

DEVELOPMENT OF ACTIVE LEARNING IN ACCOUNTING
STUDENT AT VOCATIONAL SCHOOL MEDIATED BY
LEARNING MOTIVATION

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Abstract

This study aims to determine the effect of learning styles and learning readiness on learning activeness which is mediated by learning motivation in students of financial and institutional accounting expertise programs at State Vocational Schools in the city and district of Bogor. In this study, quantitative and survey methodologies were utilized. The reachable population in this study amounted to 139 respondents majoring in Financial and Institutional Accounting of XI grade at SMK Negeri 1 Bogor and SMK Negeri 2 Cibinong. The sample used was 103 respondents using a proportional random sampling technique. Data collection techniques using a questionnaire instrument. The data analysis technique used to test the hypothesis is by using path analysis and Sobel test. The results of this study revealed that learning styles have a positive but not significant effect on learning activity. Readiness to learn has a positive and significant effect on active learning. Learning styles have a positive and significant influence on learning motivation. Readiness to learn has a positive and significant influence on learning motivation. Motivation to learn has a positive and significant influence on active learning. Learning styles have a direct and indirect effect on learning activity through the mediation of learning motivation. Learning readiness has a direct and indirect effect on active learning through the mediation of learning motivation. Overall, this study explains that the active learning of students at State Vocational High Schools can be created and developed through appropriate learning styles and a good level of learning readiness.

Keywords: Accounting Students, Learning Activeness, Learning Motivation, Learning Readiness, Learning Style

1. INTRODUCTION

Education is the process of preparing human energy sources through teaching and tutorials, both formally and non-formal in order to produce human energy sources that are able to compete in the global world, because the level of education in a country can affect the development of human resources itself. Through quality education, human resources in a country also have good quality (Priani & Ismiyati, 2020). Development in the field of education is one of the facilities and a vehicle that is right in fostering human energy sources. Moreover, by continuing to develop knowledge and technology requires that the country of Indonesia is a country to grow to advance and interact the nation so that it is not left behind with other countries (Fityan & Wahyudin et al., 2018). With that in mind, it stands to reason that educational needs must be addressed continuously throughout a human lifetime. With the existence of education students can develop and shape characters that educate state life (Vinorita & Muhsin, 2018). Students are required to be able to adapt to their environment, this can make students able to face any changes

that occur around them, including competition in human resources on the international arena. But seeing the conditions in Indonesia, it seems that optimization in the field of education must continue to be developed and updated so that the quality of education in Indonesia is not eroded by the rapid current of globalization and meet the needs of the people who continue to develop in the future.

Educational activities require the activity of learning, participation and interactive communication between teachers and students. Student learning activeness can be influenced by some subjects, both from within students or from outside students, in order to be used as a reference to increase student learning activeness (Riyanti & Rustiana, 2019). Activity is a dynamic activity, working in a work in achieving a particular goal with the presence of many ideas that are sticking out and expertise to decompose systematically. Activity in this matter is all interactions between people and people and people who carry transformation for a better direction (Nur Megawati & Sari, 2012). Student activeness in learning is needed throughout the teaching and learning process. According to Sardiman (2011), the active learning of students can be seen based on the activities they do, because in the principle of learning it is doing "*Learning by doing*". *Learning by doing* as meaning that in learning we must do, in other words not to learn if there is no activity or doing it in it (Tanaka, 2018). Not only that, student activity in learning is an activity throughout the learning process that links emotional ability and focus on the creativity of students (Warsah, 2018). With this matter, it is expected to increase their basic expertise, so students who are creative, understand ideas, improve themselves, descriptions and sharp thinking (critical) and social interactions (Hani et al., 2020). Learning activity is the educational process that an educator tried to create students who actively ask questions, question and express their ideas and ideas (Yuliana et al., 2018). Besides, student activity is felt not yet fully arise in learning activities. This is considered because in every class there are only a few students who actively ask if they do not understand and are active in conducting other learning activities, such as discussion and expressing opinions. Still, there are students who prefer to ask their friends rather than the teacher, of course this is caused by the shame and reluctant of students to their teachers.

