnyan & Juliana, 2021) .

This research was conducted at Parulian High School, Medan. JL. Garuda Raya No. 45, Tegal Sari Mandala II, Medan Denai District, Medan City, North Sumatra Province. The implementation of this research was conducted at Parulian 2 High School, Medan, in the even semester of the 2024/2025 academic year, namely on May 23, 2025. The subjects of this research were grade X students of Parulian 2 High School, Medan, in the 2024/2025 academic year who had a tendency towards visual learning styles based on the results of the learning style classification questionnaire. From a total population of 55 students, 22 students with a dominant visual learning style were selected as research samples. The object of this research is the effect of visual learning styles (independent variable/X) on student learning achievement (dependent variable/Y) in the Economics subject. Learning achievement was measured using a learning outcome test in the form of a pretest and posttest, while visual learning styles were measured using a questionnaire with learning preference indicators through isual media such as pictures, diagrams, graphs, and concept maps. (Dewi et al., 2019).

Visual learning style is the tendency of students to absorb information through visual media such as pictures, diagrams, graphs, colors and other visual displays. (Budiyanti et al., 2023) . In this study, visual learning styles were measured using a questionnaire consisting of several statements related to students' preferences for visual-based learning. Indicators for measuring visual learning styles include:

1. Interest in the use of images or illustrations
2. Understanding the material through concept maps or diagrams

3. Use of color as a marker for important information
4. Preference for video or animation in the learning process
5. Likes books with illustrations

Each indicator will be measured using a Likert scale with five answer options: strongly agree, agree, neutral, disagree, and strongly disagree. Learning achievement is the result achieved by students after following the learning process, especially in the subject of Economics. (Malik et al., 2020) . Learning achievement in this study was measured through pretest and posttest on the material of the Role of Economic Actors in Economic Activities at SMA Parulian 2 Medan. Measurement of learning achievement was obtained from understanding and mastering the material taught, including understanding concepts, skills and the ability to apply knowledge (Yazar & Arifoglu, 2012) . The data for this study were obtained from the results of observations of learning styles, implementation of pretests and posttests, and observations during the learning process in class X SMA Parulian 2 Medan. The data collected were quantitative data, because all measurement results were expressed in the form of numbers which were then analyzed using statistical techniques.

RESULTS AND DISCUSSION

This chapter presents the results of research on the influence of visual learning styles on the learning achievement of 10th grade students in economics at SMAS Parulian 2 Medan. The results of the research are presented through descriptive analysis, prerequisite analysis tests, and hypothesis tests.

Research Description

This research was conducted on May 23, 2025 in the 2025/2026 academic year with a total of 22 class X students as subjects. The selection of subjects was carried out purposively in accordance with the research objectives, namely to determine the effect of visual learning styles on student learning achievement in economics subjects (Putri, 2019) .

Table 1. Results of Learning Style Questionnaire Analysis

Learning Styles	Number of Students	Percentage
Visual Learning Style	22 Students	40%
Adio's Learning Style	18 Students	32.73%
Kinesthetic Learning Style	15 Students	27.27%
Amount	55 Students	100%

This study used a quasi-experimental method with a one-group pretest–posttest design. All subjects were given a learning treatment designed to suit the characteristics of visual learning styles. Prior to the treatment, students were given a pretest to determine their basic skills in Economics. Afterward, students were given a visual-based learning treatment, such as the use of images, mind maps, infographics, and instructional videos. After the learning process was completed, students were given another posttest to assess their learning outcomes (Hutagalung, 2022) .

The purpose of this study was to determine the extent to which the implementation of learning that is appropriate to visual learning styles can improve student achievement in Economics. To measure the results, an achievement test instrument was used, analyzed using statistical techniques, namely the paired sample t-test (t-test), simple linear regression, and regression coefficient significance tests. Furthermore, the improvement in learning outcomes was calculated using the N-Gain formula (Sholehah et al., 2023) .

An overview of the research data is presented through descriptive statistical analysis, which includes the mean, standard deviation, minimum, and maximum values of the students' pretest and posttest results. All analyses were conducted using SPSS version 26 software, based on data collected directly by the researcher through learning activities in the experimental class.

