

## The Enhancement of Batu Lanchang Vocational College Students' Learning Style and Motivation via Psychoeducational Group Counselling during COVID-19

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**Abstract:** This study aims to explore the learning style and motivation of Batu Lanchang Vocational College students during the COVID-19 pandemic. This study involved five students studying at Batu Lanchang Vocational College, Pulau Pinang, Malaysia. This study uses both qualitative and quantitative methods. It is conducted during three psychoeducational sessions. Data analysis using content analysis techniques. The results found that the respondent's learning style is not bound to one style only and it is diverse. But it depends on the convenience and comfort of the respondent (dominant). From the aspect of motivation, respondents are more inclined to intrinsic motivation which is internal motivation because they want to achieve goals based on internal desire. Next, the relationship between learning style and student motivation is that respondents have experiences that can be used as motivation and reinforcement, namely intrinsic motivation, there is a relationship between learning style and student motivation. The findings give a good effect on students for students to choose their learning style better.

**Keywords:** COVID-19, learning style, motivation, psychoeducation, Malaysia

**Abstrak.** Penelitian ini bertujuan untuk menggali gaya belajar dan motivasi mahasiswa SMK Batu Lanchang di masa pandemi COVID-19. Penelitian ini melibatkan lima mahasiswa yang belajar di Sekolah Kejuruan Batu Lanchang, Pulau Pinang, Malaysia. Penelitian ini menggunakan metode kualitatif dan kuantitatif. Ini dilakukan selama tiga sesi psikoedukasi. Analisis data menggunakan teknik analisis isi. Hasil penelitian menemukan bahwa gaya belajar responden tidak terikat pada satu gaya saja dan beragam. Namun itu tergantung kemudahan dan kenyamanan responden (dominan). Dari aspek motivasi, responden lebih cenderung pada motivasi intrinsik yang merupakan motivasi internal karena ingin mencapai tujuan berdasarkan keinginan internal. Selanjutnya, hubungan gaya belajar dan motivasi siswa menunjukkan bahwa siswa memiliki pengalaman yang dapat dijadikan motivasi dan penguatan, yaitu motivasi intrinsik, terdapat hubungan antara gaya belajar dan motivasi siswa. Temuan memberikan efek yang baik pada siswa bagi siswa untuk memilih gaya belajar mereka dengan lebih baik.

**Kata Kunci:** Covid 19, gaya belajar, psikoedukasi, Malaysia

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## Introduction

Malaysia is a developing country where Malaysia is giving birth generations that are more capable of competing with other countries especially with countries around Asia. Solid knowledge must be present in oneself every individual, especially individuals who have a vision and mission to develop the country advanced. Therefore, Malaysia needs to ensure that every student in school has a way of learning which is effective because it can help students remember in the long term and students are able to apply the knowledge gained in the future. Students who can identify his learning style will be more committed in gaining knowledge and for sure the knowledge obtained is of better quality. Therefore, the teaching staff should help the students in identifying learning styles so that students know better how to gain more knowledge through learning styles. Each learning style students are different regardless of gender or race. Thus, the learning style is how a student chooses an effective way to learn.

Motivation is the encouragement that students have to do something such as motivation to study, motivation to exercise and so on. In terms of lessons on the other hand, cultivating motivation to study is something quite difficult if there is no encouragement and also enthusiasm in learning. Therefore, motivated students usually have high learning spirit. Without high motivation, the learning process of the students will be faced with various learning problems such as lack of high enthusiasm to be successful in the future; it is easy to give up on the challenges of learning and studying just to get a degree without thinking about excellence (Aisyah, Maimun, Harun & Mohd Sham, 2017).

## RESEARCH BACKGROUND

Every brilliant student knows how to focus on the lessons include identifying each other's learning styles. Style learning is a very important element in ensuring success learning by a student. Among the significant issues in every learning are the achievement of less outstanding students, especially in science subjects. Nope it can be denied that each individual is born with his own personality and style. This includes in the learning process where pupils and students tend to practice style learning that already exists in each person in the learning process. This learning style is an important factor in ensuring success learning and further impact on the student's academic achievement (Nadia et al., 2021)

According to a study by Arwansyah et. al (2021) students who have style audio and visual may be liked and successful when the Pd process is applied online. However, students who have a kinesthetic learning style are likely to have better results small in the online learning process. Apart

from different learning styles, then communication between students and teachers/lecturers is essential. Why that communication required? Because by communicating between students and teachers (lecturers) it will know to what extent the results and effects obtained in the learning process.