Factors that influence the activity of learning so that it results in student learning outcomes is divided into two, is internal factors and external factors (Hikmah & Prihatni, 2022). Internal factors, are the factors that are present from the person himself. External factors, are things that arise from outside a person who is influenced by others (Afandi & Zuraidah, 2020). The factors that have been mentioned above results in the course of teaching and learning activities, among others, is the learning style factor or learning methods and students' readiness factors in learning. Hence, with the use of appropriate learning styles and suitable and careful preparation about to influence the quality of students in learning, one of them throughout the learning process becomes more efficient and meaningful (Muamanah & Suyadi, 2020).

The learning style is in the external aspects that influence the teaching and learning process (Saragih, 2017). Students are more likely to be engaged in their studies and to accept new information when it is presented in a way that is meaningful to them when they can use a learning style that best suits them (Afandi & Zuraidah, 2020). Learning styles can be considered as a series of different behaviors collected in one definition, according to the concepts presented by Alonso, Gallego, and Honey (2002), based on the study of Alves et al. (2012), explaining the learning style as a cognitive, affective, and

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physiological feature is used as Indicators that are quite stable for how students understand, interact with, and respond to their learning in their environment.

According to Kolb (2007), learning style is defined as a personal way to process information, feelings, and behavior in learning situations. For Messick (2009) (in (Liu & Graf, 2009)), in turn, learning style can be seen as a different way a student can learn. According to Alonso, Gallego, and Honey (2002) (in (Alves et al., 2012)), everyone uses different learning styles, although there are normally dominant allies. This leads to confirmation that all humans develop their learning styles, which are more dominant than others, but what is needed is to identify and use it in learning (Costa et al., 2020). But in reality, not all educators can see the problems caused by their students due to the type of learning style that is not in accordance with the learning system designed by the teacher, so that it can affect the activity of students in the classroom during learning. Based on research conducted by Riyanti & Rustiana (2019) states the value of the learning force to the learning activeness of 0.715 with a significance of 0.476 greater than 0.05. This shows that the learning style has a positive but not significant effect on learning activity. Also with research according to Ratnawati & Marimin (2014) which shows the $t_{\text{statistic}}$ value of 2,639 with a significance of 0.009 smaller than 0.05, and the influence of learning readiness on learning activeness is 3.92% so that it shows “the existence of positive and significant influences between learning readiness on learning activity”.

In addition to learning styles that are one of the factors that influence the activity of learning. Readiness is the whole of all individual conditions that make him ready to respond or answers in the decent way to certain situations (Slameto, 2011). Likewise, what Agoes Soejanto revealed in Dessy Mulyani (2013) student's readiness is very important to achieve success in learning activities. The five readiness dimensions (from the highest readiness level to the lowest) were found to be technology self efficacy, motivation for learning, learner control and self directed learning, class communication self-efficacy, and doing previews (Hao, 2016). This opinion is supported by research conducted Ratnawati & Marimin (2014) states that the results of simultaneous tests obtained that learning readiness, learning motivation, and student attitudes affect 86.8% of student learning activeness. Furthermore, Noviansyah & Mujiono (2021) suggests that learning readiness supports the learning process. This means that students who have learning readiness can follow the learning process well because students' activeness is an absolute requirement for the learning process, so that the learning objectives can be achieved.

Internal factors that also affect the activity of learning are learning motivation. This is based on Nuryati & Rustiana (2016) “Students will be active in learning activities if there is motivation, both extrinsic and intrinsic motivation”. Extrinsic motivation is a motivation whose direction of stimulation comes from outside a person. While intrinsic motivation is motivation whose direction of stimulation comes from within a person. Likewise, students who were intrinsically motivated by learning assignments because they felt the tasks were fun (Wilson, 2010). They feel valuable to do the task not because they will get a gift or reward but because by actively participating in feeling an invaluable appreciation. For students who are extrinsically motivated to do assignments because actively involved will get valuable consequences such as gifts, praise from the teacher, or avoid punishment. Agree with this research Ratnawati (2014) states that “partially motivation affects student learning activeness”. The problem of the low activeness of

students in learning creates gaps. Students who should be mostly active in the learning process but in the reality that occurs in the field, most students are still passive in the learning process. While the activeness of students is an absolute requirement for the occurrence of the learning process so that active learning objectives and can be achieved. And confirmed by research conducted by Nuryati & Rustiana (2016) which shows “the results of a significant influence between learning motivation on student learning activeness of 95.21%”.

