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LEARNING SOCIAL STUDY STYLES IN INDONESIAN NATIONS WITH CULTURAL DIVERSITY THEME USING CONTEXTUAL TEACHING LEARNING APPROACH (CTL) ON IV GRADE STUDENTS AT SD IT KHAIRUL IMAM MEDAN

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ABSTRACT: *CTL is a learning model that emphasizes the full process of student involvement in order to find the material learned and relate it to real life situations that encourage students to apply it in their lives (Sanjaya, 2011: 255). The visible and perceived form of learning activity is the result of learning. Learning achievements are changes in behavior in the form of knowledge or understanding, skills, and attitudes obtained by the students during the learning process. Contextual learning approach can improve the students' learning styles of learners where contextual learning approach involves the learners actively, learning more fun and not boring, the skills developed on the basis of understanding, learners can think critically and creatively in collecting data, understand a material and solve problems as well the teachers can also be more creative. Learners can also learn from friends through group discussion, mutual correction, mutual opinion, and learning which are conducted with real situations or problems simulated based on the learner's life.*

KEYWORDS: Learning Study Style; Cultural Diversity; Contextual Teaching Learning; Student

INTRODUCTION

Learning is a process marked by a change in a person. The change is shown in various forms such as changes in knowledge, understanding, attitudes and behavior, skills, abilities, habits and other aspects of change that exist in the individual learning. As a form of activity, learning requires a motivation that encourages the individuals (students) to learn. So that, it is required a further study deals with the problem. One effort to prepare learning conditions that can be used to assist the students in understanding social studies (IPS) learning is by using CTL approach. CTL is a learning model that emphasizes the full process of student involvement in order to find the material learned and relate it to real life situations that encourage students to apply it in their lives (Sanjaya, 2011: 255). The visible and perceived form of learning activity is the result of learning. Learning achievements are changes in behavior in the form of knowledge or understanding, skills, and attitudes obtained by the students during the learning process. The students' ability in mastering the materials based on the results of experience or lessons after learning periodically in the classroom. The completion of the learning process ends with an evaluation to determine the progress of learning or mastery of learners to the material provided by the teacher. From the results of this evaluation, it will be known the learning achievements of the students which are usually expressed in the form of values or numbers.

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METHODOLOGY

Social Studies

Social studies (IPS) is a set of events, facts, concepts and generalizations relating to the behavior and actions of people to build themselves, society, nation and environment based on past experiences that can be interpreted for the present and anticipation for the future. According to Zamroni (2004: 13) "Social studies are an integration of various branches of social knowledge. Social studies are formulated on the basis of reality and social phenomena that embody an interdisciplinary approach of aspects and branches of social knowledge". According Nana Supriatna (2006: 1) through IPS subject, students are directed to become democratic, responsible Indonesian citizens , As well as peace-loving citizens of the world.

Learning Styles

De porter and Henarcki (2003: 64) describe that learning style as a way that a person tends to choose to receive information from the environment and the information process. Learning style can also be interpreted as an individual way to learn and master a subject matter in order to achieve the satisfied learning achievement.

Keefe (1979: 56) considers that learning style is a cognitive, affective and psychomotor characteristic as the indicators that act relatively stable for learners to feel interconnected and react to the learning environment. According Gunawan (2006: 24) Learning style is the way we prefer to do the activities thinking, processing and understand information. According to S. Nasution's conclusion (2008: 103), learning style is a consistent way that a student takes in stimulus or information, how to remember, to think, and to solve problems. Student's choice on individual learning style means that everyone has a different learning style. All types of learning styles have their advantages and disadvantages, all of them are good as far as the individual feels fit with the learning style choices. Although learning styles are always recognized differently among students in a classroom, Dunn and Dunn state that teachers should keep making the changes in their classrooms, which can be useful and touch every student's learning model.

According to Bobbi De Poter & Mike Hernacki (2002: 112) in general, human learning style is divided into three major groups, namely visual learning style, auditory learning style and kinesthetic learning style. Adi Gunawan (2003: 143) states that n the communication strategy model, it is known that besides we include information from the five senses, there is also a preference for how we create and give meaning to information. In general, Adi Gunawan (2003: 143) uses three sensory preferences, they are based on the visual (sight), auditory (auditory) and kinesthetic (touch and movement). This is known as the modality of V-A-K, which is further known as the V-A-K learning style. From several theories presented above, the learning styles used in this study are Visual Learning Style, Auditory Learning Style, and Kinesthetic Learning Style.

