
The Effect of Students Learning Style and Perceptions of the Teachers Teaching Styles Variants on Learning Outcomes in Sekolah Penggerak

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Abstract: Based on preliminary observations made by researchers at the three locations of SMAN which have the status of driving schools in Gresik Regency, it shows that there are problems in the economics learning outcomes on national income material in class XI. This information can be seen in the values of TP 2 in the national income material for several students who scored under the Minimum Completeness Criteria (KKM), where there is a minimum score of 75. This study aims to analyze the joint effect of kinesthetic learning styles and student perceptions regarding the variance of the interactional teacher's teaching style on the learning outcomes of students on national income material in driving schools. The population of 3 SMANs with the status of driving schools in Gresik Regency was 432 and then a simple random sampling technique was carried out. The sample used in this study were 144 students using explanatory quantitative methods and using tests, hypotheses, classical assumptions, multiple linear regression analysis. Based on the results of data processing, the coefficient of determination (R-squared) is 0.94. Thus, it can be concluded that the combined influence of variables X1 and X2 on variable Y is 94%, while 6% is caused by the influence of other variables. Thus it is expected that schools will pay attention to each student's learning style and conduct teacher training to improve the ability of teachers to teach variations so that student learning outcomes are optimal.

Keywords: Kinaesthetic learning style; student's perceptions; teaching style, sekolah penggerak.

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INTRODUCTION

Kurikulum Merdeka is designed to create a more adaptive, flexible, and student-centred education system in Indonesia. It emphasizes the development of critical thinking, creativity, and character among students, differing significantly from previous curricula by allowing educators to tailor learning experiences to individual student needs (Issn et al., 2024; Nurdiyanti, 2024; Ockta & Mardesia, 2023). Ki Hadjar Dewantara's educational philosophy emphasizes the liberation of children from limitations to allow them to learn according to their individual potentials. This aligns with the Indonesian government's current educational policies, particularly "merdeka belajar" (independent learning) and "pendidikan karakter" (character education) (Ferary, 2021, 2023).

The main elements in the Independent Curriculum that encourage the transformation of learning models include: first, project-based learning, which aims to encourage students to understand the material more deeply through the application of theory in real projects. Second, learning differentiation, which provides opportunities for

students to learn according to their abilities and interests. Third, the existence of more adaptive formative assessments that function as feedback for teachers to adjust the learning process to students' needs (Coyne et al., 2016; Günzel & Brehm, 2024; Kamerikar et al., 2019; Zhang et al., 2023).

This curriculum encourages the implementation of a more collaborative, creative, and active learning model, replacing traditional learning methods that have focused on one-way teaching and memorization. This transformation aims to make students more actively involved in the learning process and have the competence to face challenges in the real world. Therefore, the implementation of the Merdeka Curriculum is expected to produce a generation that is more adaptive, critical, and highly competitive in an ever-changing environment (Aufaa & Andaryani, 2023). KEMENDIKBUD in 2022 launched a new curriculum, namely the Independent Learning Curriculum focusing on essential content and on developing the character profile of Pancasila students. Merdeka Learning is implemented in order to accelerate the achievement of national education goals, namely to improve the quality of Indonesian human resources who are superior and competitive with other countries (Hasanah et al., 2022). Quality human resources that have superiority and are highly competitive can be achieved through students who have character education and high levels, especially in numeracy and literacy. In the independent curriculum, a teacher is required to be able to know the differences in student learning styles as a selection of learning strategies (Fitra, 2022; Ngaisah & Aulia, 2023; Sulistyosari et al., 2022). In the independent curriculum each individual applies a different learning style. Learning style is an effort that is used by each individual to absorb new and not easily understood information, information is received and processed, how to concentrate what is received in the brain (Mufidah, 2017). There are 3 learning styles namely auditory, visual, and kinesthetic (Arianti, 2018; Putri et al., 2020; W. I. Sari & Pujiastuti, 2021; Sauhana & Yeni, 2021; Susanti et al., 2020).

