

ABSTRAK

Kajian ini bertujuan untuk mengenalpasti tahap pencapaian akademik dan gaya pembelajaran di kalangan pelajar-pelajar tingkatan empat Sekolah Menengah Teknik Juasseeh, Kuala Pilah, Negeri Sembilan Darul Khusus. Kajian ini juga ingin melihat samada terdapat perbezaan pencapaian akademik dan gaya pembelajaran di kalangan pelajar-pelajar tingkatan empat di sekolah tersebut berdasarkan jantina dan aliran pengajian. Instrumen yang digunakan dalam kajian ini ialah *Learning Style Inventory* Dunn, Dunn dan Price (1985). Instrumen ini mengandungi 104 item yang dikategorikan kepada empat rangsangan iaitu rangsangan persekitaran, emosi, sosiologikal dan fizikal. Instrumen yang telah diterjemahkan ke dalam Bahasa Malaysia ini telah diubahsuai untuk mendapatkan maklumat tentang latarbelakang pelajar. Kajian yang berbentuk survey ini melibatkan jumlah sampel seramai 97 orang pelajar tingkatan empat dari aliran teknik di Sekolah Menengah Teknik Juasseeh, Kuala Pilah, Negeri Sembilan. Dapatan kajian ini menunjukkan bahawa pencapaian akademik pelajar-pelajar aliran teknik di Sekolah Menengah Teknik Juasseeh adalah di tahap sederhana dan tidak terdapat perbezaan yang signifikan di antara pelajar-pelajar dari pelbagai aliran dan pelajar-pelajar lelaki dengan perempuan. Mereka juga didapati mengamalkan gaya pembelajaran yang pelbagai dan paling dipengaruhi oleh rangsangan sosiologikal. Kajian ini juga mendapati tiada perbezaan signifikan gaya pembelajaran pelajar-pelajar lelaki dan perempuan. Gaya pembelajaran pelajar-pelajar dari pelbagai aliran pula didapati sama dari aspek rangsangan persekitaran, sosiologikal dan fizikal dan terdapat perbezaan signifikan

dari aspek rangsangan emosi. Kajian ini juga mendapati bahawa tiada korelasi di antara pencapaian akademik dengan gaya pembelajaran.

LEARNING STYLES AND ACADEMIC ACHIEVEMENT OF FORM FOUR STUDENTS OF SEKOLAH MENENGAH TEKNIK JUASSEH, KUALA PILAH, NEGERI SEMBILAN DARUL KHUSUS

ABSTRACT

The purpose of this study is to identify the academic achievement and learning styles of form four students of Sekolah Menengah Teknik Juasgeh, Kuala Pilah, Negeri Sembilan Darul Khusus. It also seeks to identify whether there is a significant difference in the academic achievement and learning styles between gender and students from the various streams. In addition, it also aims to see if there is a correlation between academic achievement and learning styles. The instrument used in the research is the Learning Style Inventory developed by Dunn, Dunn and Price (1989). The inventory consists of 104 items which can be categorized into four aspects, that is, environmental, emotional, sociological and physical. The instrument, which has been translated into Malay, was modified to include information about the students' background. The study took the form of a questionnaire survey involving a sample of 97 form four students from the technical stream in Sekolah Menengah Teknik Juasgeh, Kuala Pilah, Negeri Sembilan Darul Khusus. The study reveals that the students of Sekolah Menengah Teknik Juasgeh, Kuala Pilah, Negeri Sembilan showed an average level of academic performance. It is also found that there is no significant difference in their academic achievement based on gender and the various technical streams. The study also indicates that the learning style among the form four students tends to be varied, but shows an inclination towards a learning style influenced by sociological factors. The results

also reveal that there is no significant difference between the learning styles of form four students from the various streams based on the environmental, sociological and physical factors. However, the findings show a significant difference in the learning style based on the emotional aspect. This study also shows that there is no significant difference in the students' learning styles according to gender. Finally, it is found that there is no correlation between the academic achievement and learning styles of the form four students of Sekolah Menengah Teknik Juasgeh, Kuala Pilah, Negeri Sembilan.