Visual Learning Style

Visual learning style (vision) is a learning style whereby a person learns best when they see the images they are studying. Some of them are oriented to printed text and can learn through reading. Children who have visual learning style tend to be good visual intelligence/more dominant than other intelligence. Visual learning style is a learning style in which there are ideas, concepts, and other information associated with images and techniques. Those who have

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visual learning patterns are usually able to understand the information by describing it in real terms. This learning style is a way of learning which is influenced by the ability to see (witnessed directly) with his own eyes to the information he studied. The visual type will easily record the lesson information during the process of observing, viewing, or reading the subject matter.

Auditory Learning Style

In general, auditory people learn by using their hearing and tend to be interpendent. They also use a lot of interpersonal intelligence. While learning they prefer a quiet environment. They talk a little bit more slowly than the visual person and many use hearing-related words (Adi, 2007: 96) so the strategies used to facilitate the auditory learner are: 1) Varying vowels when giving explanations, such as intonation, volume, or speed. 2) Using repetitions of the given concept. 3) Giving tutor at their age. 4) Converting the concept into rhythm/song form. 5) Alternating with music.

Kinesthetic Learning Style

Learning in the classroom should pay attention to how the student is learning. This can be marked by looking at the learning styles of their students. Students' learning styles greatly affect the student learning achievements. For that reason, the teachers are expected to pay more attention to the learning style of students in order to treat different treatment to students who have different learning styles.

Kinesthetic learning style is a way of learning that is accompanied by efforts to move organs, especially by recording the information subjects are being studied, so that learners are able to remember and master the subject matter well.

Location and Time of the Research

This research was conducted in SD IT Khairul Imam Medan. The research was conducted in the even semester of the academic year 2016/2017. The implementation of this research was conducted for 4 (four) meetings, adjusted to the educational calendar that has been set that took place in January to March 2017.

Population and Sample of the Research

According to Suharsimi (2010: 134-135) population is the entire subject of research, while the sample is part or representative of the population studied. The population in this research is all fourth grade students in SDIT Khairul Imam of Lesson Year 2016/2017 consisting of two classes with 85 students.

According to Suharsimi (2010: 135) "If the study population is less than 100 then the samples taken are all, but if the population is more than 100 then the sample can be taken between 10-15% or 20-25% or more". Thus, the number of population and sample in this study is 127 students who are distributed in two classes namely class IV-A, IV-B and IV-C at SDIT Khairul Imam Lesson Year 2015/2016.

The sampling technique was conducted by cluster random sampling technique, then through the drawing, class IV-A was selected as a class treated with contextual learning strategy (experimental class) and grade IV-B was selected as a class treated with an expository learning strategy (control class) with the details of Class IV-A of 43 students, Class IV-B of 42 students.

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Prior to the experiment, the two sample classes were first given a test to determine the learning style of the students. Learning styles are categorized on the learning style that we want to know.

Data Collection Techniques and Research Instruments

For the purpose of testing the research hypothesis, then in this case needs to be done data collection techniques. The data collection techniques used by multiple choice test and questionnaire.

IPS Learning Result Test

To obtain the IPS learning result data, the researcher used learning achievement test. The form of learning achievement test used is multiple choice test in 40 item which is expected to represent the student's knowledge. The question form of multiple choice test is compiled with four answers that are A, B, C, and D. The test questions of the learning outcomes are designed in such a way that includes: knowledge (C_1), comprehension (C_2), application (C_3), analysis (C_4), Synthesis (C_5), and assessment (C_6) Problems are arranged based on the test grid which can be seen in Table 3.2 below.

