

The Effects of Various Modes of School Formality Culture and Student Learning Style with Secondary School Students Academic's Achievements

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Abstract

The main purpose of this research is to identify the effects of various modes of formal school culture and student's learning styles with academic achievement. The sample consists of 234 students from five secondary schools in Pontian, Johor. The sampling has been done using the cluster on cluster random sampling method. The pilot study was done in order to determine the reliability and suitability of the questionnaires. Meanwhile Cronbach Alpha was used to determine the internal consistency of the questionnaires. The reliability value of Cronbach Alpha for the whole set of questionnaires used was 0.953. The questionnaire for formal school culture was adapted and modified from climate or culture in formal school form constructed by Curriculum Development Centre (1988). The questionnaire for student's learning styles was adapted and modified from Barbe Modality Index questionnaire that was created by Barbe (1985). Descriptive statistics such as frequency, mean and standard deviation were used to analyse the dominant aspects of formal school culture and student's learning styles and to analyse student's academic achievement. The inferential statistics such as Pearson correlations were used at significant level 0.05 to analyze the relationship between formal school culture and student's learning styles with academic achievement. In addition, t-test was used to analyze the difference between formal school culture and student's learning styles toward school location. The findings shows that the dominant aspect of formal school culture was social and the dominant aspect of students' learning style was visual. Pearson correlation analysis showed that there was significant relationship between formal school cultures with academic achievement. Moreover, there was significant relationship between student's learning style with academic achievement. Therefore, suggestions were made in this study. The study suggested that teacher and student should identify formal school culture and student's learning styles, so that, student can increase their academic performance.

Keywords: Formal school culture, Student's learning styles, Academic achievement

1. Introductions

Educations play important roles in developing individual potential. Each individual have a potential to achieve excellence in academic if they're given full exposure and guidance. According to Enwistle (1981), education is not a passive process in receive knowledge. Students must be active in the learning process. Hence, learning

should be involving multi activities like needs to remember, making a link between new and old information, implementation of theories or academics in daily life, posses a standpoint and evaluating some matters critically.

School is a formal organization with a certain objectives. According to Abu Bakar and Ikhsan (2003), school is one small society with very own culture. According to Mohd Salleh (1997), in order to fulfill school formality cultural, teachers play very important roles in understanding long term and short term objectives. For example, teachers discuss about the development of education system of which its important agenda was the implementation of curriculum.

According to Ee (1994), Education in Malaysia is on-going efforts towards further developing the potential of individuals in a holistic and integrated manner, so as to produce individuals who are intellectually, spiritually, emotionally and physically balanced and harmonic, based on a firm belief in and devotion to God. Commonly there is studies shown that students performance influenced by present facilities. There is huge gap between urban and rural areas and effort is taken to minimize the gap. It's done by providing more facilities to rural schools.

According to Mohd Salleh (1997), the location of the school is assumed to be the main factor influencing inequality in education. Azizi Yahaya (2001) shown that academic performance of rural area student is quite lower compared to urban area students. Amir (2006) said, school formal culture is one of the factors that can affect learning process. So, it can be note that school formality culture based on physical, social and knowledge culture play very important roles in affecting student's academic performance.

Generally, learning process has becoming more complex to students who sit for Malaysian Certificate of Education (MCE) and Higher School Certificate (HSC) where results of both examinations can give big impacts to student's futures. According to Azizi Yahaya(2005), in effort to have meaningful learning process, teachers are compulsory to update their skills and knowledge and mastering their students learning style so they can make a better strategic planning.

According to Ramlan and Lily Mastura (2005), in education process, school or higher learning institution put learning activities as their core business. It's mean that the successful of education is closely related to the successful of the learning activities itself. Ford (1992) emphasizes that anyone successes are not produce of itself but cooperation from many parties. To ensure the efficiency of teaching and learning process, teachers must be able to create conducive teaching and learning environment. The efficiency of teaching and learning process highly related to teachers quality. Most committed teachers will ensure the successful of teaching and learning in classroom.

As a developing country, education system in Malaysia must be dynamic with emphasizes on school formality culture. Other than that, knowledge on students learning styles is crucial to produce potential students who may excellent in academics.

Challenging 21st century, basic knowledge about education is something that is relevant and must be enforced so that the new perspectives can generated changes that can be done with flying colors. Nowadays, education in Malaysia is more focusing on effort to achieve Malaysia as industrial country. So, school which is presumed to be cultural agents has becoming a field to accomplish the mission. However, certain schools which are too passionate of being excellent, academically over oriented.