A good environment will help students to be successful and emotionally stable. In addition, the study conducted by Widharyanto (2020) also thinks that each student has different learning styles in learning. There are students who prefer to learn through the activity of reading text and making notes, some like it looking at pictures, tables or videos (visual), some also prefer discussion activities in small groups or listening to the teacher's explanation (Audio), while there are also like through physical movement activities in class activities (Kinaesthetic). According to the model learning by Dunn and Dunn (1992) individual learning style depends a lot on five stimuli that are considered to act as channels of interaction and response on learning environment. Based on these five factors, the learning style that owned by someone in doing learning activities. There is desire, tendencies, learning atmosphere, needs and physiological factors that are different in oneself respectively. Dunn & Dunn's model categorizes several stimuli or factors such as environmental factors, emotional factors, sociological factors, psychological factors and physical factors (Andang, 2020).

Moreover, in a study conducted by Aisyah, Maimun, Harun and Mohd Sham (2017), various discussions on motivation has evolved over time. That aspect identified in motivation are intrinsic motivation, extrinsic motivation and task value or courses undertaken during the study stage. In motivation, that aspect indicates a person's desire to read higher. It is known as intrinsic which is the motivational aspect that can bring the reader to a high level of understanding. Alderson (2000) on the other hand stressed that the extrinsic aspect seen as an encouragement that is in the reader himself. According to the researcher, motivation is said to have a great influence on the success of the success second language learning. This is because motivation is an important element that enabling students to actively engage in the learning process happen in an effective and meaningful way.

In addition, the study conducted by Nur Syazana and Mohd Nasir (2020), Intrinsic motivation is based on the self-satisfaction of everyone, inner happiness doing something and not on the basis of receiving a reward. Meanwhile, extrinsic motivation is an active motive and it works because of external stimuli. Extrinsic refers to the performance of an activity in an effort to achieve success. It fits if applied among children who cannot yet make a comparison good and bad in an action. Thus, this research is designed with specific objectives to:

- a. explore the most dominant learning styles of Batu Lanchang Vocational College students during the COVID-19 pandemic

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- b. identify the motivation of Batu Lanchang Vocational College students during the COVID-19 pandemic
  - c. explore the extent of the relationship between learning styles and the motivation of college students Vocational Batu Lanchang during the COVID-19 pandemic

## METHODOLOGY

Research methodology is a process to carry out a research and acquisition of information to carry out a study. This chapter explains how the study is done by describing the study design and sample style learning and motivation of vocational college students at Batu Lanchang Vocational College, Pulau Pinang. This study uses a combined approach that is qualitative and quantitative with the implementation of interview methods and also using style questionnaire instruments learning. Qualitative research is used to help understand and know the meaning in terms of the respondent's perspective better. The interview method is used because it is possible to help the researcher to see the problem being studied in more depth. While, quantitative methods are also used because they are more structured and convenient for data collected where it is run in a Google Form. In a qualitative study, a sample that selected as many as 5 students from Batu Lanchang Vocational College where it meets criteria and a lot of information is obtained. Students were randomly selected to be interviewed because respondents gave good cooperation to the researcher.

## RESULTS

### **Theme 1: Dominant Learning Style**

#### *Environmental Factor*

*"I like to study in gloomy conditions because studying in gloomy conditions makes me feeling calm and comfortable" (R1)*

*"I like bright conditions; he seems to be easy to focus on. If you want to learn in the gloomy situation, I'm not really focus. As for the sound, I can do it noisy condition and can also be in silence. But I prefer the noise (listen music) then, for example, in terms of the weather or room temperature, I like normal room temperature because if it's very cold I can't focus on what I'm studying" (R3)*

*"I like gloomy conditions because when it's bright I'm blinded, like I want to read a book. But if it's a voice or sound, I don't like to study in silence, that's what it means can't be in a quiet state, it doesn't seem to focus. If I study I must want listen to music and if the music is not music that he likes to make people sleepy, it have to be lively" (R5)*

Based on the information obtained, respondents tend to environmental factors rather like the gloomy learning atmosphere and can also adapt to environmental conditions such as noise and room temperature such as cold and normal. However, there are also students who like bright atmosphere because of the bright atmosphere in avoid feeling sleepy.