Table 3.2 Questionnaire Grid of IPS Learning Test Result

No	Materials	Aspect Scored						Total
		C_1	C_2	C_3	C_4	C_5	C_6	
1	Understanding Unity in Diversity	12,18					34	40
2	The importance of unity in diversity				16,26	36		
3	The forms of ethnic and cultural diversity in Indonesia	25	6,9,10 11,15, 21,23	13	1,2,3			
4	Respecting the diversity of Indonesian ethnic and cultures			4,20,29, 38	8,17	24,39, 40	27	
5	Good attitude and behavior in ethnic and cultural diversity			28,30, 31,32, 35	7,19, 33	5,14,37	22	

Note:
C_1 = Cognitive domain of knowledge
C_2 = Cognitive domain of understanding
C_3 = Cognitive domain of application
C_4 = Cognitive domain of analysis
C_5 = Cognitive domain of synthesis
C_6 = Cognitive domain evaluation

Learning Style Questionnaire

In doing this learning style questionnaire, students are exposed to a list of questions about themselves in how to absorb information. Learning style questionnaire consists of 30 questions that must be circled with *strongly agree*, *agree*, *disagree* and *strongly disagree*. Any questions

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that match the consecutive choices of *strongly agree*, *agree*, *disagree* and *strongly disagree* will be given a score of 3, 2, 1, and 0. Here's a test grille to find out the learning styles of students in Table 3.3.

Table 3.3 Questionnaire Grid of Student Learning Style

Learning Style	Item Number	Total
Visual	1, 2, 5, 8, 9, 14, 18, 20, 23, 25, 30, 33	12
Auditory	3, 4, 6, 10, 13, 16, 17, 21, 27, 31, 36	12
Kinestetik	7, 11, 12, 15, 19, 22, 24, 26, 28, 29, 34, 35	12
Total		**36**

Research Instrument Test

Learning Result Test

The instrument used in this research is Social Studies learning result test and student learning style questionnaire. The test of Social Studies learning result is to measure the cognitive aspect while the learning style questionnaire to see the tendency of one's learning style. The test was conducted so that the data obtained are valid and reliable. Previously there must first be held a test of the level of difficulty, the differentiator test. The purpose of the test is to know how far the test is able to measure what it wants to measure (validity) and the extent to which the test is reliable and reliable (reliable). The experimental test of the research was conducted on the students of the class which was not the research sample that was class IV. The validity of the IPS learning result test is determined based on the Biserial Point correlation formula described by Arikunto (2003 79).

$$r_p \text{ bis} = \frac{M_p - M_t}{S_t}\sqrt{\frac{p}{q}}$$

Note:

r_p bis = Coefficient of biserial point correlation
M_p = Mean of the subjects score that answer correctly, to which the items are searched for the correlation.
M_t = Mean of total score
S_t = Standard Deviation of the total score
P = The proportion of the subject who correctly answers the item to which the items are searched for the correlation.

$q = 1 - p$

$q = 1 - p$

The criteria of the test item shall be valid if $r_{pbis} > r_t$ is at a significant level of 5%. While the reliability of the test is determined through the formula Kuder-Richardson (KR-20) as Arikunto (2003: 229).

$$r_{11} = \left(\frac{K}{K-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

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r_{11} = Instrument Reliability
K = Number of items
S^2 = Total Variance
$\sum pq$ = Number of variance for each item

The reliability questionnaires and tests obtained from the calculations are consulted with the correlation index as proposed by Arikunto (2003: 75), namely:

0,800 up to 1,000 = very high
0,600 up to 0,799 = high
0,400 up to 0,500 = enough
0,200 up to 0,399 = low
Lower than 0,200 = very low

To determine the difficulty level of communication knowledge test used the formula put forward Arikunto (2003: 230). The calculation result of difficulty index calculation is consulted with the provision stated by Arikunto (2003: 208) that is:

- the question with P 0.00 - 0.29 is difficult

- the question with P 0.30 - 0.69 is moderate

- the question with P 0.70 - 1.00 is easy

$$P = \frac{B}{JS}$$

Differential power is the ability of a problem to be able to distinguish between clever and high-performing students and stupid (low-ability) students. The determining way of differential power is differentiated between small groups (less than 30 respondents) and large groups (respondents over 30 people). According to Surakhmad (1990: 217) with the testee (n) > 30, then the high-group division with the low group is conducted by dividing 27% of the upper group and 27% of the lower group. While for the small group with TEH testee (n) < 30 then for the upper and lower groups, each was taken 25% of the population. The calculation of discrimination index (differential power) of each grain is done by using Diedrich's formula proposed by Arikunto (2003: 231) .