Highlighted matters are every school has their own culture. There is certain school which stressed on instrumental actions which concentrated towards school future goals and examination oriented while others keep works on co-curricular and affective values. So, this study was conduct to gain deeper knowledge about school formality culture from physical, social and knowledge culture. Researchers dedicated to know if there are significant relations between school culture and students academic performance.

Education should play major roles on developing individual's potentials. So, students must know their own learning styles. This is to help them to keep focus on the content of the lesson. Every minute allocated would be meaningful if they can remember facts and key concepts of the lesson. Furthermore, researchers want to identify the most dominant students learning style from visual, auditory and kinesthetic aspects. Researchers also want to observe if there is any significant relation. Other than that, researchers also want to know if there are any significant differences between students learning style according to school location.

2. Material and Methods

This research is a descriptive survey study about relations between school formality culture and student learning styles to student's academic performance. Research conducted using questionnaires which is in 5 Points Likert Scales. Questions about school formality culture extracted from *School Formality Culture Identification Form*

that suggested by Curriculum Development Center (Ee, 1996). Meanwhile, questions related to learning styles picked and adapted from Barbe Learning Styles (1987). This questionnaire consists of 3 sets which are Section A: asking on students' profiles, Section B on school formality culture and Section C on Student Learning Styles. Next, data is analyzed using *Statistical Package for Social Science (SPSS) ver 12.0*. In this research, descriptive analyses used consist of min, percentage, frequency and standard deviation. Inference analyses used is Pearson correlation and *t-test* to differentiate between two variants.

3. Result and Discussion

In the current study, the relations between school formality culture and student learning styles to student's academic performance in Malaysia are very few. The data is analyzed and interpreted to based the objective of the research and is stated as follows.

INSERT TABLE 1 ABOUT HERE

Table 2 shows min distribution and overall standard deviation for each aspect in students learning style. The highest overall min is from visual aspect with 3.84 and 0.49 for standard deviation. It's followed by auditory aspect with 3.83 on overall min and 0.49 or standard deviation. The lowest one is kinesthetic aspect which 3.80 on overall min and 0.50 on standard deviation. So, the most dominant student learning style is from visual aspect.

INSERT TABLE 2 ABOUT HERE

Table 3 shows academic performance of every respondent. It shows that 148 respondents or 63.2 percents is on moderate level. Meanwhile, 68 students, consist of 29.1 percent acquire high level of academic performance and the rest is 18 students or 7.7 percent only in low level performance.

INSERT TABLE 4 ABOUT HERE

Table 4 shows the distribution of students' academic level according to school location which result is on urban area school only one student on high level, 64 on moderate level and 27 respondents on low level (1.1 percent high, 69.6 percent moderate and 29.3 percent low). These involved 92 respondents. For rural area school, the frequency by level is 17 respondents got high level, 84 respondents got moderate level and 41 students achieve low level (12 % for high level, 59.2 % for moderate and 28.9 % for low level). Total respondents are 18 respondents got high academic level of 7.7 %, 148 respondents got moderate level of 63.2 % and 68 students achieved low level with 29.1 %. Overall, there is no huge gap between rural area schools with urban area school in form of academic performance.

INSERT TABLE 5 ABOUT HERE

Table 5 shows the distribution of school formality culture according to school location which shows that urban area school has zero on high level, 36 on moderate level and 56 respondents on low level (0.0 percent, 39.1 percent and 60.9 percent). These had involved 92 respondents. For rural area school, the frequency by level is none of any respondents got high level, 49 respondents got moderate level and 93 students achieve low level (0.0 % for high level, 34.5 % for moderate and 65.5 % for low level). As a whole, none respondent got high school formality culture, 85 respondents got moderate level of 36.3 % and 149 students achieved low level with 63.7 %. Overall, there is high percentage among rural area and urban area school in form of school formality culture.

INSERT TABLE 6 ABOUT HERE

Table 6 shows Pearson Correlation School Formality Culture based on physical aspect with student's academic performance. Pearson's correlation shows the value of correlation is 0.088. That means weak relation between school formality cultures with student's academic performance.

INSERT TABLE 7 ABOUT HERE

Table 7 shows Pearson's Correlation of school formality culture based on social aspect with student's academic performance. It shows coefficient correlation of 0.214. This means weaker relationship occur between school formality cultures with academic performance. The p values is 0.01 smaller from significant level $\alpha = 0.05$. So, Null hypothesis is accepted. In the other words, there are no significant relations between social aspects with student's academic performance.

