

Student Learning Style and Thinking in Islamic University of North Sumatra (UISU), Medan, Indonesia

Hasanuddin

Psychology Faculty, Medan Area University (UMA), Indonesia
Corresponding Author: Hasanuddin

Abstract: The role of the university today is to give birth to a professional grade improving people's lives. Qualified graduates can also think about designing how to wake up the country to be more successful. Graduates produced by universities play an important role in nationality and state insight, of course the quality of teaching and learning should be improved from time to time. Based on this requirement the reviewer has conducted a study regarding the style of thinking, teaching style and learning style at UISU. The findings of this study show that counselors and students have commensurate thinking stalls. Warriors and students are found to have a proper style of thinking, teaching stalls and learning stalls to continue to make UISU eternal as the chosen center of knowledge.

Keywords: style; students; thingking; Islamic university

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I. INTRODUCTION

The quantity and quality of educated citizens as an index of the progress and prosperity of a country (Ohmae 1982). Drucker (1995) argues that the number of high study institutions in a country will be the main economic drivers through the gradations produced. Jusuf et al. (1994) said that high learning had graduated results in qualified grades and investigations. Then the quality of the grade needs to be increased from time to time. Nevertheless, many higher learning institutions now face challenges. Hamilton (2000) argues that in the 21st century challenges that will be faced by high learning institutions such as globalization due to the advancement of information communication technology (ICT), student background, disciplinary training, community participation, boarding, creative teaching approaches and dilemmas of student diversity. Jusuf et al. (1994) also said the challenges of high study in Indonesia such as inadequate teaching style of teaching were inadequate, accomplices worked less motivated, less professors and less financial. Another challenge that will be faced by higher learning institutions is that it relates to students as primary customers who are wiser. Students are now more capable of assessing quality of instruction, while counseling is also expected to provide quality services through their teaching (Hamilton 2000). Tyson (1998) argues that one aspect of the diversity of students who increasingly gets the attention of educators and reviewers is with regard to the *style*. *Style* is one abstract and complex construct because it is a bridge that connects two aspects, namely personal expression in action and expression of the tendency to use wealth (Snow et al. 1996). *Style* is also a strategy used diligently in the face of an assignment. This previous study shows that the *style* symbolizes the power that drives one's personal quality.

Style thinking is a style that relates to personal traits compared to the ability that is based on the ability to do an assignment (Sternberg 1997). Sternberg's theory is useful to see humans as human beings who are free to choose and manage their lives. This escort is carried out by the human mind which is analogous to the form of government which symbolizes individual procedures of organizing themselves. *Style* teaching refers to the behavior and attitude shown by the teacher to form the situation or atmosphere that is best for the learning process that applies. Style of this teaching also refers to the complex combination of trust, attitude, strategy, technique, motivation, personality and escort (Wright 1987). While Grasha (1994) defines teaching style as representing the pattern of need, the trust and behavior of the instructor shown in the lecture booth consists of various dimensions that influence the way individuals convey information, interact with students, supervise student work and guide students in the taught field. Instead the learning lesson refers to the process of mind and learning supplies that are used by a student more impressively when he learns (More 1993). The style of the individual mind refers to the activity of arranging, accepting and understanding, remembering and accepting. All of these activities are useful for producing memorable and successful learning processes carried out in the lecture booth. Guild (1994) considers that the learning *style* is a cognitive style that encompasses an individual's understanding of the concept, validity and treatment that is produced consistently and when the individual completes his assignment. Someone's learning style is based on the difference between individuals seeing

things. *Nasution (2003)* said that lecture was the easiest way to convey information. Because of this, lecture lectures can present new topics or reveal the intricacies of problems that students cannot do with their own abilities. In lectures the instructors can respond to student questions that cannot be done with an audio visual tool. Through lectures, they can convey their enthusiasm and arouse interest in learning material. *Prayitno (1997)* argues that lectures are an important part of the learning process at high learning. He also said that in lectures all materials that students must understand, are discussed together by students and students (interactions) and train students to understand teaching materials through assignments. *Nasution (2003)* also said that for students to succeed well what should be conveyed on the lecture board can be understood, has a purpose, has a logical plan, the main principles should be considered and adjusted to what is being taught. He also said that students want a lecture to function to convey information, show methods to study courses, show books as references and provide motivation to study alone.