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Note:

D = Differential efficiency
J_A = number of upper classs participants
J_B = number of lower classs participants
B_A = number of upper classs participants who have correct answers
B_B = number of lower classs participants who have correct answers

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With the classification for Ddifferential Power (DP) as follows:

DP ≤ 0.00: Very bad
0.00 < DP < 0.19: Bad
0.20 < DP < 0.39: Enough
0.40 < DP < 0.69: Good
0.70 < DP < 1.00: Very Good

Data Analysis Technique

After the data collected then the data is processed with the help of SPSS 17.0 for windows. In this research data analysis, descriptive and interferential analyses are used.

Descriptive Analysis

Statistical descriptive data is needed to find the mean, median, standard deviation, variance, range, data frequency, data graph and other required information. This analysis is conducted by using SPSS 17.0 for windows program by distributing data both pretest and postest of both classes into SPSS 20 for windows program in descriptive column. From that process it will produce mean, median, standard deviation, variance, range, data frequency, data graph and other required information.

Test Data Normality

Normality test is performed for the population from which the sample is derived. The normality test is used to determine whether the data of the two samples is normally distributed or not. According to Sudjana (2005), the steps taken to calculate normality are as follows:

- The observations of $X_1, X_2, \ldots X_n$, are summed $Z_1, Z_2, \ldots, Z_n$ by using the formula:

$$Z_i = \frac{X_i - \bar{X}}{S}$$

$\bar{X}$ = The average value of students' high thinking ability
Z = Default number
X_i = The value of students' high-order thinking skills

- For default numbers. It is calculated by using the standard distribution list and then calculated the odds with the formula: $F(Z_i) = P(Z \leq Z_i)$

- Next calculate the proportions $Z_1, Z_2, \ldots, Z_n$ smaller or equal to Zi. If this proportion is expressed by S (Zi), then

$$S(Z_i) = \frac{number\ of\ Z_1, Z_2, \ldots, Z_n \leq Z_i}{n}$$

- Calculate the difference $F(Z_i) - S(Z_i)$ then determine the absolute price.

- Taken the largest price among the absolute prices of the difference. The largest price is called $L_{calculation}$, then at a significant level $\alpha = 0{,}05$ searched L_{table} price on the list of critical value L for Liliefors test. The test criteria are:

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If $L_{calculation} < L_{table}$ then the sample is normally distributed.

If $L_{calculation} > L_{table}$ then the sample is not normally distributed.

In this research, all normality tests will be done by distributing data of each class either pretest or postest experiment class and control class into SPSS 20 for windows program in explore column. From this process, it will produce the output of One Sample Kolmogorov-Smirnov Test. To know the data is normal or not, it is compared with the criteria of Sig value from both groups are either pretest or postest as follows:

Data Homogeneity Test

Homogeneity test aims to find the data has a homogeneous variance or not. The formula used is:

$$F = \frac{\text{Biggest Variance}}{\text{Smallest Variance}}$$ Sudjana (2005

All tests are used by distributing data to SPSS 20 for windows into one way anova columns. From this process will result in the Test of Homogeneity of Variances output. To find out whether the sample is homogeneous, it is done by comparing the Sig value. In the table with the test criteria are as follows:

If Sig. or probability > 0,05 then the sample is homogeny

If Sig. or probability < 0,05 then the sample is not homogeny

Hypothesis test by using two-way ANAVA

Inferential analytical technique is used to test the research hypothesis by using two-way analysis of variance (ANAVA) technique. Sudjana (2002) explains before the two paths ANAVA is conducted, the first done is determining the analysis requirement that is the normality requirement of Liliefors test, while for homogeneity test using Barlet test. After testing the analytical requirements, a two-way ANAVA test is conducted. If the result of the research hypothesis states that there is further interaction done by further test by using Scheffe test if the number of samples of each cell is different or Tuckey test if the number of samples of each cell is equal.