INSERT TABLE 8 ABOUT HERE

Table 8 shows Pearson's Correlation of school formality culture based on knowledge culture aspect with student's academic performance. It shows coefficient correlation is about 0.113. This means a very weak

relationship occur between school formalities cultures with academic performance. The p values is 0.85 larger from significant level $\alpha = 0.05$. So, null hypothesis is accepted. In the other words, there are no significant relations between knowledge culture aspects with student's academic performance.

INSERT TABLE 21 ABOUT HERE

Table 9 shows Pearson's Correlation of school formality culture based on overall aspect with student's academic performance. It shows coefficient correlation of 0.157. This means a very weak relationship occur between school formalities cultures in overall with academic performance. The p values is 0.016 smaller from significant level $\alpha = 0.05$. So, Null hypothesis is rejected. In the other words, there are significant relations between school formality aspects in overall with student's academic performance.

INSERT TABLE 10 ABOUT HERE

Table 10 shows Pearson's Correlation of student's learning style based on visual aspect with student's academic performance. It shows coefficient correlation is about 0.235. This means weaker relationship occur between students' learning style with academic performance. The p values is 0.000 smaller from significant level $\alpha = 0.05$. So, Null hypothesis is rejected. In the other words, there are significant relations between visual aspects with student's academic performance.

INSERT TABLE 11 ABOUT HERE

Table 11 shows Pearson's Correlation of student's learning style based on auditory aspect with student's academic performance. It shows coefficient correlation of 0.199. This means weaker relationship occur between students' learning style with academic performance. The p values is 0.002 smaller from significant level $\alpha = 0.05$. So, Null hypothesis is rejected. In the other words, there are significant relations between auditory aspects with student's academic performance.

INSERT TABLE 12 ABOUT HERE

Table 12 shows Pearson's Correlation of student's learning style based on kinesthetic aspect to student's academic performance. It shows coefficient correlation of 0.115. This means a very weak relationship occur between students' learning style with academic performance. The p values is 0.080 smaller from significant level $\alpha = 0.05$. So, Null hypothesis is accepted. In the other words, there are no significant relations between kinesthetic aspects with student's academic performance.

INSERT TABLE 13 ABOUT HERE

Table 13 shows Pearson's Correlation of student's learning style based on overall aspect with student's academic performance. It shows coefficient correlation of 0.002. This means weaker relationship exist between school students' learning style with academic performance. The p values is 0.002 smaller from significant level $\alpha = 0.05$. So, Null hypothesis is accepted. In the other words, there are significant relations between overall aspects with student's academic performance.

INSERT TABLE 14 ABOUT HERE

Table 14 shows min distribution and significant values (t-test) for significant differences between school formality cultures based on physical aspect according to school location. It shows significant values obtained is 0.870 bigger than significant level $\alpha = 0.05$. So, Null hypothesis is accepted. Hence, there are significant differences between school formality cultures on physical aspect with school location.

INSERT TABLE 15 ABOUT HERE

Table 15 shows min distribution and significant values (t-test) for significant differences between school formality cultures based on physical aspect according to school location. It shows significant values obtained is 0.494 bigger than significant level $\alpha = 0.05$. So, Null hypothesis is accepted. Hence, there are no significant differences between school formality cultures on physical social with school location.

INSERT TABLE 16 ABOUT HERE

Table 16 shows min distribution and significant values (t-test) for significant differences between school formality cultures based on knowledge culture aspect according to school location. It shows significant values obtained is 0.043 smaller than significant level $\alpha = 0.05$. So, Null hypothesis is rejected. Hence, there are significant differences between school formality cultures on knowledge culture with school location.

INSERT TABLE 17 ABOUT HERE

Table 17 shows min distribution and significant values (t-test) for significant differences between school formality cultures based on overall aspect according to school location. It shows significant values obtained is 0.291 larger than significant level $\alpha = 0.05$. So, Null hypothesis is accepted. Hence, there are no significant differences between school formality cultures on overall aspect with school location.

INSERT TABLE 18 ABOUT HERE

Table 18 shows min distribution and significant values (t-test) for significant differences between student's learning style based on visual aspect according to school location. It shows significant values obtained is 0.784 larger than significant level $\alpha = 0.05$. So, Null hypothesis is accepted. Hence, there are no significant differences between school student's learning styles on visual aspect with school location.