Despite the recognition of diverse learning and teaching approaches in educational settings, a thorough investigation that examines both the learning styles of students and the teaching styles employed by educators remains largely unexplored. This gap highlights the need for an in-depth study that assesses how various teaching styles align with or diverge from the preferred learning methods of students, as well as how these styles impact educational outcomes. A comprehensive examination of these dynamics could provide critical insights into effective educational practices, informing strategies that optimize learning experiences and foster more adaptable instructional methods across diverse educational contexts (Chetty et al., 2019; Ghobain & Zughaibi, 2024; Nadarajan et al., 2016; Ventura, 2016).

Learning styles and variations of the teacher's teaching style are 2 things that are related, there are differences in student learning styles, so the teacher must vary in teaching (Hasibuan, 2021). Variant of teaching style is an effort that is used to apply plans to real activities so that this is achieved optimally, to increase enthusiasm, and reduce boredom experienced by (Hasibuan, 2021; Madya et al., 2022; Sartika et al., 2021). The importance of these teaching style variants is to minimize the level of boredom in the learning process, provide individual learning services, and the teacher's role in understanding the proportion of student learning styles. The saturation experienced by students is caused by teachers who use minimal teaching style variants and their teaching style which is always monotonous (Kruk & Zawodniak, 2020). Efforts made by the teacher

to make the class more interactive and make assignments more challenging make students feel more focused and less bored (Xie, 2021).

Schools that have the status of driving schools and implement an independent curriculum require teachers to understand the learning styles of students and must have the skills of a variety of teaching styles (Ariyana, 2023). The teacher as a source of learning has an obligation that must be carried out to students in class. The obligation is to provide a learning environment that is creative, comfortable, and enjoyable. If the teacher can carry out or manage the class well, then the student learning process will achieve maximum learning outcomes. Learning outcomes are influenced by factors such as learning style [X1] and the teacher's teaching style [X2] (Elhawwa, 2022; Hasibuan, 2021; S. Munir et al., 2017; Saleh et al., 2018; Sartika et al., 2021; Septiana & Astutie, 2003; Tindog & Celestial, 2021). Learning outcomes are sequences of words that are multiplied by various tests at the end of learning (Irfansyah & Listiadi, 2021). The results of learning economics subjects for students are important (Karimah & Sunanik, 2019).

Based on previous research, it was found that there was a significant relationship between the variance of the teacher's teaching style and learning outcome (Saleh et al., 2018). This is due to the teacher's teaching style which has not been fully said to be good. Therefore, the material from the teacher is not fully assimilated by students, which in turn is related to student learning outcomes (Saleh et al., 2018). Other studies come to different conclusions. that the learning outcomes of children with auditory, visual, and kinesthetic learning styles cannot be compared (Nurnaifah et al., n.d.). Whatever learning style is used, students can still present what they get in learning outcomes (Nurnaifah et al., n.d.). The results of other studies state that someone with the most dominant learning style is used in different situations, other people may not be able to use that learning style in other situations. (Prihatin, 2017). Therefore, of the many learning styles, depending on the situation, one is better than the other (Prihatin, 2017).

Based on the initial observations of researchers at SMA Negeri 1 Menganti, it shows that there are problems in the learning outcomes of national income material economics in class XI. This information can be seen in the value of TP 2 in the national income material for several students who scored below the Minimum Completeness Criteria (KKM), where there is a minimum score of 75. This is reinforced by the existence of problems revealed in other research where during learning there is boredom students when the teacher teaches using only 1 learning method (Dowansiba, 2022; Rahmat & Jannatin, 2018). In addition, according to KEMENDIKBUD in implementing the independent curriculum a teacher must be creative and adapt their lessons. When a teacher uses only one approach, maybe it is difficult to maintain a positive learning environment until the lesson is over (Abidin, 2017). If the condition of the class atmosphere changes, it will be difficult to manage class conditions to become conducive again. Thus making the teaching and learning process less effective (Abidin, 2017).

