

VARK Learning Modalities Score and GPA of First Year College Students

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The goal of this study was to reveal whether there is a difference in VARK learning modalities score between first year psychology and pharmacy college students, whether a difference exists based on gender, and whether there is a relation between the VARK learning modalities score with the grade point average (GPA). This study recruits 464 first year college students (278 subjects from the faculty of pharmacy and 186 subjects from the faculty of psychology) as subjects in the population study. The test of difference on VARK modalities score between faculties and gender didn't show any significant differences ($p > .05$), aside from the kinesthetic modality. The test of correlation between VARK modalities score and GPA showed that there is a significant positive correlation ($p < .05$), so it can be concluded that individuals with high VARK modalities total score tend to have high semester GPA.

Keywords: VARK, pharmacy, psychology, gender, GPA

Tujuan studi ini adalah mengungkap apakah ada perbedaan skor modalitas belajar VARK antara mahasiswa baru fakultas psikologi (FPsi) dan farmasi (FFarm), apakah ada beda berdasarkan gender, dan apakah ada hubungan skor modalitas belajar VARK dan indeks prestasi semester (IPS). Penelitian ini melibatkan 464 mahasiswa baru (n FFarm = 278, n FPsi = 186) dengan menggunakan population study. Uji beda skor modalitas VARK berdasarkan perbedaan fakultas dan jenis kelamin tidak menunjukkan adanya perbedaan ($p > .05$), kecuali modalitas kinestetik. Uji korelasi antara skor modalitas VARK dan IPS menunjukkan adanya korelasi positif yang signifikan ($p < .05$), sehingga dapat disimpulkan bahwa individu yang memiliki skor total modalitas VARK yang tinggi, cenderung memiliki IPS yang tinggi.

Kata kunci : VARK, farmasi, psikologi, jenis kelamin, IPS

Learning styles are now becoming more and more important in the educational world. Since 1991, Dunn framed learning styles as how each learner start to concentrate, process, and keep new or difficult information (Center for Teaching and Learning, 2004). This learning style first came into light when an individual starts to concentrate on a particular material. The method used by an individual cannot be regarded as the same as the method used by another individual, even though they may have similarities in several areas (Fleming, 2001). Performance Learning Systems Incorporation (PLSI) stated that a learning style is a natural way to learn fast, easy, and most effective (in Hartanti & Arhatanto, 2003). While DePorter and Hernacki (2003) defined learning style as a combination of how an individual absorbs, then arranges and processes information.

Learning style is formed from the start of an individual's preference towards the way to absorb information easily, continuously repeated and forming a habit. This habit produces a particular learning style (Sia & Lasmono, 2003). The easiest way for an individual to absorb information is also called as learning modality (DePorter & Hernacki, 2003).

One of the reasons an individual often faces failure in learning is the individual's lack of knowledge in deciding a compatible strategy. Because of this, finding the correct learning style is an important thing to do, because learning styles are the keys for developing performances in work, school, and situations formed in interpersonal relationships. Finding the learning style is an important thing, as individuals will know how they absorb and process information, and be able to use specific techniques to balance their way of learning and achieving success in learning (DePorter & Hernacki, 2003).

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