Data Analysis Techniques

Simple Regression Test

Based on a simple regression test, the results of the SPSS version 26 data analysis were obtained:

Table 2. Results of simple linear regression test

Model Summary

Model	R	R Square	Adjusted Square	Standard RError of the Estimate
1	.958 [a]	.918	.914	1,612

a. Predictors: (Constant), Visual_style

The table of regression analysis results shows a very strong relationship between the Visual Style variable and Learning Achievement, indicated by a correlation coefficient (R) of 0.958. This figure is close to 1, so it can be said that the relationship between the two is very close. The R Square value of 0.918 means that 91.8% of the variation in learning achievement can be explained by visual learning style. In other words, visual style has a very large contribution in influencing student learning achievement. Meanwhile, the remaining 8.2% is influenced by other factors not included in this research model. In addition, the Adjusted R Square value of 0.914 indicates that after adjusting for the number of variables and samples, the contribution of visual style remains very high, at around 91.4%. This value strengthens the evidence that the regression model used has a good fit. Meanwhile, the Standard Error of the Estimate value of 1.612 indicates the magnitude of the standard error in predicting learning achievement. This number is relatively small compared to the scale of the data, so this regression model can be said to be accurate in making predictions (Rahayuningtyas, 2022) .

Regression Significance Test

The following is the SPSS table for the regression significance test:

Table 3. Results of the Regression Significance Test

ANOVA [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	580,030	1	580,030	223,217	.000 [b]
	Residual	51,970	20	2,599		
	Total	632,000	21			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Visual_style

Hypothesis:

H_0 = The regression model is not significant with variables X and Y

H_1 = Significant regression model with relationship between variables X and Y

In table 4.12 the results of the ANOVA analysis show that the predictor variable Visual_Style has a significant influence on Learning_Achievement. This can be seen from the calculated F value of 223.217 with a significance of $p = 0.000$ ($p < 0.05$), which means the regression model can be used to predict learning achievement significantly. From the calculation results, it is known that the sum of squares of the regression (Sum of Squares Regression) is 580,030, while the sum of squares of the residual is 51,970. The total variation in the data is 632,000, so the contribution of the visual style variable to the variation in learning achievement is very large (Nadia et al., 2022) .

This shows that visual learning style can explain a significant portion of the variation in student achievement. In other words, the better a person's visual learning style, the higher their academic achievement.

Significance Test of Regression Coefficient (T-Test)

Based on the results of the data analysis, it was found that there was a statistically significant difference in student participation between the experimental class and the visual learning style. This finding is demonstrated through the results of the regression significance coefficient test table (t-test) which shows a significance value less than 0.05, so the research hypothesis is accepted. This indicates that the implementation of learning strategies that support visual learning styles has a positive influence on increasing student participation in the learning process. In other words, the more optimal the application of visual learning styles, the higher the level of student engagement in class. These results support the Fleming & Mills learning style theory (Knop, 2020) , which emphasizes that students with a dominant visual learning style will be more motivated and active when given material in the form of images, diagrams, or other visual media.

Table 4. Results of the Regression Coefficient Significance Test (T-Test)

Coefficients [a]

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	24,818	3,576		6,940	.000
	Visual style	.903	.060	.958	14,940	.000

a. Dependent Variable: Learning Achievement

Based on the results of the regression coefficient analysis, the regression equation obtained Learning Achievement = 24.818 + 0.903 × Visual_style. The constant value of 24.818 indicates that if the visual style is zero, then the learning achievement is estimated to be at 24.818. Meanwhile, the regression coefficient for the Visual_style variable is 0.903 with a significance value of 0.000 ($p < 0.05$), meaning that visual style has a positive and significant effect on learning achievement. In other words, every one unit increase in visual style will increase learning achievement by 0.903 points. The calculated t value = 14.940 which is much greater than the t table further strengthens that the influence of the visual style variable is significant. In addition, the standard Beta value of 0.958 indicates that the contribution of visual style in predicting learning achievement is very strong.

N-Gain Test

The N-Gain test is used to determine the extent to which student learning outcomes improve after a learning treatment, by comparing pretest and posttest scores. In this context, the test was conducted on a control class using the lecture learning method.

Table 5. N-Gain Test Results

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Standard Deviation	Variance
Ngain_score	22	.24	.33	.57	.4325	.06454	.004
Gain_percent	22	23.81	33.33	57.14	43.2458	6.45356	41,648
Valid N (listwise)	22						

Based on the analysis above, the average N-Gain value was 0.4325 or 43.25%, which is in the moderate category (0.30–0.69). This indicates that the use of a visual learning style-based approach provides a fairly effective increase in student understanding. Furthermore, the standard deviation of 0.06454 indicates that the data is fairly evenly distributed around the average value.