Teacher teaching in driving schools is still conventional or not maximized when the learning process takes place (Dowansiba, 2022). There are several factors that influence student learning outcomes, namely external and internal factors (Irfansyah & Listiadi, 2021; Khumaero & Arief, 2017). Here are some internal factors that influence student learning outcomes, including learning styles, motivation, talents, attitudes, intelligence, attention, learning styles, and interests (Irfansyah & Listiadi, 2021; Khumaero & Arief, 2017). In addition, there are external factors, such as variations and difficulties of learning materials (motivation) that are learned (responsibility), the learning culture of the community

influences willingness, learning processes and outcomes, climate, school and school atmosphere. environment (Khumaero & Arief, 2017). One of the external factors that influence learning outcomes is the variety of teaching styles used by teachers in the classroom (Nurjanah & Adman, 2018).

Based on the underlying problems in the background, it is necessary to conduct research with the title "The Influence of Learning Styles and Student Perceptions on Variants of Teacher Teaching Styles on Learning Outcomes on National Income Materials in Sekolah Penggerak".

METHOD

This study uses novelty in the form of objects in schools that use the latest curriculum, namely the independent curriculum and research locations in driving schools. Based on the results of the analysis using the "VOS VIEWER" application compared to previous publications, in this one there are not many researchers who use learning style variables and teaching styles to learning outcome. Following are the results of the analysis that has been carried out in the vos viewer application.

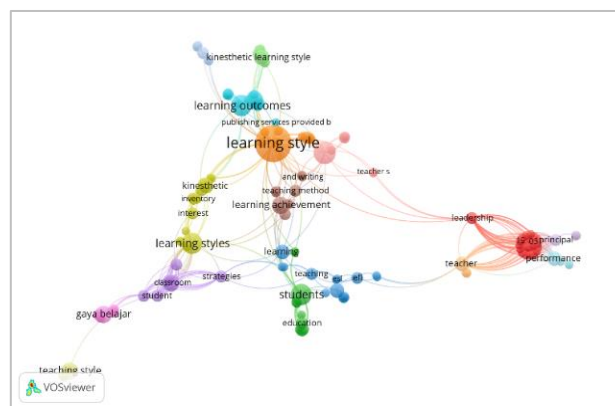


Figure 1. VosViewer Novelty Search Results

Based on this picture, the variables often used by previous researchers are learning style variables on learning outcomes. This is proven by the color of the red line and the location of the learning style variables and learning outcomes which are close to each other. On this basis, the researcher includes additional variables that have not been carried out by previous researchers. The additional variable is also a novelty. In addition, this research was conducted using the latest curriculum implemented by KEMENDIKBUD, namely the independent curriculum and the location of my research was in a driving school.

This research is a type of quantitative research method. To research data about a subject that interests you, quantitative research is a method of gathering information that uses data in the form of numbers as tools (Khaatimah & Wibawa, 2017). The type of research used in this study is explanatory quantitative. Explanative quantitative has the goal of explaining the relationship between one variable and another (Apriliyanti et al., 2020; Arintowati, 2017; Nurlela et al., 2022). The design of this study uses multiple linear regression analysis.

The following is a research model scheme that is useful for explaining the variables to be used in this study:

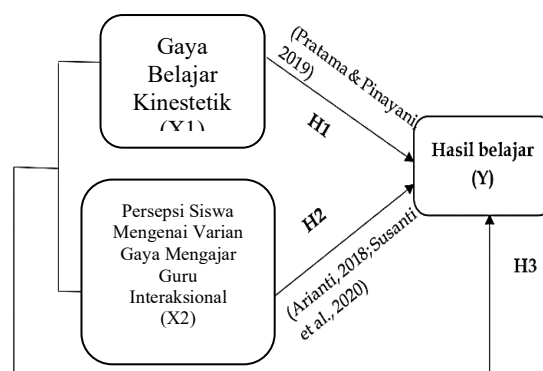


Figure 2. Schematic Research Model

Based on the schematic image of the model, it can be seen that in this study using manifest variables. Explanation or measurement of latent variables is done using manifest variables (Ginting, 2009) (Dwinanda & Nur, 2020) (Santoso, 2018).

Research instruments are devices that researchers use to collect data to facilitate work, improve work results and achieve better results (Hakimah, 2016). The instruments used in this study were in the form of questionnaires and TP 2 Daily Deuteronomy scores. Questionnaires are data collection methods that ask various questions related to research problems (Prawiyogi et al., 2021). In this study the questionnaire used was a closed questionnaire. Closed questionnaires are questionnaires that contain alternative answers to the questions asked, so that respondents do not have the freedom to answer questions (Shabrina et al., 2020). Meanwhile, to collect data on student learning outcomes, the instrument is used in the form of TP 2 Daily Test Scores, namely national income material.

