LEARNING STYLE OF MILLENNIAL STUDENTS IN FULL DAY SCHOOL

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Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui gaya belajar siswa milenial di sekolah sehari penuh. Penelitian ini adalah penelitian dengan desain fenomenologi. Sampel dari penelitian mengambil 32 sampel dari siswa kelas sebelas di SMKN 1 Pogalan. Sampel tersebut diberikan kuesioner dengan skala bertingkat untuk mengetahui gaya belajar siswa tersebut. Setelah kuesioner diisi, data tersebut akan di cocokan dengan teori yang berkaitan.Hasil dari penelitian ini menunjukkan gaya belajar sampel yang dominan adalah gaya belajar afektif dan fisiologi, jumlah data tersebut menunjukkan angka 28.12% dan 34.37% dari 32 sampel. Berdasarkan dari hasil penelitian, gaya belajar siswa milenial di sekolah sehari penuh adalah gaya belajar afektif dan fisiologi. Karakteristik dari gaya belajar tersebut adalah mereka membutuhkan orang lain untuk belajar dan mereka bergantung pada keadaan fisik sekitar seperti lingkungan, suhu dan yang lainnya.

Kata Kunci: Gaya Belajar; Sekolah Sehari Penuh; Siswa Milenial.

Abstract: The objective of this research is to know the learning style of the millennial generation in full day school obligation. This research is phenomenological research design. The samples of the research were 32 students from XI grade at SMKN 1 Pogalan. The samples were given a set of rating scale questionnaires to know the students' learning style. Data from questionnaires would be matched with the related theory. The result of the questionnaires showed that the most of samples had affective learning style and physiological learning style, the amount of them were 28.12% and 34.37% from 32 samples. Based on the result, the learning style of millennial students in full day school are affective and physiological styles. The characteristics of this style are they need each other to learn and they are depend on their physical surroundings such as learning environment, temperature and others.

Key Words: Full Day School; Learning Style; Millennial Students.

INTRODUCTION

Full day school is a learning program to emphasize the students at school with all educational activities, through full day school all students will explore their ability himself (Tjahyono, 2017). Moreover, based on terminology full day school is a learning system held on all day long in five days start from 07.00 until 15.30 (Mustiningsih, 2017). From the statements above, the definition of the full day school is a learning system held in five days a week to make students study all day long at school with education activities to explore students' ability.

Full day school has some advantages. Full day school can improve students' achievement through longer time utilization and effectiveness of school communication

with parents (Diette, 2007 in Miranda, 2016 in Imron 2017). In addition, Full day school system not only has same curriculum essence but also local curriculum, because of that students will more understand to academic material and non-academic material (Nirbita, Pratiwi and Ediyono, 2017). According to the statements above, full day school has advantages to improve students' achievement and help students to understand academic and non-academic materials.

As the matter of the fact in Full day school, students' programs and activities at school for example learning, playing, and praying are put together as an education system (Kusnadi, 2017). Furthermore, the implementation of full day school is to emphasize students' study time at school, so their study more effective and efficient (Mustiningsih, 2017). From the statement above, the implementation of full day school to emphasize the students' study time and to blend student's programs and activities as one system. Full day school has been applied in several Indonesian schools and the millennial generation is encountering by full day school obligation.

The millennial generation, is the generation who was born 1982 to 2005, now age 25 or younger. Millennial as a generation has seen a steady decrease in high risk behaviors (Strauss and Howe, 2007). Moreover, Sarah (2015) millennial generation is a common term to describe a generation who was born in the digital era, they born in the united of development of technology with daily activities. From the statements above, nowadays millennial generation is a generation who was born on 1982 to 2005 or they born in the digital era. Nowadays, millennial student mostly as a student at high school.

The millennial generation has several characteristics. Millennia's culture is becoming less edgy, with a new focus on upbeat messages and big brands and more conventional. Their relationship is close to their parents (Strauss and Howe, 2007). Furthermore, millennial generation characteristic in communication is instant communication toward real time surrounding and network development, they are developing a network to make a connection and collaborate with other people (Wahana, 2015). From the statements above, the millennial generation is the generation who live in the digital era and they cannot be separated by technology. They like to have a relation with other people and in their school life, the millennial generation will have their own learning style.