The N-Gain test results showed that learning using a visual learning style approach effectively improved student understanding, with the average score increase in the moderate category. This indicates that the treatment provided had a positive impact on the learning outcomes of 10th-grade students in Economics.

Discussion

The results of the study indicate that visual learning styles have a significant influence on the learning achievement of class X students in the Economics subject at SMA Parulian 2

Medan. This finding is proven through the results of a simple linear regression test which obtained a significance value of 0.000 (<0.05) and a coefficient of determination (R^2) value of 0.918. This means that 91.8% of the variation in student learning achievement can be explained by the visual learning style variable, while the rest is influenced by other factors outside this study. In addition, the results of the N-Gain test showed an average increase of 0.4325 which is in the moderate category. This indicates that the application of visual-based learning strategies is quite effective in improving student learning outcomes.

This finding aligns with Fleming's (2005) theory in the VARK model, which explains that individuals with a visual learning style more easily understand information presented in the form of images, graphs, concept maps, and colors. Therefore, when teachers facilitate learning with visual media, students can be more focused, motivated, and retain the material better than through verbal explanations or lectures alone (Fatihah et al., 2023) .

The results of this study are also consistent with Dunn & Dunn's (Rivaldi et al., 2018) opinion , which emphasizes that understanding students' learning styles is key to improving learning effectiveness. Students with visual learning styles tend to show increased concentration, active engagement, and higher academic achievement when learning strategies are tailored to their preferences.

Compared with previous research, these findings reinforce the findings of Supini's study (Rumayani et al., 2020) , which found that visual learning styles positively impacted Islamic jurisprudence learning outcomes, contributing 67.20%. Another study by Arsenda (2018) at SMK Negeri 2 Magelang City also demonstrated a significant relationship between students' learning styles and Islamic Religious Education learning outcomes. Similarly, Refsi Anggola's (2020) study demonstrated a close relationship between learning styles and Islamic cultural history learning outcomes. Therefore, these findings not only reinforce existing empirical evidence but also confirm that visual learning styles play a significant role in improving the quality of economics learning at the high school level.

Practically, the results of this study imply that teachers need to design learning strategies that address students' learning style characteristics. The use of learning media in the form of graphs, diagrams, videos, infographics, or concept maps can increase student engagement and understanding. Furthermore, this approach can reduce the dominance of lecture methods, which often leave students passive, bored, and unable to understand the material (Angreini et al., 2020) .

However, it should be noted that visual learning styles are not the sole determinant of academic achievement. Internal factors such as motivation, interest, and intellectual ability, as well as external factors such as the learning environment and family support, also influence student academic achievement (Hastuti & Budianti, 2014) . Therefore, teachers need to combine visual learning strategies with other approaches to accommodate the diversity of student learning styles in the classroom (Suryana et al., 2022) .

Thus, it can be concluded that visual learning styles significantly contribute to improving student achievement. The implementation of visual-based learning strategies

can be an alternative solution to improve the quality of economics instruction at Parulian 2 High School, Medan, and can also serve as a reference for teachers in developing more adaptive and effective learning methods.

CONCLUSION

Based on the results of data analysis and discussion that have been carried out in this research, it can be concluded that:

1. Visual learning styles significantly influence the learning achievement of 10th grade students in Economics at Parulian 2 Senior High School, Medan. This is evidenced by the results of a simple linear regression analysis which shows a significance value of 0.000 < 0.05 and a coefficient of determination (R^2) of 0.918. This means that 91.8% of the variation in student learning achievement can be explained by visual learning styles, while the rest is influenced by other factors.
2. The t-test results also showed that visual learning styles had a significant partial effect on student achievement. The t-value of 14.940 and a significance level of 0.000 confirmed the acceptance of the alternative hypothesis. Therefore, the higher a student's tendency to use a visual learning style, the higher their academic achievement.
3. The N-Gain test showed an average increase of 0.4325, or 43.25%, which is considered moderate. This indicates that learning that accommodates visual learning styles can significantly improve student understanding and learning outcomes.
4. Observations during the learning process show that students are more active and enthusiastic when visual media is used, and teachers are able to effectively implement lessons according to plan. Therefore, implementing a visual learning style approach supports a more effective and meaningful learning process for students.

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