INSERT TABLE 19 ABOUT HERE

Table 19 shows min distribution and significant values (t-test) for significant differences between student's learning styles based on visual aspect according to school location. It shows significant values obtained is 0.784 larger than significant level $\alpha = 0.588$. So, Null hypothesis is accepted. Hence, there are no significant differences between school student's learning styles on visual aspect with school location.

INSERT TABLE 20 ABOUT HERE

Table 20 shows min distribution and significant values (t-test) for significant differences between student's learning styles based on visual aspect according to school location. Its shows significant values obtained is 0.957 larger than significant level $\alpha = 0.05$. So, Null hypothesis is accepted. Hence, there are no significant differences between school student's learning styles on visual aspect with school location.

INSERT TABLE 21 ABOUT HERE

Table 21 describing about min distribution and significant values (t-test) for significant differences between student's learning styles based on overall aspect according to school location. Its shows significant values obtained is 0.816 larger than significant level $\alpha = 0.05$. So, Null hypothesis is accepted. Hence, there are no significant differences between school student's learning styles on overall aspect with school location.

4. Discussions

Based on the result, majority of students choose the most dominant school formality culture is on social aspect. Most of them conclude that they always respect somebody else right, obey to school regulations, independent and trust to themselves. The findings are also parallel with Harzly (2005), who make a research about school climate with achievement at Technical Secondary School Federal Territory Kuala Lumpur. 140 of students were selected as respondents. The finding was social climate or formality culture is the most dominant.

Other than that, the most dominant learning style is from visual aspect, auditory and the last one is kinesthetic aspect. So, it is concluded that students are more likely to read books or text with graphics or illustrations. Other than that, research finding is also similar to Ab Rahim *et al* (1995) whose research was picked from Joseph Gomez (1999). In his research, he concluded that overall Teacher Training for Graduate student's at Institute of Sultan Idris more interested in visual style learning.

This research also shows result of academic performance level for every respondent. Overall, respondent achieved moderate level in academic. However, there are no obvious differences between urban area schools to rural area schools in term of academic performance.

However, school formality culture level for both rural and urban school is on high point. This research discusses schools formality culture according to schools location. 92 of respondents are from urban areas school and the rest are from rural areas. Result showed that 56 students (60.9%) state that school formality culture is high. 36 respondents (39.1%) states that school formality culture is on average level. There is no percentage recorded for low level. For rural school areas, there are 142 respondent selected. 93 respondents (65.5%) stated that school formality culture is in high level, 49 respondents (34.5%) of them rated school formality culture on average level. No percentage for low level of school formality culture rated.

5. Recommendation

Based on the research results, researcher comes forward with some suggestions to enhance efficiency of school formality culture and students learning style in order to give more positive impacts on student's performance.

a) Teachers, Administrators and School Managements

Generally, school formality culture affects productivity. So, school managements must take seriously about physical aspects. Conducive environment is essential to create a harmonic and purity climate in school.

Basics infrastructures as water supply, electricity and communication must always be in good conditions. Teaching and learning materials as computers, LCD's and others must be sufficient and ready to be used. These equipments are very important for effective learning. Teachers must make sure that classroom is comfortable and in good conditions. The chairs and desks must be in order and good in arrangement.

Planning of replenish instrumentations in classroom; library and laboratory must be made very vividly. An organization must be formed to care for these instrumentations such as computers, LCD's and others. This organization must always ensure that these instrumentations are working properly and up-to-date.

According to Salleh (1997), Seri Puteri Secondary School Kuala Lumpur had achieved excellence achievement of 100% grade 1 for 3 years consecutively (1992-1994). This success is highly related to the hard work and full commitment provided by teachers. Extra classes for weaker students are identified as main factor to this achievement. Relationship between teachers and students are also closely established. This convincing us that social aspect is very important.

Teachers also suggested implementing school formality culture based on social aspect by creating relationships among students, colleague and society. Teachers must care for teaching profession as to avoid misunderstanding about this noble career. School administrator was also asked to cooperate with all staff in order to create a caring and safe school. Through clubs and organizations, school can create entrepreneur culture and quality management culture. Open attitude must be implemented as to contribute to other parties that contribute so that school formality culture can be increased.

Intellectual activities like debate, poem recitation, motivational camps and others must be always organized to encouraged students participations. Generally, knowledge culture aspect is essential to develop excellence in school.

b) Students

Students are the main actor in this research. Results show that academic performance highly influenced by their own school formality culture. Every programs organized by their school will not succeed without the cooperation of the students. Every student must develop feeling to love their school. Other than that, they must take good care of cleanliness and use all infrastructures and materials provided carefully.