Learning style is the way, how someone absorbs, manage and process information or lesson materials (Hartati, 2014). Moreover, Keefe (in Ghufron, 2014 in Yola, 2016) defines that, "Learning style is the characteristic of cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact

with, and respond to the learning environment". From the explanation of the experts, learning style is the way someone process information with cognitive, affective and physiological to interact with a learning environment.

Learning style is divided into some characters. Hartati (2014) said that "Responding stimuli or information, the student has their own style, for example, there are students would like to respond their own information individually and there are students would like to respond stimuli in a group. Furthermore, Depotter (1992 in Hartati, 2014) mentioned that learning styles based on modality is divided into three characters, they are visual, audio and kinetic. From the statements above, learning style character has divided into two. First, the characters based on responding stimuli and the second is based on modality. In responding stimuli, the student learns by individual and in a group, but in modality, the student learns by visual, audio and kinetic.

The government of Indonesia at early June 2017, before the end of academic year 2016/2017. Educational and Cultural Ministry (*Kemendikbud*) publishing a full day school obligation (FDS) followed with *Peraturan Mendikbud* (*Permendikbud*) Number 23 the Year 2017 about *Hari Sekolah* (School Day) on 9 June 2017. The main point of full day school obligation, at the beginning of Academic year 2017/2018 every school will be held on Monday until Friday (Five School days) with eight duration of lesson time every day (Indahri, 2017). Muhadjir (2017 in Indahri, 2017) said the purpose of full day school is because of global requirement in the 21st century, school must grow up students' character and make students have the critical thinking, creative, being able in to communicate, and collaboration, so they will not leave behind in the millennial generation era. According to the observation from SMKN 1 Pogalan who has been applying Full day school obligation. The students from SMKN 1 Pogalan must attend class at 07.00 a.m. until 04.00 p.m., and they have break time twice a day it's about 45 minutes. Meanwhile, before the full day school obligation has been applying millennial students only study at school from 07.00 until 02.00 p.m. As a matter of fact, the implementation of full day school will give effect to student's learning style. Learning style is important modality in the study, some of the students can study well if they know their own learning style (Chatib, 2014 in Sari 2014).

According to the statements above the research problem is "How is the millennial students' learning style in full day school obligation?" Based on the statement of research problem, This research objective divided into two. First, the general objective and particular objective. The general objective of this research is to know the learning style of millennial students. The particular objective is to know the learning styles of millennial

students in full day school obligation. In the end of this research, this research will useful for answer the researcher curiosity about the learning style of the millennial student in full-day school obligation, can help the teacher to adjust the learning method toward the student's learning style, can help the student to know their learning style to improve their quality of study in full day school and can be used for reference to make new research with the same variable as this research.

RESEARCH METHOD

In this research, the researcher uses a qualitative approach with a phenomenological research design. Moustakas (1994 in Giorgi, 2009 in Creswell, 2014) said that "the phenomenological design is a description of the lived experience of individual or participant in a phenomenon, the phenomenological research studies from philosophy and psychology." The research title from this research is related to the phenomena occur at this time. The millennial generation is the subject of this research. They are growing up in this era. Full day school obligation is the obligation set up in several schools in Indonesia at this time.

To conduct this research, the researcher uses some procedure. They are 1) Selecting problem 2) Reviewing theory related to the problem 3) Designing the research 4) Collecting the data 5) Analyzing the data 6) Interpreting the research finding and stating a conclusion. 7) Reporting the result (Ary, Jacobs and Sorensen, 2010). First, selecting a problem. There is some consideration to select a problem. The problem must be interesting to you, the problem must significant to knowledge or solving some educational problem, reasonable with time and your ability to finish the research, and the last make sure you are involved in a role of context to make it easiest. Second, reviewing theory related to the problem. To conduct the research, the researcher must know the theory related to the problem to help them familiarize in the problem of research. Third, designing the research. The researcher design the plan or framework to conduct this research. In this step, the researcher will show how to answer the research problem. Fourth, collecting the data. The researcher will explain the methods are used to collect the data. There are three ways to collect data in qualitative research, they are observation, interviewing and document or artifact analysis. Fifth, analyzing the data. The researcher will organize the data into their part to make the data easiest for interpreting. Sixth, interpreting the research finding and stating a conclusion. The researcher makes the generalization based on correlation and general side among categories and patterns.