The statistical hypotheses tested in this study include:

Hypothesis 1 : Ho : $\mu A_1 \leq \mu A_2$

Ha : $\mu A_1 > \mu A_2$

Hypothesis 2 : Ho : $\mu B_1 = \mu B_2 = \mu B_4$

Ha : $\mu B_1 \neq \mu B_2 = \mu B_3 = \mu B_4$

Hypothesis 3 : Ho : Interaksi A><B = 0

Ha : Interaksi A><B ≠ 0

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DISCUSSION

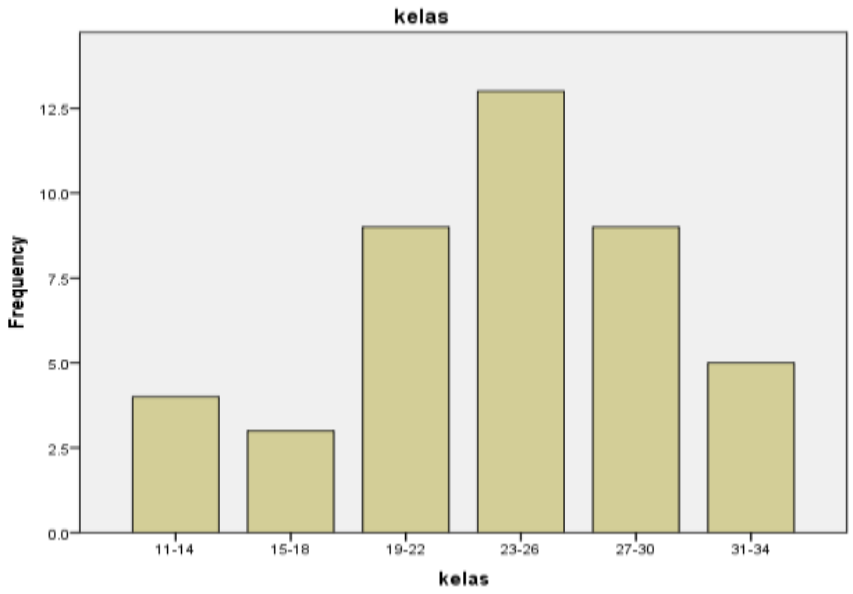
Based on the data obtained from this study, it is known that the learning result of Social Studies of learners taught by Contextual Learning Approach obtained the maximum score is 33, the minimum score 11, the average value is 23.9, and the standard deviation (S) is 5.56. Based on the average score it is known that 13 people or 30.2% are on the average score of learning outcomes, as many as 16 people or 37.2% are below the average score of the learning achievement and as many as 14 people or 32.6% are above the average score of the learning achievement. For more details the data can be seen in Table 3.1.

Table. 1: The Frequency Distribution of the Students' Social Studies Learning Achievement Using the Contextual Learning Approach

		Frequency	Percent	Validity Percentage	Cumulative Percentage
Valid	11-14	4	9.3	9.3	9.3
	15-18	3	7.0	7.0	16.3
	19-22	9	20.9	20.9	37.2
	23-26	13	30.2	30.2	67.4
	27-30	9	20.9	20.9	88.4
	31-34	5	11.6	11.6	100.0
	Total	43	100.0	100.0	

Based on the table 3.1 above about the frequency distribution of the students' social studies learning achievement using the contextual learning approach, it can be seen as follows:

Figure. 1: The Histogram of the Students' Social Studies Learning Achievement Using the Contextual Learning Approach



The Visual Students' Social Studies Learning Achievement Taught by Using Contextual