In terms of mediating learning motivation in this study examines two variables where motivation is able to mediate learning styles for learning activeness and whether learning motivation is able to mediate the readiness of learning to the activity of learning. So that the research results according to Phoong (2021) which states that “motivation cannot be a mediation of learning styles for learning activity”. Surely learning styles are an important factor that affects student success, but with different types of learning styles will be difficult in learning, especially in creating learning activeness. Motivation can arise not only through student learning styles. Other factors that can encourage student motivation in increasing learning activeness in class such as looking at the success of other students by actively in every learning, it can be the motivation of every student to be active and achievement in academics. And obey if the condition of student learning readiness is good, with that students will be more motivated in learning in class, and of course it will affect the activeness of their learning (Yulikasari & Pramusinto, 2016). Whereas if students have a low level of learning readiness, it will affect their learning motivation so that it affects the activity of learning.

The problem of the low activeness of students in learning creates gaps. Students who should be mostly active in the learning process but in the reality that occurs in the field, most students are still passive in the learning process. While the activeness of students is an absolute requirement for the occurrence of the learning process so that active learning objectives and can be achieved. The problem of student learning activeness that occurs in the learning process as explained above raises the gap between the active learning of students and the reality. While the activeness of student learning is needed in the learning process to produce active and meaningful learning.

2. THEORY AND HYPOTHESIS DEVELOPMENT

Activity in learning activities is very diverse, such as activities that are easily observed by the teacher, namely physical activity to activities that are difficult to observe by anyone, namely psychological activity (Salamah, 2019). Research conducted by Afandi & Zuraidah (2020) stated that “there is a significant influence between learning styles on learning activity”. This shows by using a suitable learning style it will increase student learning activeness. According to Ulia & Sari (2018), “There is a significant positive influence between Kinesthetic Visual Learning on learning activeness”. But according to Riyanti & Rustiana (2019), “Learning styles have a positive but not significant effect on student learning activeness”. According to Setiawan & Alimah (2019) states that “the data analysis in this study shows the classification of high effectiveness that indicates the activeness of student learning with visual learning auditory kinesthetic (learning styles) is better than other ways”.

A person's learning style is certainly not all the same but different from one another, this makes it difficult to receive information from the teacher with one understanding between students with one another. As said by Akbar et al. (2020) that “learning style

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does not have a significant influence on learning motivation, because in this study only the kinesthetic learning style is examined, whereas not all students have kinesthetic learning styles". Same as what revealed by Pamungkas & Mahmud (2017) which states that "there is no influence between student learning styles and student learning motivation". But different from Prabasari & Subowo (2017) which states that "learning styles have a positive and significant effect on learning motivation, so that it shows the better student learning styles, the higher the motivation of student learning".

The better the learning styles that students have, the more active students will be active in learning, according to Riyanti & Rustiana (2019) which states "the positive and significant influence between learning styles on learning activeness with learning motivation as a verb intervening". Using a suitable and appropriate learning style is important for students so that in learning activities can receive or capture information well, and students can learn according to their own style and easily motivated so that learning can be much more enjoyable, because learning styles are ways continuously done by students in learning (Sibawaih & Rahayu, 2017). But each individual has a different learning style from one another that functions to achieve the targeted learning outcomes, if students find the appropriate learning style or suit them will easily follow learning (Yusuf & Amin, 2016).