Seventh, reporting the result. The researcher reports the qualitative research data appropriate with qualitative research procedure.

Figure 1. **Steps in research procedure**
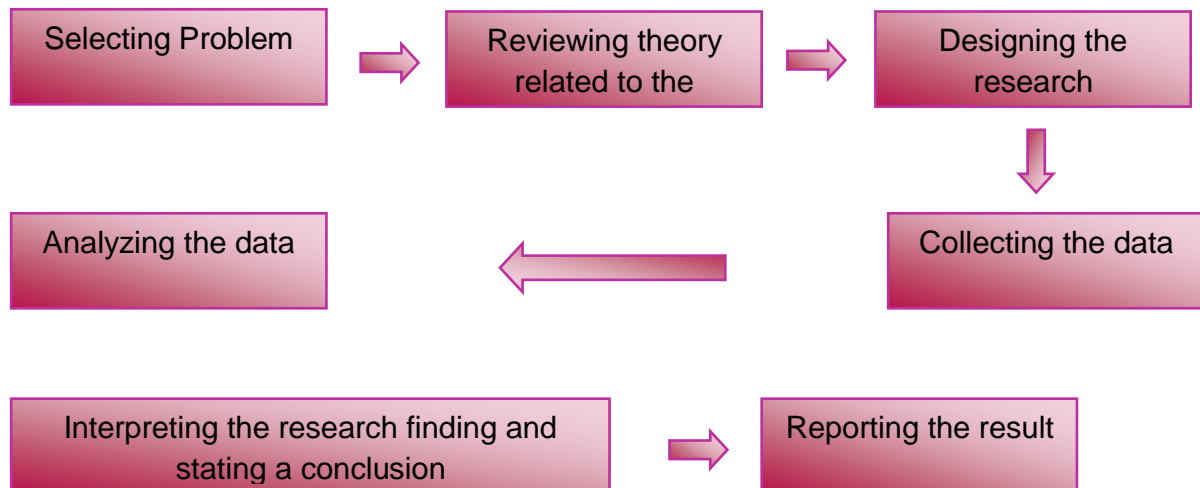
The importance of qualitative research is researcher participant or human as an instrument. In this research, the researcher as the observer. The researcher will gain more information or data to draw a conclusion in this research.

To conduct this research, the researcher must have a source to get the data. This research data is taken from observation and the questionnaire. The observation is done to observe the students' behavior and the questionnaire is spread to know the students' learning characters. The questionnaire is spread to the thirty-two sample of students at SMKN 1 Pogalan grade XI. The sample fills the questionnaire based on their own experience. Observation is used to choose the list and site of students to support the research. The observation is also used to observe the sample behavior. The Questionnaire is a written or printed form used in gathering information on some subject or subjects consisting of a list of questions to be submitted to one or more persons. In the questionnaire, there are 24 questions about the characteristic of learning style based on Keefe and Jenkis category. The question in this questionnaire divided into 5 sections each section consist of eight questions related to each learning style. The first section is the learning style in a cognitive visual learner, the second section is cognitive audio learner, the third section is a cognitive psychomotor or cognitive kinesthetic learner, the fourth section is an affective learner and the fifth is a physiological learner.

The student will choose one of the matches answers by their own experience of learning method. The blank space will be filled with three choices of answer the first is

"never applies to me (the score is 1)", the second is "sometimes applies to me (the score is two) and the last third is "often applies to me (the score is 3)". To scoring this questionnaire, actually they are divided into three sections, section one is number 1-8, section two is number 9-16, and section three is number 17-24. The highest score each section is 24 and the minimum score is 1. Students who get the highest score in one of the section they are belongs to their learning style.