Students also practiced respect to their friends and teachers. The way they dress is also taken into account. In classroom, they must cooperate with others to take care of their classroom. This is very important to develop a good school formality culture based on physical, social and knowledge aspects.

Results of the research show that majority of students practiced visual learning styles. But, they are advised to practice the other learning styles so they not only concentrated with only one style. Verily, students must be exposed to learning styles that more active.

c) Ministry Education of Malaysia

Ministry plays important roles in changing the education world. In 1998, Ministry Education of Malaysia has made paperwork about school formality culture. The form should be distributed to every school in Malaysia. This is to identify the level of school formality culture in Malaysia. Other than that, ministry can study about the weakness and implement ways to handle the problems. Other than that, ministry must make a research about student learning style because this is important to increase student's performance.

6. Conclusion

Serious attention should be given to the planning of creating students' excellence in terms of physical, emotional, spiritual, intellect and personality aspects. The present society is hoping the future generation will be excellent in various aspects besides practicing in lifelong learning. Nevertheless, in reality the students simply study for the purpose of passing the examinations and the achievement of secondary students of the urban areas differ from the rural. The impact is on the technology, research and country's economy which would be falling far behind compare to the advanced countries. As such, all parties especially those involve in the education field such as The Education Ministry, schools and teachers should take the necessary steps to curb these problems. The result of this research shows that there is significant relationship between school's formal culture and learning style with students' academic performance. Therefore, schools should make changes to improve and maintain the school's formal culture. Besides that, emphasis should also be given to the instructional and learning aspects. Teaching and learning process can become effective only if the teachers are able to identify the students' learning style.

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Table 1. Min distribution and Overall Standard Deviation for every aspect in School Formality Culture

School Formality Culture	Overall Min	Standard Deviation
Physical Aspect	3.72	0.53
Social Aspect	3.97	0.46
Knowledge Culture Aspect	3.66	0.44

Table 2. Min Distribution and Overall Standard Deviation for Every Aspect in Student Learning Style

Student Learning Style	Overall Min	Standard Deviation
Visual Aspect	3.84	0.49
Auditory Aspect	3.83	0.49
Kinesthetic Aspect	3.80	0.50

Table 3. Frequency Distribution and Student's Percentage According to Academic Performance Level (n=234)

Level	Frequency	Percentage
Low	18	7.7
Moderate	148	63.2
High	68	29.1
Total	234	100.0

Table 4. Distribution of Students Academic Level According to School Location (n=234)

			Performance Level			Total
			High	Moderate	Low	
School Location	Urban	Frequency	1	64	27	92
		Percentage (%)	1.1	69.6	29.3	100.0
	Rural	Frequency	17	84	41	142
		Percentage (%)	12.0	59.2	28.9	100.0
	Total	Frequency	18	148	68	234
		Percentage (%)	7.7	63.2	29.1	100.0

Table 5. Distribution Level of School Formality Culture According to School Location (n=234)

			School Formality Culture			Total
			High	Moderate	Low	
School Location	Urban	Frequency	0	36	56	92
		Percentage (%)	0.0	39.1	60.9	100.0
	Rural	Frequency	0	49	93	142
		Percentage (%)	0.0	34.5	65.5	100.0
	Total	Frequency	0	85	149	234
		Percentage (%)	0.0	36.3	63.7	100.0

Table 6. Pearson Correlation School Formality Culture Based on Physical Aspect with Academic Performance

School Formality Culture		Score
Physical	Pearson correlation coefficient, r	0.088
	Sig.(2-tailed), p	0.181
	Frequency, n	234

Significant Level $\alpha = 0.05$

Table 7. Pearson Correlation School Formality Culture Based on Social Aspect with Academic Performance

School Formality Culture		Score
Social	Pearson correlation coefficient, r	0.214
	Sig.(2-tailed), p	0.01
	Frequency, n	234

Correlation is significant on significant level $\alpha = 0.05$ (2 end's test)

Table 8. Pearson Correlation School Formality Culture Based on Knowledge Culture Aspect with Academic Performance

School Formality Culture		Score
Knowledge Culture	Pearson correlation coefficient, r	0.113
	Sig.(2-tailed), p	0.85
	Frequency, n	234

Significant Level $\alpha = 0.05$

Table 9. Pearson Correlation School Formality Culture Based on Overall Aspect with Academic Performance