II. LITERATURE REVIEW

2.1 Thinking

There are 13 types of thinking style based on five dimensions, namely in terms of function, shape, stage, scope and bias. In the function dimension there are three stalls thinking that is legislative, executive and judicial; in the form dimension there are four records namely monarchy, hierarchy, oligarchy and anarchy; in the dimension stage there are two stalls namely global and local; in the *scope* dimension there are two points, namely internal and external, later in the dimension of bias there are two stalls that are liberal and conservative (Sternberg 1997). Every individual will behave according to *stail* thinking. That behavior is shown during learning, making and receiving something, giving a response, completing an assignment or making a decision.

Table. 1
Thinking Style Dimension

Dimensions	Thinking Style
<i>Single</i> Thinking Style	Synthesis, Idealist, Pragmatic, Analyst and Realist
Combined Thinking Style	Synthesis-Idealis, Synthetic-Pragmatic, Synthetic-Analyst, Synthetic-Realist, Ideal-Pragmatic, Idealist-Analyst, Ideal-Realist, Pragmatic-Analyst, Pragmatic-Realist and Realist-Analyst.

Source: Thinking Style by Albrecht (1983)

2.2 Dominant Learning Style of Students

Based on the schedule shows that the dominant learning stale among students is Collaborative, Competitive and Participatory *Style*.

Stail Collaborative Learning

The first dominant learning lesson is Collaborative *Style*. This style is dominant among UISU students. Collaborative *Style* students are learning oriented with friends and like to prepare assignments in groups. Collaborative *style* of students can study with others through associating ideas and skills. This can be seen from the activities of students who like to exchange ideas and work with other students. Besides that, UISU students predominantly practice this *style* because they always make student assignments alone and in groups. It is this group assignment that requires them to learn through associating ideas and skills. Collaborative Learning *style* in line with the Word of God Almighty: "And help you in goodness and piety and do not help in committing sin and hostility" (*Al-Maidah* 5: 2). In this verse Allah has told his servant to interact and cooperate with others for good. In addition, students before completing the study must attend the Field Work Practice (PKL) or Real Work Lecture (KKN). Field Work Practice is an activity that places students in groups in an official or other place to practice work according to the specified period. Real Work Lecture is an activity that puts students together in villages outside the city for community service. Both types of activities are carried out by students in groups. This situation encouraged them to practice the collaborative learning *style*. Statistical analysis shows Collaborative Learning *style* students of the UISU social science department get min more than any other collection. In the opinion of the reviewers this is due to the fact that students in many social majors do practical work (dedication) in the community, especially outside the city. They conduct activities in groups for one to two weeks and are guided by counselors. ANOVA analysis shows that students graduating from MA get a higher amount than other groups. This is because students who come from MA do a lot of religious practices that are carried out in collaboration, ideas and interaction. This being a UISU student who has a MA graduation background tends to be Collaborative. Gathering also shows students applying the *Stail* Collaborative Learning. *Bual* meeting participants argue that learning together and discussing can make it easier for students to complete

assignments. When learning together and discussing in the face of examination, it is certainly helpful for students to discuss the material that has been delivered by the lecturer.