The researcher analyzed the data through the following steps by Creswell (2014): 1). Organize and prepare the data for analysis. This involves transcribing interviews, optically scanning material, typing up field notes, cataloging all of the visual material, and sorting and arranging the data into different types depending on the sources of information. 2).Read or look at all the data. This first step provides a general sense of information and an opportunity to reflect on its overall meaning. 3). Start coding all of the data. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant. 4). Categorizing. Use the coding process to generate a description of the setting or people as well as categories or themes for analysis. Researchers can generate codes for this description. This analysis is useful in designing detailed descriptions for case studies, ethnographies, and narrative research projects. 5). Represented in the qualitative narrative. The description and themes will be represented in the qualitative narrative. The most popular approach is to use a narrative passage to convey the findings of the analysis. 6). Interpretation. A final step in data analysis involves making an interpretation in qualitative research of the findings or results.

Figure 2. **Steps in data analysis**
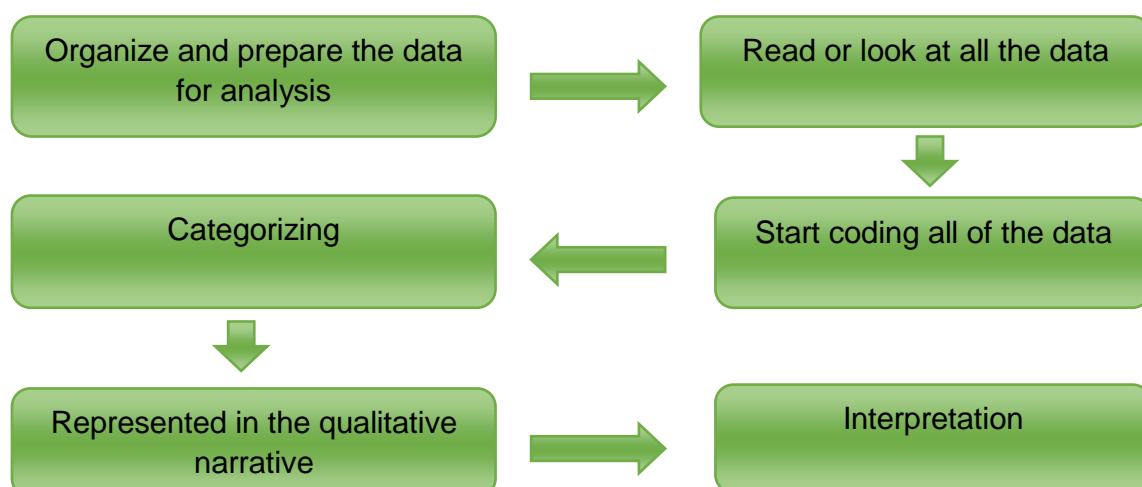
FINDINGS AND DISCUSSIONS

Findings

The researcher found eleventh learning style from thirty-two samples at SMKN 1 Pogalan grade XI Multimedia Department. From the data above 0.32% (1 student) of the sample is cognitive visual learner, 6.25% (2 students) is cognitive audio learner, 0.32% (1 student) is cognitive psychomotor learner, 28.12% (9 students) is affective learner, 34.37% (11 Students) is physiological learner, 0.32% (1 student) is cognitive visual and affective learner, 0.32% (1 student) is cognitive audio and physiological learner, 0.32% (1 student) is cognitive psychomotor and physiological learner, 9.38% (3 students) is affective and physiological learner, 0.32% (1 student) is cognitive visual, cognitive psychomotor and physiological learner, 0.32% (1 student) is cognitive (visual, audio, psychomotor) and physiological learner. The data percentage of research result has shown that the student of SMKN 1 Pogalan grade XI Multimedia Department mostly are physiological learners.