#### Emotional Factor

*I always say to myself, he reads, this semester if you want to target something, I have to hit it and put in a little more effort and do it right, like that day my religion subject got an A, has reason that time I did it right. In terms of mood, I can't do work if I'm in a mood I'm not okay, I'll take time to rest and then I can study" (R3)*

*"If I'm sad, angry, I can't do work or study because I can't focus. It's just that sometimes I can learn when my emotions are on fire new kind of motivation from social media, from family, from friends or watching. The idol I like is like that. But in terms of negative emotions, I can't do anything, just go to sleep" (R5)*

Based on the data obtained, respondents who are affected by emotions cannot focus against learning due to emotional pressure. Respondents will take alternatives to take a break to give yourself space.

#### Sociological Factor

*"I think when I study I prefer to study alone because in a group more to chat from studying" (R2)*

*"Learning alone is not focused, he is like if in a group he doesn't understand, he can ask friend, if someone doesn't know, he's like "stuck" (R4)*

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*"Both are okay, only if I study one of them I can listen to the song, then if I study in the group it's okay if the group doesn't make noise" (R1)*

Based on the information that has been obtained, the respondents are more inclined to learn by themselves alone because they will be more focused. Students also to prefer without distractions environment which is friends except during group discussions.

#### Physiological Factor

*"I'm the type who doesn't keep quiet, if you want to learn you have to be willing to keep quiet, for example if I'm hold the book, I turned around before I could enter. If you sit quietly at the table studying or the chair can't fit what I learned. When I study, I like to eat a little, son for the mouth moves. In terms of movement, I really don't want to be silent. I can easily talk, like if you ask my dorm mate, he knows that I don't want to be silent. Sometimes if I don't know what to do, I'll get confused" (R3)*

*"The teacher always teaches to use the screen beam or PowerPoint, I understand a little better compared to the teacher just explain. He's like saying he doesn't have a picture or something text, so I find it a little difficult to understand. If its study time in class, I can't either I want to sit still, if I hold a pen I will turn the pen around. I don't want to be very quiet because I can't focus" (R4)*

*" I like to have a picture, for example, I like to feel, touch, he is like practical right, I like it that way. If you eat, you have to be there, not the one who eats the rice. Like eating chocolate, for the mouth to move a little, chewing. Just not to lead myself sleepy. If it's time to study, if you follow me I don't like to study all the time but I like to study during class time only. I will only focus and learn if I am in class. I will also do the assignment work during my time in class. In terms of movement, I can't sit still either, I will always stretch my legs, want to cross my legs, want to walk around, like that" (R1)*

The data obtained shows that respondents prefer to use medium or display which involves images as well as text. This is so because it can attract interest respondents to focus more on the teaching and learning process and make an impact which is big for the respondents who are students.

#### Psychological Factor

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"I like my work to be perfect too, but if it's "fed up" it's like giving up what will happen because it depends on the due date, so I must chase the due date I don't want to be late for the date. Sometimes force yourself to do what's important first" (R3)

" In terms of global analytics, I think I'm more into what I do important first, what needs to be sent first then I "prefer" writing because if I'm not interested in things related to calculations" (R5)

"If I'm in a group, I'll do it perfectly, if I'm alone I'll do it normally normal, original so. But it's not bad, he's okay. I really like things that involve learning related to writing, I'm not interested in calculations like that mathematics." (R1)

Based on the information obtained, most respondents prefer assignments that need to be completed immediately due to the insistence of the assignment delivery date. Respondents tend to complete tasks that require respondents to complete the task at an earlier date than other tasks. Besides, respondents like tasks that do not involve calculations such as text writing and etc. Because of the task that urges the respondent to work hard in making calculations do not interest respondents.

In terms of the most dominant learning style can be seen through conversation respondents who are more inclined to a certain learning style. There are more students to physiological stimulation if students are quite active in terms of movement, there are also more to the physiological stimulation that is to choose the fit whether it is comfortable to be in group or individually.