This value is based on the KKM or KKTP, where the minimum score is 75. The measuring instrument used in this study is the Likert scale. The following is a further description of the Likert scale:

Table 1. Skala Likert Table

No.	Deskriptor	Positive Score	Negative Score
1.	totally disagree	1	5
2.	Disagree	2	4
3.	Neutral	3	3
4.	Agree	4	2
5.	Strongly agree	5	1

The term "data source" refers to everything that informs (M. S. Sari & Zefri, 2019). In this research, only primary data was used. Primary data is data obtained first-hand which is collected directly from the source (M. S. Sari & Zefri, 2019). In this research, only primary data was used. Primary data is data obtained first-hand which is collected directly from the source (M. S. Sari & Zefri, 2019). This study used a population of 432 Social Sciences Class XI students from 3 SMANs with driving school status in Gresik Regency. Then this research uses simple random sampling technique. After the simple random sampling technique was carried out using Microsoft Excel, this study used 144 students from 3 SMANs who had the status of driving schools in Gresik Regency.

In collecting data, researchers conducted observations, interviews, and questionnaires (Paramartha et al., 2018). Observation according to an expert named Sugiyono is a technique or way of collecting data that has characteristics compared to other techniques, namely interviews and questionnaires (Mohamad Fakhri Afriansyah, 2016). Documentation is finding information about variables in the form of notes, copies,

books, newspapers, magazines, etc (Mudayat, 2021). In this study, documentation used scientific reference journals, reports on student learning outcomes in class XI IPS SMA Negeri 1 Menganti, video or audio recordings or photos needed when research was conducted, etc. Questionnaire is a method of collecting data obtained by asking questions related to research problems (Prawiyogi et al., 2021). In this study, a questionnaire was used to collect information about students' learning styles and students' perceptions of the variance of teachers' teaching styles in social studies students' classes XI SMA Negeri 1 Menganti. When the questionnaire is distributed, it will be validated by the lecturer and tested for validity & reliability using SPSS 25. Then data analysis techniques such as F test, t test, determinant coefficient, classical assumption, and multiple linear regression analysis are performed.

RESULT AND DISCUSSION

The number of respondents in this study were 144 students. The following is a description of students based on gender, including:

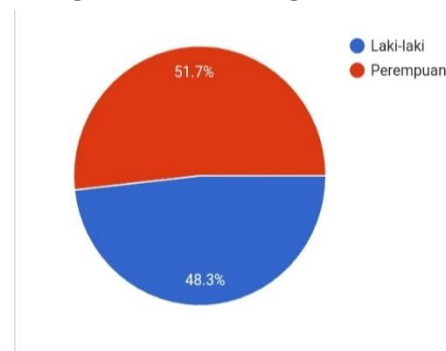


Figure 3. The number of respondents

Based on the chart above, it shows that there were more female respondents than male respondents in this study. This can be seen from the percentage of women who are greater than men with a score of 51.7% for women with a total of 76 students while men are 48.3% with a total of 69 students.

Hypothesis Testing

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1590.598	2	795.299	7.266	.001 ^b
Residual	15323.066	140	109.450		
Total	16913.664	142			

a. Dependent Variable: NILAI

b. Predictors: (Constant), X02, X01

Figure 4. F-Test

The F test tests whether all the independent variables have an influence on the dependent variable simultaneously (Mudayat, 2021). Based on the results of the F test image (attached), it is found that the Sig value < 0.05 means that simultaneously there is an influence of variables X1 and X2 on Y. The sig value is $0.01 < 0.05$. In addition to determining the F test, it can be determined by calculating the F value $> F$ table. Based on the results of the figure, the calculated F value is $7.266 > F$ table, the formula is $N-2$ ($143-2 = 141$) 2.339540 ,

thus H_0 is rejected and H_a is accepted. Then there is an influence between the variables X_1 and X_2 on Y .