Figure 3. **Research finding**
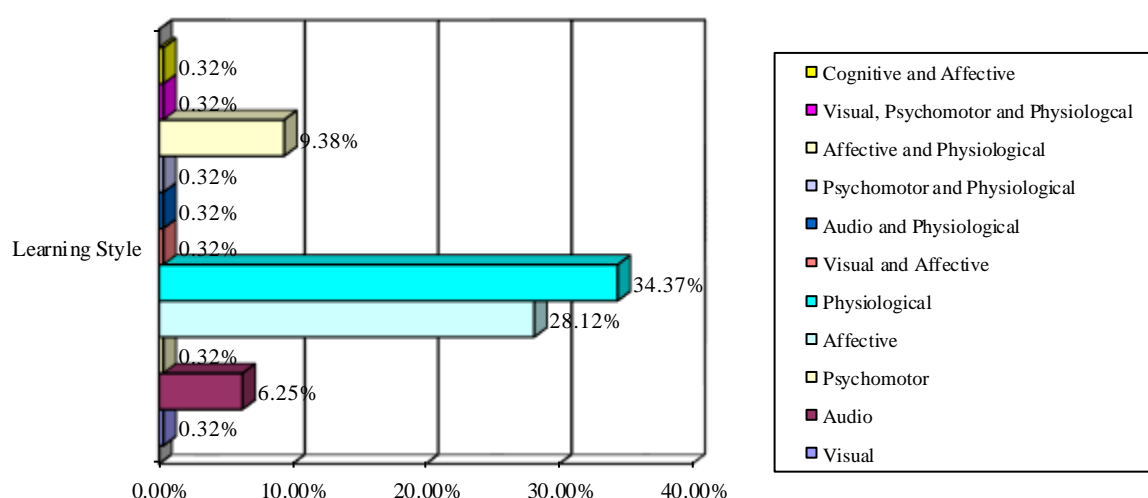
Discussions

The research objective in this research is the learning style of millennial students in full day school obligation. The main point from this research is about their learning style. From the questionnaire data analysis, the researcher found eleven learning styles from the thirty-two samples. The learning style has been found from the samples are cognitive visual learner, cognitive audio learner, cognitive psychomotor learner, affective learner, physiological learner, cognitive visual and physiological learner, cognitive audio

and affective learner, affective and physiological learner, cognitive visual, psychomotor and affective learner, cognitive and affective learner. Based on Keefe and Jenkis, they divided learning style into three major, they are cognitive, affective and physiological learning style. Moreover, cognitive style divided into a cognitive visual learner, a cognitive audio learner, and a psychomotor learner. The questionnaire analysis showed, there are eleven learning styles has been found from the thirty-two samples. The fifth among them, they are learning styles based on Keefe and Jenkis. The sixth others are the combination of learning style from blended characters based on five major learning styles characteristics by Keefe and Jenkis.

CONCLUSIONS AND SUGGESTIONS

The aim of this research was to know the learning style of millennial students in full day school obligation. The researcher collected the data by spread questionnaire. The researcher used samples from SMKN 1 Pogalan's students. SMKN 1 Pogalan is one of school has been applying Full Day school obligation. The data analysis showed there were eleven learning styles have been found. Five of them was the common learning style as Keefe and Jenkis explained. Six of them were the combination learning style related to the Keefe and Jenkis learning style characteristics. For example, a student not only had affective but also had a physiological learning style. In reality, the researcher found there were more than one learning style. The researcher concluded that the learning style of the millennial student in affective style and physiological style along with the characteristic millennial student. The millennial student depends on the other and their environment. The data showed most of the millennial students at SMKN 1 Pogalan has affective and physiological style. The percentage of the affective was 28.12%, physiological was 34.27% and the combination between affective and physiological was 9.38%.

This research was not perfect yet, because the researcher was still in the process of gaining perfection. Many weakness in this research, and the researcher still needed guidance from her lecturers and others. People criticism and suggestion from the readers were gladly welcomed in order to improve the research on the future. Based on the research finding, the researcher gives some suggestion to the teacher, students, and another researcher. The research finding shown there are many kinds of learning styles from the students. The teacher should know their students' learning style to help them adjust the best learning method to the millennial generation in process lesson material or educational system effectively. The students should know their own learning style to help

them more confident about their self and take the benefit from their own learning style and also they can improve their quality in the study.

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