School Formality Culture		Score
Knowledge Culture	Pearson correlation coefficient, r	0.157
	Sig.(2-tailed), p	0.016
	Frequency, n	234

Correlation is significant on significant level $\alpha = 0.05$ (2 end's test)

Table 10. Pearson Correlation Student's learning Style Based on Visual Aspect with Academic Performance

Learning Style		Score
Visual	Pearson correlation coefficient, r	0.235
	Sig.(2-tailed), p	0.000
	Frequency, n	234

Correlation is significant on significant level $\alpha = 0.05$ (2 end's test)

Table 11. Pearson Correlation Student's Learning Style Based on Auditory Aspect with Academic Performance

Learning Style		Score
Auditory	Pearson correlation coefficient, r	0.199
	Sig.(2-tailed), p	0.002
	Frequency, n	234

Correlation is significant on significant level $\alpha = 0.05$ (2 end's test)

Table 12. Pearson Correlation Student's Learning Style Based on Kinesthetic Aspect with Academic Performance

Learning Style		Score
Kinesthetic	Pearson correlation coefficient, r	0.115
	Sig.(2-tailed), p	0.080
	Frequency, n	234

Significant level $\alpha = 0.05$

Table 13. Pearson Correlation Student's Learning Style Based on Overall Aspect with Academic Performance

Learning Style		Score
Kinesthetic	Pearson correlation coefficient, r	0.205
	Sig.(2-tailed), p	0.002
	Frequency, n	234

Significant level $\alpha = 0.05$

Table 14. Min Distribution and Significant Values (t-test) For Significant Differences between School Formality Culture Based On Physical Aspect According to School Location

School Location	Frequency, n	Min	Standard Deviation	Df	t	Significant
Urban	92	3.638	0.540	232	-1.086	0.870
Rural	142	3.765	0.519	189.058	-1.791	

Significant level $\alpha = 0.05$

Table 15. Min Distribution and Significant Values (t-test) For Significant Differences between School Formality Culture Based On Social Aspect According to School Location

School Location	Frequency	Min	Standard Deviation	Df	t	Significant
Urban	92	4.008	0.438	232	-1.051	0.494
Rural	142	3.943	0.446	183.142	-1.033	

Significant level $\alpha = 0.05$

Table 16. Min Distribution and Significant Values (T-Test) For Significant Differences between School Formality Culture Based On Knowledge Culture Aspect According to School Location

School Location	Frequency, n	Min	Standard Deviation	Df	t	Significant
Urban	92	3.689	0.477	232	0.923	0.043
Rural	142	3.634	0.422	177.050	0.899	

Significant level $\alpha = 0.05$

Table 17. Min Distribution and Significant Values (t-test) For Significant Differences between School Formality Culture Based On Overall Aspect According to School Location

School Location	Frequency, n	Min	Standard Deviation	Df	T	Significant
Urban	92	3.780	0.441	232	-0.071	0.291
Rural	142	3.784	0.401	181.152	-0.069	

Significant level $\alpha = 0.05$

Table 18. Min Distribution and Significant Values (t-test) For Significant Differences between Student's Learning Style Based on Visual Aspect According to School Location

School Location	Frequency, n	Min	Standard Deviation	Df	t	Significant
Urban	92	3.823	0.480	232	-0.493	0.784
Rural	142	3.855	0.491	197.420	-0.495	

Significant level $\alpha = 0.05$

Table 19. Min Distribution and Significant Values (t-test) For Significant Differences between Student's Learning Style Based on Auditory Aspect According to School Location

School Location	Frequency, n	Min	Standard Deviation	Df	t	Significant
Urban	92	3.824	0.467	232	-0.293	0.588
Rural	142	3.839	0.498	203.001	-0.242	

Significant level $\alpha = 0.05$

Table 20. Min Distribution and Significant Values (T-Test) For Significant Differences between Student's Learning Style Based on Kinesthetic Aspect According to School Location

School Location	Frequency, n	Min	Standard Deviation	Df	t	Significant
Urban	92	3.774	0.488	232	-0.512	0.957
Rural	142	3.809	0.514	201.673	-0.518	

Significant level $\alpha = 0.05$

Table 21. Min Distribution and Significant Values (t-test) For Significant Differences between Student's Learning Style Based on Overall Aspect According to School Location

School Location	Frequency, n	Min	Standard Deviation	Df	t	Significant
Urban	92	3.807	0.426	232	-0.469	0.816
Rural	142	3.834	0.444	200.238	-0.473	

Significant level $\alpha = 0.05$