### **Theme 2: Student Motivation**

"If we know our learning style, we shouldn't be arrogant. An example is if a friend helps but we don't want him to help. It can't be like that. Like me that day, I was determined want to get an A for the English subject, I save my own money then if I can achieve it my target, A, I buy what I want." (R2)

"If you want something, you have to work really hard like I used to study mathematics just to make it pass but I got an A because the teacher taught in such a fun way show me what all those pictures are. But that was in the 6th grade" (R3)

"I once received the potential student award, so I feel like I want to achieve a lot what else I can achieve, I even got an A in the English subject. For I will teacher, I know I can use my style to learn, but sometimes I'm not very good at it want to practice because I was not exposed to this learning style" (R5)

Every person or respondent needs motivation to improve their abilities or enthusiasm in achieving something, for example in learning. Motivation is strength, drive, passion, pressure or psychological mechanism that drives a person or a group of individuals to achieve the performance of a thing, according to the appropriateness desired (Nur Syazana & Mohd Nasir, 2020)

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### **Theme 3: Relationship between Learning Style and Motivation**

*"I felt the passion to learn is because I know my learning style is like that I remember that I am the type of person who goes all over the place when studying. I can learn how to study I'm apparently a physiological type, I just found out my learning style, I think I want to keep going study it" (R4)*

*"I can learn how to study on my own, what kind of psychological environment is all that. After that I can solve the problem, if there is a problem or a problem like that time suitable for studying, atmosphere for studying. So I can find an alternative if I don't can focus" (R3)*

*"The teacher always teaches to use the screen beam or "slide", haha, I understand a little better compared to the teacher just explain. He's like saying he doesn't have a picture or something text, so I find it a little difficult to understand. If it's study time in class, I can't either I want to sit still, if I hold a pen, I will turn the pen around. I don't want to be very quiet because I can't focus" (R2)*

*"I like to have a picture, for example, I like to feel, touch, he is like practical right, I like it that way. If you eat, you have to be there, not the one who eats the rice, teacher. It's like eating chocolate, for the mouth to move a little, chewing. Just not sleepy. If it's time to study, if you follow me I don't like to study all the time but I like to study during class time only. I will only focus and learn if I am in class. I will also do the assignment work during my time in class. In terms of movement, I can't sit still either, I will always stretch my legs, want to cross my legs, want to walk street It's like that" (R1)*

As a result of sharing the respondents, I was able to find out the extent of the learning style affect student motivation where learning styles such as posting pictures and also text can attract interest and focus for students who tend towards physiological stimulation.

## **DISCUSSION**

The results found that the dominant learning style among the respondents was different according to their suitability and comfort. This study is parallel to the study conducted by Norlia et al. (2006) the mean difference is small and this shows that students practice various learning styles and are not bound to one style learning only.

Furthermore, based on the findings of the study, the motivation of the respondents was divided into two equal groups. There is intrinsic motivation and extrinsic motivation. Every respondent gets motivation based on internal and external motivation such as setting a target or the goal as a booster of enthusiasm to achieve the goal which is motivation. This also supported by a study conducted by Norlia et.al (2006) a high mean score was obtained for the characteristics of students who have the



motivation to learn through their own (intrinsic) drive, while a low mean score is a student who learns due to the encouragement of the teacher and friends (extrinsic). Overall, students have an internal motivational drive higher when compared to external motivation.

Consequently, the findings obtained through psychoeducational sessions with respondents found, the respondent's learning style has a relationship with student motivation because the respondent will be more motivated and enthusiastic if they know the learning style them. This study is supported by a study conducted by Nur Syazana and Mohd Nasir (2020) which is the relationship between learning style and the level of intrinsic motivation of SPM candidates in the school involved is positive.

## CONCLUSION

In a nutshell, research on learning style and student motivation is necessary implemented because after COVID-19 hit at the end of 2019, restrictions movements are carried out and cause students to be unable to attend school or college. Things which have caused the feeling to return to school to learn more decreases and some students decide to quit because they don't have the motivation to continue schooling and studies. Findings from the results of this study are expected to be able to help students especially find alternatives and solutions so that students can afford to continue studying in this very challenging pandemic era.

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