

Felder-Silverman Learning Style Model and the Relationship With Academic Performance

Dyah Lestari Widaningrum and Ho Hwi Chie
Industrial Engineering Department, Faculty of Engineering
Bina Nusantara University

The gap between organizational demands on employee competence and actual employee competence gives new challenges to the education industry to continually increase the readiness of its graduates. Teaching models are developed to produce graduates that are in accordance to the demands of the global competition. However in practice, educational staff often use the same model to all of their students (Blau, 2012), setting aside the importance of congruent concept in an effective pedagogical process (Akin-Little & Little, 2009). The current study is aimed to test the learning style of university engineering students based on the Felder-Silverman model and its role on academic performance. Results showed that engineering students in this study have the following learning style preferences: Active–Sensing–Visual–Global, which can be used as a base to design teaching methods, which will hopefully be able to provide better support to students’ academic performance. Furthermore, a significant relationship between learning style for Active–Reflective dimension and academic performance was found, as indicated by their GPA.

Keywords: learning styles, Felder-Silverman, academic performance

Kesenjangan yang terjadi antara tuntutan organisasi terhadap kompetensi yang diharapkan dapat dipenuhi oleh karyawan dengan kompetensi yang dimiliki oleh karyawan, memberikan tantangan baru bagi industri pendidikan untuk terus meningkatkan kesiapan para lulusannya. Model-model pengajaran terus dikembangkan untuk dapat menghasilkan lulusan-lulusan yang selaras dengan tuntutan kompetisi global. Akan tetapi dalam penerapannya, tenaga pendidik seringkali menggunakan model yang sama untuk seluruh anak didiknya (Blau, 2012), mengesampingkan pentingnya konsep yang kongruen dalam proses pedagogi yang efektif (Akin-Little & Little, 2009). Penelitian ini ditujukan untuk menguji *learning styles* dari mahasiswa teknik berdasarkan model Felder-Silverman dan peranannya terhadap kinerja akademis. Hasil penelitian menunjukkan bahwa responden yang merupakan mahasiswa Teknik Industri yang menjadi responden dalam penelitian ini memiliki *Learning Styles Preferences: Active–Sensing–Visual–Global*, yang dapat menjadi dasar untuk mendesain metode pengajaran, sehingga diharapkan ke depannya dapat lebih mendukung kinerja akademis dari mahasiswa. Selain itu juga ditemukan indikasi adanya hubungan yang signifikan antara gaya belajar untuk dimensi *Active–Reflective* dengan kinerja akademis, dalam hal ini Indeks Prestasi Kumulatif mahasiswa.

Kata kunci: gaya belajar, Felder-Silverman, kinerja akademis

Globalization gives rise to numerous consequences in the working world (Van Dam & Van den Berg, 2004), which indirectly creates various movements in life paradigms, organizational behavior, and social interactions (Taylor & Kluemper, 2012; Odle-Dusseau, Britt, & Greene-Shortridge, 2012). More challenging

competition, for example, demands many multinational organizations to allocate big budgets to train employees in the hopes of increasing competitiveness and maintaining organizational sustainability (Von Glinow & McShane, 2008).

A gap exists between organizational demands on expected employee competence and actual employee competence. This created new challenges for the education industry to continually increase the readiness of its graduates. Teaching models are always developed

Correspondence concerning this article should be addressed to Dyah Lestari Widaningrum, Industrial Engineering Department, Faculty of Engineering, Bina Nusantara University, Jalan KH. Syahdan 9, Jakarta, 11480, Indonesia. E-mail: dwidaningrum@binus.edu