T-Test

Model	Coefficients ^a				
	Unstandardized Coefficients		Standardized Coefficients		Sig.
	B	Std. Error	Beta	t	
1 (Constant)	70.905	6.314		11.231	.000
X01	-.563	.232	-.199	-2.427	.016
X02	1.232	.367	.276	3.361	.001

a. Dependent Variable: NILAI

Figure 5. T-Test

The t-test tests the truth of the hypothesis and measures whether there is a partial effect between the independent variables and the dependent variable (Mudayat, 2021). Based on the results of the t-test image above, the result is that the learning style variable (X_1) shows no effect on the learning outcome variable (Y). This is due to the sig value > 0.05 / t value $< t$ table. The sig value in variable X_1 is $0.16 > 0.05$. In addition, the value of t count $< t$ table (formula $N - \text{number of variables} / 143 - 3 = 140$) is $-2.427 < 1.6554340$. While there is a significant influence between student perceptions of the teacher's teaching style variant (X_2) on the learning outcomes variable (Y). This can be seen from the sig value < 0.05 / t value $> t$ table. In addition, the results of the t test on the student's perception variable regarding the variance of the teacher's teaching style (X_2) has a sig value < 0.05 / value t count $> t$ table. The sig value in variable X_2 is $0.01 < 0.05$. Based on the SPSS test results, the results of the variable X_2 show that the value of t count $> t$ table (formula $N - \text{number of variables} / 143 - 3 = 140$) is $3.361 > 1.6554340$. Thus there is a significant and positive influence between student perceptions of the variable teacher teaching style variant (X_2) on variable learning outcomes (Y).

Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.307 ^a	.094	.081	10.462

a. Predictors: (Constant), X02, X01

Figure 6. Koefisien Determinasi

Analysis of the coefficient of determination (R^2) was carried out to find out simultaneously the percentage contribution of the independent variables to the dependent variable (Mudayat, 2021). Based on the results of the data processing above, the coefficient of determination (R-squared) is 0.94. From this it can be concluded that the combined effect of variables X_1 and X_2 on variable Y is 94%, while 6% is caused by the influence of other variables.

Classical Assumptions

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		143
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	10.38792170
Most Extreme Differences	Absolute	.051
	Positive	.029
	Negative	-.051
Test Statistic		.051
Asymp. Sig. (2-tailed)		.200 ^{c,d}

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Figure 7. Normality Test

The normality test is used to test whether a model is declared to have a normal distribution or not (Mudayat, 2021). Before the data normality test is carried out, it needs to be transformed first. To transform the data, researchers use the Soland application. When the data has been transformed then the data is processed using the SPSS application version 25. Based on the normality test results image above, a sig value of 0.200 is obtained. Thus the basis for making a decision on a one sample group test if the sig value $> \alpha$ 0.05 then H_0 is accepted. Therefore the research data is normally distributed because the sig value is $0.200 > \alpha$ 0.05.

Multicollinearity Test

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	70.905	6.314			11.231	.000		
gaya belajar kinestetik	-.563	.232	-.199		-2.427	.016	.961	1.041
varian gaya mengajar guru (interaksional)	1.232	.367	.276		3.361	.001	.961	1.041

a. Dependent Variable: hasil belajar

Figure 8. Multicollinearity Test

The multicollinearity test has the goal of knowing whether there is a strong relationship between the independent variables (Mudayat, 2021). Based on the results of the chart above, it shows that the tolerance value is $0.961 > 0.10$. With these results, there is no multicollinearity or there is no perfect linear relationship between the variables that explain the regression. In addition, it can be seen from the value of VIF $1.041 < 0.10$. Thus, based on the basis of decision making, multicollinearity does not occur.