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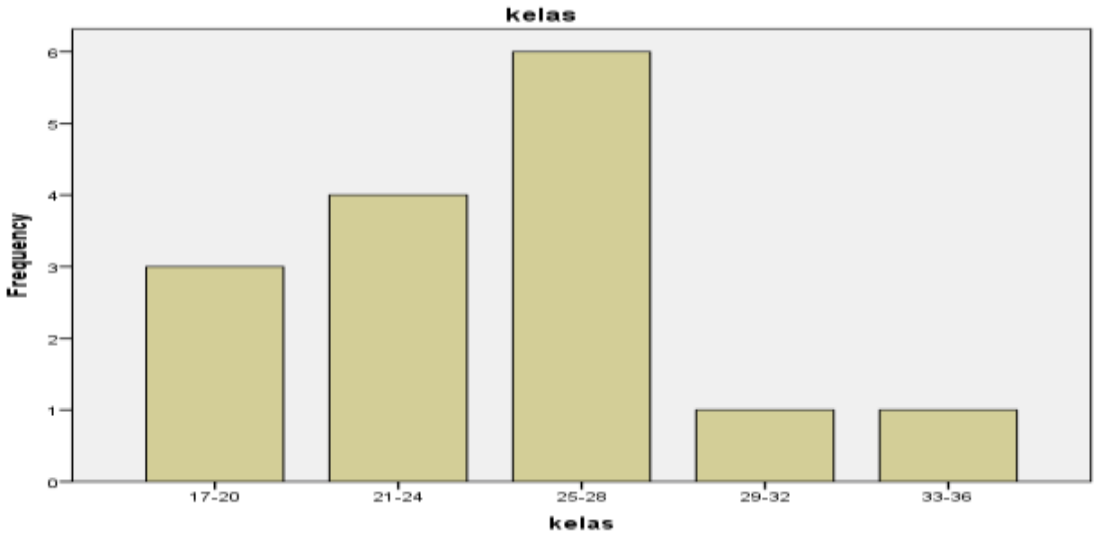
From the research data obtained, it is known that the test score of the students' learning achievement who have high learning style with the maximum score is 33, the minimum score 17, the average value is 24.267, and the standard deviation (S) is 4.3. Based on the average score it is known that 0 people or 0% is on the average score of learning achievement, as many as 7 people or 46.7% are below the average score of learning achievement and as many as 8 people or 53.3% are above the average score learning achievement. For more details can be seen in Table 3.2 below:

Table. 2: Frequency Distribution of The Visual Students' Social Studies Learning Achievement Taught by Using Contextual

		Frequency	Percent	Validity Percentage	Cumulative Percentage
Valid	17-20	3	20.0	20.0	20.0
	21-24	4	26.7	26.7	46.7
	25-28	6	40.0	40.0	86.7
	29-32	1	6.7	6.7	93.3
	33-36	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Based on Table 3.2 above about the frequency distribution of the students' score in social studies learning with learning styles can be described as follows:

Figure. 2: The Histogram of the Visual Students' Social Studies Learning Achievement Using the Contextual Learning Approach



The Visual Students' Social Studies Learning Achievement Taught by Using Contextual

From the research data, it is found that the score of the students' learning in social studies with high learning style taught by contextual learning approach with the maximum score is 26, the minimum score 11, the average score is 17,818, and the standard deviation (S) is 4,729. Based

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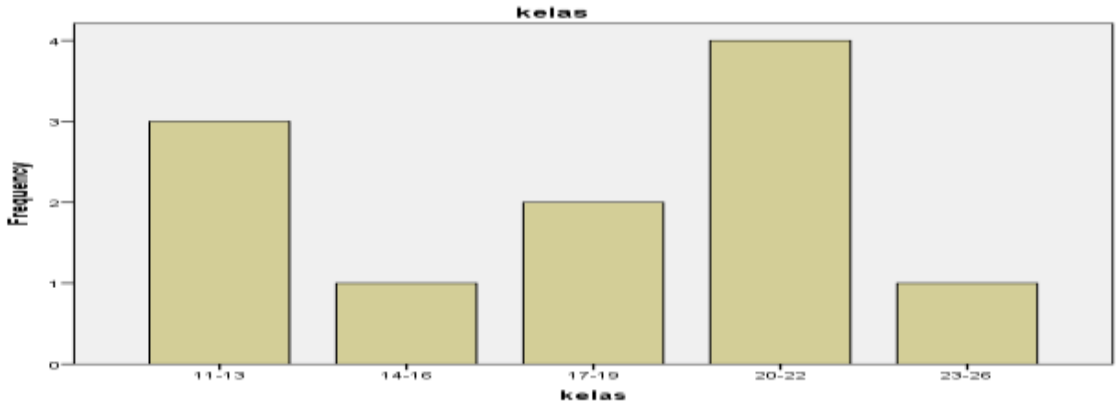
on the average score it is known that 2 persons or 18.18% are on average learning achievement, as many as 4 people or 36.36% are below the average score of learning achievement and as many as 5 people or 45.45% are above the average score learning achievement. For more details can be seen in Table 3.3 below:

Tabel. 3: Frequency Distribution of The Visual Students' Social Studies Learning Achievement Taught by Using Contextual