Competitive Learning Style

Competitive Learning *style* is a learning style student that aims to overcome other students to get high *gred* or get direction attention. This *style* is dominant among UISU students. This is caused by students who get *gred* and high PNGK is always the pride of all parents and students. In addition to being able to work as an accomplice of the kingdom or private company, always prioritize high PNGK. This situation encouraged them to practice Competitive Learning *style*. Even though this students *style* is less liked by other students, it is less like to associate ideas and skills. In Islam, competing to get high *gred* is good. This is in accordance with the word of God which encourages a person to always compete for good (*Al-Maidah 5:48*). According to Mustafa *Al-Maragi* (1974) "*al-khairat*" in *Al-Maidah* verse 48 means goodness in carrying out religious teachings and goodness in terms of the world. Based on the statistical analysis of Competitive Learning *style* is a collection of students aged 21-23 years get a higher grade than other groups. This is meaningful in carrying out their learning tasks more likely to overcome other students to get *gred* and PNGK, when compared to students who are more mature. In the opinion of the reviewers this phenomenon is caused by the number of students aged 21-23 years more than those of adult students and students aged 21-23 years who come from various regions outside the city. In addition many students aged 21-23 years who have a high school graduation background who also have a higher min than other groups. Data analysis meets to find out that students practice the stakes of competitive learning attributed to students' competing goals, found the participants of the contest are of the opinion that competition among students to get high grades or get advisory attention is reasonable (M1 and M6). There are also participants who argue that competition between students to get high grades is good and adds motivation. When taking the lecturer's attention is something that is not useful (M3 and M4). From the results of the seminar, an opinion was also found that the competition between fellow students is a good thing, but the competition must be in accordance with the rules and regulations that have been set (M2 and M5). In the opinion of the reviewers of the *temubual* results, it is in line with the Competitive *style* proposed by *Grasha* (1996), namely the learning *stail* that aims to overcome other students, get good *gred* or get attention from the instructor. Get *Grasha* et al. (2000) also that students who take a traditional course note that there is a higher level of competency than students who take technology-based courses.

Participation Learning Style

The most dominant learning among UISU students is Participation *style*. These students are seen by scholars as good students because they are diligent in attending lectures, taking part actively in class and preparing all the necessary course requirements. This case is understandable because all the representatives who enter the class always want their students to have this *style*. Besides that, it encourages students to have this *style* because the students always say that to get high *gred* students must be diligent in attending lectures, be active in class and prepare all the needs of the course. Between the goodness of this *stail* is that students can take full advantage of learning activities. This is in accordance with the words of the Prophet Muhammad that Muslims should work according to the conditions stipulated (*Al-Asqolani 2000*). This *Hadith* is in line with the *style* of Participant Learning which requires students to study according to the stipulated conditions. Based on statistical analysis, Learning and Learning found female students UISU got min more than male students. It can be seen that more female students get *gred* and high PNGK compared to male students. In addition, in class and seminar discussions most female students are more active. When there is a significant difference from the background of the majors ($p = 0.175$, $p < 0.05$) between the social science majors and the real science majors in Participation Learning *style*. This grant is due to the university setting the same deed and regulations for all students. In the deeds and regulations of the UISU guidelines have been established that must be followed by all students from various faculties. Therefore, students majoring in social science with real science there is no significant difference in the participating learning classes. The introduction of the meeting shows that students practice the participating learning schedule. The participants felt that the good students were students who attended college, were active in class and actively spelled out assignments and were always involved in campus activities.

III. DISCUSSION

The study shows that Thinking Executive Style, Judicial, Monarchical, Hierarchical, Global, Internal and Conservative have a significant correlation at level $p < .01$ with the achievement of Student Islamic Education at UISU. *Style* correlation values think of the Achievement of Islamic Education Students may be interpreted as having the power of a simple relationship. UISU students like to follow the guidelines and like to those who are structured, like to make judgments and do a work using the resources and energy available. They also like to do a lot of work but choose the priority and the amount of time and energy needed. UISU students