Heteroskedasticity Test

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1 (Constant)	18.405	3.529			5.216	.000
gaya belajar kinestetik	-.334	.130	-.215		-2.577	.011
varian gaya mengajar guru (interaksional)	-.213	.205	-.087		-1.040	.300

a. Dependent Variable: RES2

Figure 9. Heteroskedasticity Test

The heteroscedasticity test tests whether the regression model has unequal variances and residuals from one observation to another (Zakia & Hamdani, 2022). Based on the results above, it can be concluded that (X1) and (X2) there is no heteroscedasticity. The kinesthetic learning style variable (X1) shows a value of 0.11. This is in accordance with the basis for decision making that the significance value (sig) of the kinesthetic learning style variable (X1) is $0.11 > \alpha 0.05$ and it is stated that there is no heteroscedasticity. Meanwhile, the student perception variable in the interactional teacher teaching style variant also stated that there was no heteroscedasticity. This is in accordance with the decision-making basis for the significance value (sig) of the student perception variable in the interactional teacher teaching style variant of $300 > \alpha 0.05$.

Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
hasil belajar * gaya belajar kinestetik	Between Groups	(Combined)	3115.048	19	163.950	1.461	.111
		Linearity	354.090	1	354.090	3.156	.078
		Deviation from Linearity	2760.958	18	153.387	1.367	.160
	Within Groups		13798.617	123	112.184		
	Total		16913.664	142			

Future 10. Linearity Test

Based on the picture above, it can be concluded that the kinesthetic learning style variable (X1) has a relationship significantly linear with the learning outcome variable (Y). This can be seen from the significant value (sig) of variable X1 of $0.160 > 0.05$ according to the basis for making decisions on the linearity test. In addition, based on the picture above, it can be concluded that the student perception variable in the interactional teacher teaching style variant (X2) has a significant linear relationship with the learning outcome variable (Y). This can be seen from the results of the significant value (sig) of the X2 variable of $0.744 > 0.05$ according to the basis for making decisions on the linearity test.

Multiple Linear Regression Analysis

Coefficients ^a					
		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
Model					Sig.
1	(Constant)	70.905	6.314		11.231 .000
	X01	-.563	.232	-.199	-2.427 .016
	X02	1.232	.367	.276	3.361 .001

a. Dependent Variable: NILAI

Future 11. Multiple Linear Regression Analysis

Based on the analysis of the multiple linear regression equation above, it can be described as follows: first, The constant value (α) has a positive value of 70,905. The positive sign means that it shows a unidirectional influence between the independent variable and the dependent variable. Thus, if all the independent variables which include learning style (X1) and student perception variables on the teacher's teaching style variant (X2) are 0% or do not change, then the aggressiveness value of the dependent variable,

namely learning outcomes (Y) is 70,905. Second, the value of the regression coefficient for variable b_1 is -2.427 . This value shows a negative influence (opposite direction) between b_1 and learning outcomes (Y). Thus, if variable b_1 (X_1) experiences an increase of 1%, then on the contrary the learning outcome variable (Y) experiences a decrease in aggressiveness of 2.427. Assuming other variables remain constant. Third, the value of the regression coefficient for variable b_2 is 3.361. This value indicates a positive influence between b_2 and the learning outcome variable (Y). Thus, if the variable b_2 (X_2) increases by 1%, it will affect the increase in the aggressiveness of learning outcomes (Y) of 3.361. Assuming other variables remain constant.

Effect of Kinesthetics Learning Style (X_1) on Learning Outcomes (Y)

Based on the results of hypothesis testing using the SPSS application that has been carried out between the kinesthetics learning style variable (X_1) and the learning outcome variable (Y) it is found that there is no partial effect. From these results it can be concluded that the hypothesis h_0 is accepted and h_a is rejected. This hypothesis is a new finding because it is based on social learning theory which explains that learning styles and teaching methods are effective is when the teacher provides opportunities for students to interact with their social environment and learn from this social experience (Bandura, 1977). In addition, previous research also resulted in an influence between the learning style variable (X_1) and the learning outcome variable (Y) and concluded that one of the factors that influence learning outcomes is the teacher's learning style and teaching style. (Elhawwa, 2022; Hasibuan, 2021; Tindog & Celestial, 2021). In addition, other studies have concluded that learning styles can be used as a set of factors, behaviors, and attitudes that facilitate learning for an individual in certain situations. (F. S. Munir, 2021).