		Frequency	Percent	Validity Percentage	Cumulative Percentage
Valid	11-13	3	27.3	27.3	27.3
	14-16	1	9.1	9.1	36.4
	17-19	2	18.2	18.2	54.5
	20-22	4	36.4	36.4	90.9
	23-26	1	9.1	9.1	100.0
	Total	11	100.0	100.0	

Based on the Table 3.3 about the frequency distribution of the students' score in social studies learning with high learning styles taught by contextual learning approach can be described as follows:

Figure .3: The Histogram of the Auditory Students' Social Studies Learning Achievement Using the Contextual Learning Approach



The Kinesthetic Students' Social Studies Learning Achievement Taught by Using Contextual

From the research data, it is found that the score of the students' learning in social studies with high learning style taught by the approach of learning with the maximum expository score is 32, the minimum score 22, the average value is 27.471, and the standard deviation (S) is 3.466. Based on the average score known that 0 people or 0% are on the average score of learning achievement, as many as 9 people or 52.94% are below the average score of learning achievement and as many as 8 people or 47.06% are above the average score learning achievement. For more details can be seen in Table 3.4 below:

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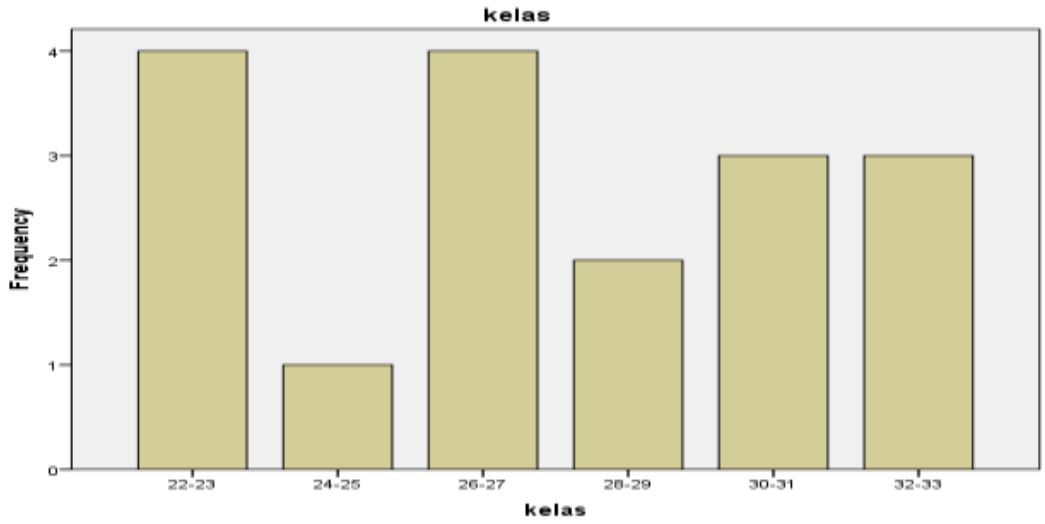
Table.4: Frequency Distribution of The Kinesthetic Students' Social Studies Learning Achievement Taught by Using Contextual

		Frequency	Percent	Validity Percentage	Cumulative Percentage
Valid	22-23	4	23.5	23.5	23.5
	24-25	1	5.9	5.9	29.4
	26-27	4	23.5	23.5	52.9
	28-29	2	11.8	11.8	64.7
	30-31	3	17.6	17.6	82.4
	32-33	3	17.6	17.6	100.0
	Total	17	100.0	100.0	

Figure. 4: The Histogram of the Kinesthetic Students' Social Studies Learning Achievement Using the Contextual Learning Approach



Requirements Analysis Test

Normality Test

Normality test is conducted by Liliefors test. The summary of the calculation can be seen in Table 3.5 as follows:

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Table. 5: The Results of Data Normality Test for Contextual Learning Approach

One-Sample Kolmogorov-Smirnov Test			
		Contextual	**Expository**
N		43	42
Normal Parameters[a,b]	Mean	23.88	20.10
	Std. Deviation	5.564	4.372
Most Extreme Differences	Absolute	.091	.080
	Positive	.055	.080
	Negative	-.091	-.054
Statistic Test		.091	.080
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]
a. Test distribution is Normal.			
b. Calculated from data.			
c. Lilliefors Significance Correction.			
d. This is a lower bound of the true significance.			