also like something big, general and abstract and their tendency to work alone. They also like to do things according to custom. The condition of students like this has a significant relationship with Student Islamic Education Achievement. The findings of this study in line with the study of Zhang & Sternberg (1998) who have conducted a study of students at the University of Hong Kong found the thinks it is possible to predict academic achievement. Furthermore, studies of Cano-Garcia & Hughes (2000) from Spain have conducted a study of student colleagues to find students' academic achievement has a relationship with the *style* of thinking. When Benardo et al. (2002) conducted a study of La Salle students in University found a correlation in the *style* of certain thinking with achievement. In addition, this study also confirmed the opinion that the *stail* theory of Mental Thinking Self Government is useful for understanding student achievement (Grigorenko & Sternberg 1997). Another aspect that may be noted from this study shows that all UISU students' dominant thinking stalls have the power of a simple correlation with Student Islamic Education Achievement. According to Hamzan (2006) this happened as Piaget (1952) termed 'cognitive conflict'. He also said that what is meant by "cognitive conflict" is during activities, students need to act as reviewers to produce something. This is in line with the study of Abu Jaber & Qutami (1998) individuals who have confidence in high self-possession skills tend to have abstract cognitive (*judicile*) and individuals who have a low sense of confidence in self-control have concrete cognitive (executive). This is in accordance with the study of Zhang (2000) who found students who make a lot of judgments (*judicile*) have a higher cognitive development stage than those who follow the rules (executive). Statistical analysis shows that Collaborative Thinking *style*, Competence and Participation has a significant correlation at level $p < .01$ with the achievement of UISU Student Islamic Education. UISU students like learning to overcome other students to get good *gred* or get attention from students. However, they may also study with others through associating ideas and skills. In addition, UISU students are also considered good, like attending lectures and taking part actively and meeting the needs of the course. This shows that the dominant UISU students practice Collaborative *style*, *Compective* and Participation related to the Competency-Based Curriculum that requires students to do individual and group assignments. The individual task requires the *Stail* Competitive Learning, the task of a group of fellow students to want the Collaborative Learning *style* and these two stalls require Participatory Learning *style*. If this is related to the dominant teaching of the UISU pilot, Experts *style*, Formal *Autoruti* and Facilitators can be understood this way, first the learning activities at UISU generally encourage students to make individual assignments (competent) and group assignments (collaborative) with supervisory supervision (facilitator). Both instructional teaching activities always show high proficiency in delivering course material (experts) and are responded to by students actively in fulfilling lecture needs (participating). Students need to be exposed to and encouraged deep learning. In this case the curriculum, form of assessment, number of assignments and forms of assessment are the determining factors. This is because funds show students will adjust their learning to follow subjects to pass any courses taken. Students need to always be reminded that the ways and *style* of learning today, will probably be their habit. The student development program needs to start since a student is a student. This means that formal and non-formal courses need to lead to the formation of students who can lead (Legislative), organized and neat work results (*Hiraki*), critical and analytical thinking (*Judicil*), the ability to focus on work (Monarchy), can think about global problems and holistic (Global) and creative and innovative thinking (Liberal). They also need to be able to communicate and interact with impressions (External). In this case this thesis reserves the following cases as a very reasonable thing to do; The acquisition of this study is always in line with Grun's (1986) study which found a significant relationship between learning *gred*. Abdul Razak & Rashidi's study of Azizan (1997) found that the details of motivation and *stail* of deep learning are related to the achievements in science and mathematics. Zalizan et al. (1998) also found that there was a significant relationship between student achievement and learning and memorizing learning. Norihan's study (2001) found that the learning *stail* for a particular group is a simple achievement with a low level that shows a significant relationship with achievement. The results of this study differ from those of Li Anita et al. (1992); Klavas (1994); Melara (1996) states that there is no significant relationship between the learning stalls and achievement.

- a. Leadership and legitimate courses and workshops, engineering, innovation and scientific writing.
- b. Introduction programs such as study trips abroad, student exchange programs and dialogue with leaders.
- c. Multilingual mastery is required upon students, especially English

IV. CONCLUSION

Graduates produced by universities play an important role in nationality and state insight, of course the quality of teaching and learning should be improved from time to time. Based on this requirement the reviewer has conducted a study regarding the *style* of thinking, teaching *style* and learning *style* at UISU. The findings of this study show that counselors and students have commensurate thinking stalls. Warriors and students are found to have a proper *style* of thinking, teaching stalls and learning stalls to continue to make UISU eternal as the chosen center of knowledge. Nevertheless, there is a *style* that needs to be changed because the *stail* is too

outrageous such as the legislative legislature and student executives, for example, can be a barrier to the emergence of their respective work functions. Plans and letters are expected to help all parties to be aware of the importance of taking a high *style* or style in education. This is due to the premise that the *style* is a way to use intelligence or skill. *Style* can be changed and studied while there is a *style* that benefits individuals and some are less valued by institutions. Awareness of the variety of stalls thinking, teaching stalls and learning *style* is the first step to improving the quality of teaching and learning processes. For successful learning the responsibility of direction is to understand students. This includes the assessment *style* of learning and the selection of appropriate strategies that can ultimately help students. However, the more important case is the willingness of the instructor and the student to break through the abyss of convenience to a more dynamic and progressive teaching and learning approach. In an effort to achieve the vision of increasing Indonesia's human resources, UISU needs to identify and determine future steps to make UISU more known as the oldest university in North Sumatra Indonesia.

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