The results of this study are also contrary to the results of research which concludes that students practice various learning styles to improve their academic achievement (Phoong et al., 2021). Students who have a dominant kinaesthetic learning style are more active in movement and can't stay still (Lestari & Djuhan, 2021). Students who have a tendency with kinesthetics learning style characteristics prefer to learn or receive information through movement or touch (Bire et al., 2014). Thus it is necessary to have learning that applies games, practices, etc. in order to facilitate students who have a kinesthetics teaching style. For students who have a kinaesthetic learning style, they have excellent physical condition, because their excellent physical condition makes them actively move in the learning process. Whereas when he is sick, he will not be optimal when receiving learning process activities. An unhealthy body condition also makes motivation decrease and students will experience learning difficulties if the teacher applies practices or learning that uses more movement. Likewise, someone who studies in a tired state, he cannot carry out the learning process properly and his learning results will not be perfect. In other words, students who are sick will experience physical exhaustion so that their sensory and motor nerves are weak (Rambe & Yarn, 2019).

The results of this study indicate that there is no effect, this is based on the observations of researchers caused by Each student has their own learning style, but these learning styles are not always effective when faced with different subject conditions. However, whatever type of student learning style is used, students will try to get some subject information, especially material on national income in economics learning. Thus student learning outcomes will increase. In addition, it should be noted that there are other factors, namely facilitating teachers at SMAN 1 Menganti school. These facilities include

school wifi that can be accessed quickly and smoothly, budgeting for making media as creative as possible made by teachers, practical media equipment when learning, etc. This is done to facilitate students with a kinesthetic learning style that uses more body movements. Having adequate facilities will make learning activities run smoothly and learning outcomes will be optimal.

There is an Influence of Student Perceptions Regarding Interactional Teacher Teaching Style Variants (X₂) on Learning Outcomes (Y)

Based on the results of partial hypothesis testing between student perception variables regarding the interactional teacher teaching style variance (X₂) and learning outcomes (Y) it was found that there was a partial direct effect and was positive. Thus it can be concluded that the second variable hypothesis H_0 is rejected and H_a is accepted. The results of this study are consistent with previous research which concluded that the variance of the teacher's teaching style has a significant relationship with student learning outcomes (Saleh et al., 2018). This is due to the teacher's teaching style which has not been fully said to be good. Therefore, the material provided by the teacher cannot be fully assimilated by students, which in turn is related to student learning outcomes (Saleh et al., 2018). Teachers need to enrich their teaching techniques by taking into account the situations and conditions that arise in the classroom to apply the mission approach to determine learning style. This matter due to the teacher's teaching style which has not been fully said to be good. Therefore, the material provided by the teacher cannot be fully assimilated by students, which in turn is related to student learning outcomes (Saleh et al., 2018). Teachers need to enrich their teaching techniques by taking into account the situations and conditions that arise in the classroom applying a mission approach to determine appropriate teaching methods (Asbar et al., 2020; Torbergesen & Karin, 2023).

In addition, there is also research which suggests that several factors influence student social learning are low, for example teachers do not use different teaching styles, learning is less interesting, and teachers do not know how to use the learning environment, resulting in students being less active in learning (Gea & Rohmah, 2020). Teachers should facilitate and appreciate learning by utilizing social media when teaching in class (Soetan et al., 2020). If the teacher's teaching style does not match the student's learning style, the learning process becomes less effective and learning outcomes become less than optimal (Phoong et al., 2021).

In addition, positive research results can be interpreted that if the interactional teacher teaching style variance increases, then it is followed by an increase in the acquisition of learning outcomes. In addition, there is a sig value that results in an influence after the t-test is carried out indicating the importance of carrying out interactional teacher teaching variations in the classroom because this will reduce the level of student boredom and increase the success of student learning outcomes. If the learning process is successful in applying the dominant attitude of the students and the dominant attitude of the teacher according to the interactional teaching style, then the learning outcomes are optimal. In addition, it can produce quality students in the social environment and be useful for the country.