Table. 6: The Results of Data Normality Test for Contextual and Expository Learning Approach

One-Sample Kolmogorov-Smirnov Test							
		Contex Visual	**Contex. Auditory**	**Contex. Kinesthetic**	**Exp. Visual**	**Exp. Auditory**	**Exp. Kinesthetic**
N		15	11	17	14	12	16
Normal Parameters[a,b]	Mean	24.27	17.82	27.47	18.14	22.42	20.06
	Std. Deviation	4.301	4.729	3.466	4.538	4.502	3.415
Most Extreme Differences	Absolute	.129	.154	.141	.113	.121	.132
	Positive	.129	.154	.137	.113	.121	.132
	Negative	-.101	-.152	-.141	-.093	-.120	-.090
Test Statistic		.129	.154	.141	.113	.121	.132
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]	.200[c,d]	.200[c,d]	.200[c,d]	.200[c,d]
a. Test distribution is Normal.							
b. Calculated from data.							
c. Lilliefors Significance Correction.							
d. This is a lower bound of the true significance.							

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Tabel.7: The Summary of the Result Test of Variance Homogeneity between the Sample Group Using the Learning Approach

Homogeneity of Variances Test			
Answers			
Levene Statistic	df1	df2	Sig.
2.255	1	83	.137

Between-Subjects Factors			
		Value	N
Method	1	Contextual	43
	2	Expository	42
Learning Styles	1	Visual	29
	2	Auditory	23
	3	Kinesthetic	33

From the Table 7 above, it can be seen the students' social studies learning achievement taught by using contextual learning approach and expository learning approach. Based on the table above, it is seen that the statistic significance of Levene test is 0.137. That value is bigger than the significance level $\alpha = 0{,}05$, so that H_0 which states that there is no difference of variance between the groups can be accepted. It can be concluded that the data groups have homogeneity variance.

Testing Hipotesis

Before conducting the hipotesis test, first the total score and the average score treatment of each group is calculated based on the Table ANAVA which then can be used as the basic statistic decision for hypothesis test. It can be seen in Table 8.

Tabel.8: The Research Main Data

Tests of Between-Subjects Effects					
Dependent Variable:	score				
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1048.615[a]	5	209.723	12.361	.000
Intercept	39076.983	1	39076.983	2303.150	.000
Method	184.028	1	184.028	10.846	.001
Learning Style	201.810	2	100.905	5.947	.004
Method Learning Style	551.088	2	275.544	16.240	.000
Error	1340.373	79	16.967		
Total	43573.000	85			
Corrected Total	2388.988	84			
a. R Squared = .439 (Adjusted R Squared = .403)					

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There is a difference on the students' Social Studies Learning Result who have Learning Styles of Visual, Auditory and kinesthetic

Testing statistical hypotheses about visual, auditory, kinesthetic learning styles are as follows:

Ho : $\mu B_1 = \mu B_2$

Ha : $\mu B_1 > \mu B_2$

The hypothetical questions are:

Ho = There is no difference in the students' Social Studies learning achievement who have visual, auditory, and kinesthetic learning styles.

Ha = There is a difference in the students' Social Studies learning achievement who have visual, auditory, and kinesthetic learning styles.

The result of variance analysis for both learning style approaches shows that the price of f_h at 5.947 is greater than the f_1 price of 4.07 at the significant level $\alpha = 0.05$. So that H0 is rejected at the significant level $\alpha = 0.05$. Thus it can be concluded that there are differences in the students' Social Studies learning achievement who have learning style of visual, auditory, and kinesthetic.

CONCLUSION

Contextual learning approach can improve the students' learning styles of learners where contextual learning approach involves the learners actively, learning more fun and not boring, the skills developed on the basis of understanding, learners can think critically and creatively in collecting data, understand a material and solve problems as well the teachers can also be more creative. Learners can also learn from friends through group discussion, mutual correction, mutual opinion, and learning which are conducted with real situations or problems simulated based on the learner's life. The language taught with a communicative language that learners are invited to use the language in the real context in accordance with their daily life, so that a good attitude of cooperation between individuals and groups is formed. The students' Social Studies learning achievement is also supported by the theory of contruktivism.

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