There is an influence of kinesthetic learning style (X₁) and students' perceptions of interactional teacher teaching style variants (X₂) on learning outcomes (Y)

Based on the results of hypothesis testing carried out simultaneously or simultaneously, it can be concluded that there is a significant and positive influence between kinesthetic learning styles [X₁] and students' perceptions of the interactional teacher teaching style variants [X₂] on learning outcomes [Y]. It can be concluded that H₀ is rejected and the theme is H_a. Simultaneous significant influence is in accordance with humanistic theory, namely the theory that explains that human birth brings the urge to obtain something that is expected to the fullest and demands that they themselves behave consistently (Insani, 2019). Learners who learn should not be prosecuted, but let them be free to learn (Insani, 2019).

In addition, this research is also in line with social learning theory which states effective learning styles and teaching methods, namely students are given the opportunity by the teacher to socialize with their social environment and learn from this social experience (Bandura, 1977). This is in line with research which states that there is an important relationship between learning styles and teaching styles because it can increase or decrease student academic achievement (Chetty et al., 2019). In addition, the results of this study are also in accordance with research which concludes that the research conducted can provide useful information for English teachers at the Semarang State Polytechnic to improve the quality of the teaching and learning process. Therefore, it is important for teachers to be aware of classrooms with students with different learning styles (Hasibuan, 2021). Then there are also other studies which conclude that this research clearly shows that the distribution of learning style preferences between students of different majors is not the same. As a result, they cannot be taught with the same learning strategies and styles, thus there is a need for variations in teaching styles (Payaprom & Payaprom, 2020).

Students from SMA Negeri 1 Menganti consisted of 144 students who were divided into 4 social studies classes. Each class has differences in student learning styles. This research focuses on kinesthetic learning styles, therefore it is necessary to have an interactional teaching style that utilizes media games or practices in national income material so that learning outcomes are optimal. In addition, each student also has a different level of enthusiasm and boredom in learning. Thus it is necessary to vary the teacher's teaching style in economics learning. If the teacher's teaching style is adjusted to the student's learning style then this minimizes the decline in student learning outcomes. In addition, a significant value (sig) that is positive means that when kinesthetic learning styles and interactional teacher teaching style variants increase, student learning outcomes will increase. Vice versa if the kinesthetic learning style and interactional teacher teaching style variants decrease, then student learning outcomes will not be optimal.

CONCLUSION

Following are the results of data transformation using the Soland application and data processing using the SPSS version 25 application. Decisions can be taken from the research, including: first, There is no significant and negative effect between the kinesthetic learning style variable (X₁) and students' perceptions of the interactional teacher teaching style variant (X₂) on student learning outcomes (Y) in class XI IPS students at SMAN 1 Menganti. Second, There is influence significant and characteristic positif between kinesthetic learning styles (X₁) and students' perceptions of the variance of the teacher's teaching style (X₂) on student learning outcomes (Y) in class XI IPS students at

SMA Negeri 1 Menganti. Third, There is a significant and positive influence between students' perceptions of the interactional teacher's teaching style variant (X_2) on student learning outcomes (Y) in class XI IPS students at SMAN 1 Menganti.

The results of this study indicate that based on the findings of the researchers there is no effect. This is because every student has their own learning style, but these learning styles are not always effective in all different teaching conditions. At the time of learning it was found that the teacher had not fully taught or was still conventional. During learning activities there are teachers who apply the lecture method and use books. In addition, when learning in class there are students with kinesthetic learning styles which usually make the classroom atmosphere less conducive. But we also can not underestimate the ability possessed by style kinestetik. Whatever type of student learning style is used, students will try to get some subject information, especially material on national income in economics learning. Thus student learning outcomes will increase. The existence of these differences needs to be supported by school facilities in terms of learning process activities and teacher teaching styles. So that it makes optimal learning outcomes. Along with the development of technology, teachers can take advantage of these conditions to apply a variety of teaching styles that are appropriate to be applied in every hour of economics learning at SMA Negeri 1 Menganti. With variations in the teacher's teaching style, it minimizes boredom and maintains student concentration. Thus the learning results obtained optimally. In addition, the geographical location of SMA Negeri 1 Menganti, which is located in the Boteng Village area, makes the school close to residents' villages, agricultural land, MSME players, and cattle farms. This can be used by schools to implement an independent learning curriculum by working with the surrounding community both from MSMEs, Farmers, Breeders etc. for collaboration in subjects so as to improve students' soft skills / hard skills.

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