One of the factors that influence learning precisely has an impact on the course of learning activities, namely the factor of learning readiness. With careful preparation will certainly affect the quality of students in learning, one of which students will be active and learning will be effective and meaningful (Muamanah & Suyadi, 2020). Research conducted Riyanti & Rustiana (2019) states "the readiness of learning has a significant positive bearer to the activity of learning". There are also research Fityan & Wahyudin (2018) which states that "there is a positive and significant influence between learning readiness and learning activeness, which means the more students are ready to follow learning, the more active will also be in following learning". According to Anggresta (2020) In this study states that "proven learning readiness has a significant effect on student learning activeness". Then obey Ratnawati & Marimin (2014) shows that "learning readiness is very necessary to help improve student learning activeness in the classroom and that learning motivation is very necessary to help improve student learning activeness in the classroom".

According to Slameto (2011), Learning Readiness is the whole of all individual conditions to make it ready to respond or answer in a certain way to certain situations. With good learning readiness, of course, with that someone will have high learning motivation too, because by being ready to follow learning, of course students will be encouraged to be more motivated to follow good learning. As according to Sefani & Latifah (2017) the one who said "there was an influence between learning readiness on learning motivation, because students who have high learning readiness both in terms of physical, material, psychology and knowledge can increase student motivation". Then there are already obey Yulikasari & Pramusinto (2016) which states that "there is a significant influence between learning readiness on learning motivation, which means that if the higher the readiness of student learning, the value of student learning motivation will also be high". Next according to Ratnawati & Marimin (2014) states that "there is an influence between learning readiness on learning motivation". While the opposite of the

above opinion is according to Dwi & Rozi (2019) which states “there is no influence between learning readiness on learning motivation”.

Readiness is one of the prepared attitudes of a student to carry out something, the willingness or ready attitude that students have is needed to prepare before the learning activity begins is part of the readiness of learning, with all the readiness of learning that students have motivated in learning will certainly be created activity inside study (Nugraha, 2018). Likewise, the more students are ready in following learning, the more active students will participate in learning in the classroom, just as revealed Riyanti & Rustiana (2019) that “there is a positive and significant influence between learning readiness to the activity of learning with learning motivation as an intervening variable”. But if someone is not motivated in learning activities, it will certainly affect the readiness of a student in their learning activities, so it will certainly affect the activity of students in learning (Nuryati & Rustiana, 2016).

Learning motivation is one of the internal factors that can affect the activity of learning. Students will be active in learning activities if there is motivation to learn in themselves, the motivation is in the form of intrinsic or extrinsic motivation (Nuryati & Rustiana, 2016). o that in the study it was also stated that there was a positive and significant influence on learning motivation on learning activity. The same in research Riyanti & Rustiana (2019) the one who said “there was a positive and significant influence between learning motivation and learning motivation, which when students have high motivation in learning, students will also be active in participating in learning”. Then obey Ratnawati & Marimin (2014) which states “there is an influence of learning motivation on learning activity”. While a little different from Gunawan (2018) which states that “there is an influence between learning motivation on learning activity but is not significant, because these conditions show that the provision of learning motivation has a significant effect but in its implementation has not had a significant effect on learning activity”.

Based on the literature review above, the hypothesis can be submitted as follows "Is there an influence of learning styles and learning readiness on the active learning of financial accounting students through mediation of learning motivation in state vocational schools in the city and district of Bogor?"

3. RESEARCH METHODS

The research method in this study was to use quantitative research methods. The quantitative research method was a flexible research method using an open research design that was refined during data collection (Winarni, 2018). The affordable population used in this study were Accounting students of XI grade at SMKN 1 Bogor and SMKN 2 Cibinong. The sampling technique used proportional random sampling with a total of 103 respondents. The data collection technique used primary data using questionnaire media with a numerical scale for X2, Y, and Z with a score of 1-5. While the X1 variable used a nominal scale which aimed to classify the learning styles of the respondents. The conceptual model in this study could be seen in the image below:

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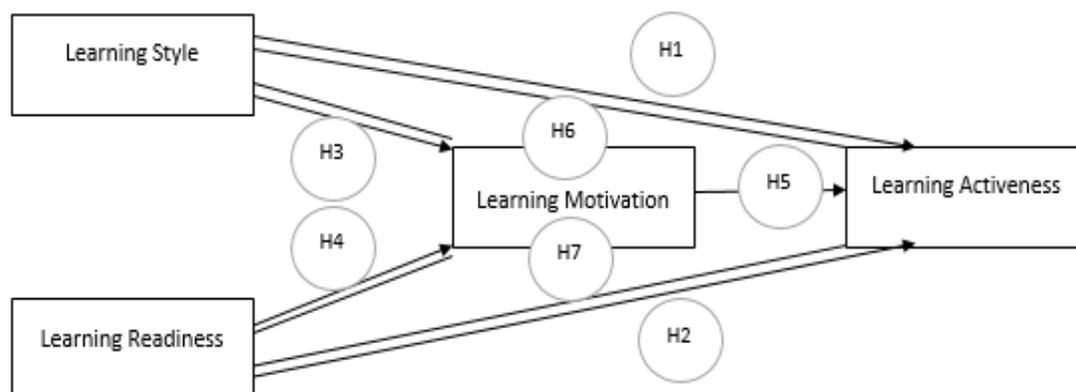


Figure 1. Research Conceptual Model

4. RESULTS AND DISCUSSION

4.1. Research Result

4.1.1. Multiple Regression Analysis

In this study analyzing multiple regression there are two regression models that will be analyzed. The first model in multiple regression analysis includes variable learning styles, learning readiness, and learning motivation. The following is a multiple regression analysis processed using the IBM SPSS application:

**Table 1. First Regression Model Analysis
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	28.895	5.294		5.458	.001
1 Learning Style	.252	.085	.311	2.968	.004
1 Learning Readiness	.253	.081	.327	3.122	.002

a. Dependent Variable: Learning Motivation

Source: Data Processed by Researchers

Based on the table above, it is known that the regression equation produced for the first model is:

$$Z = a_1 + b_1X_1 + b_2X_2$$

$$Z = 28.895 + 0.252 + 0.253X_2$$

The above results show the α_1 constant value of 28,295. This means that if the learning style variable has increased by one value at the constant 28,295 assuming the readiness of learning is fixed, then the activity of learning will experience an increase of 0.252. Furthermore, if the readiness of learning experiences an increase of one value at

the constant assuming 28,295 of a fixed value learning style, learning motivation will increase by 0,253.

Table 2. Second Regression Model Analysis
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	45.376	5.252		8.640	.001
Learning Style	.057	.077	.079	.745	.458
1 Learning Readiness	.298	.074	.429	4.030	.001
Learning Motivation	.178	.087	.199	2.050	.043

a. Dependent Variable: Learning Activeness

Source: Data Processed by Researchers

Based on the table above, it is known that the regression equation produced for the second model is:

$$Y = a_2 + b_1X_1 + b_2X_2 + Z$$

$$Y = 45.376 + 0.057 X_1 + 0.298X_2 + 0.178$$

The above results show the a1 constant value of 45,376. Which means that if the learning style variable increases by one value, then the active learning activity at constant 45,376 Assuming the readiness of learning and learning motivation is permanent, then the activity of learning will increase by 0.057. Then if the readiness of learning experiences an increase of one value on the constant assuming 45,376 then the activity of learning will increase by 0.298 assuming learning styles and motivation to learn with permanent value. Furthermore, if learning motivation increases in grades of one value, the activity of learning will increase by 0.178 with the assumes of learning styles and the readiness of learning is constant.

4.1.2. Path Analysis

- 1) Model Path 1 Effect of Learning Style and Learning Readiness on Learning Motivation

The following is a path model 1 analysis table to see the magnitude of the influence of learning styles, learning readiness to learning motivation.

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**Table 3. First Regression Model Analysis
Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	28.895	5.294		5.458	.001
1 Learning Style	.252	.085	.311	2.968	.004
Learning Readiness	.253	.081	.327	3.122	.002

a. Dependent Variable: Learning Motivation

Source: Data Processed By Researchers

It can be seen from the table above that the significance value of the learning force variable has a value of 0.004 smaller than 0.05 which means the hypothesis is received due to the significance value <0.05 , there is a positive and significant influence between learning styles on learning motivation (Z). Furthermore, the significance value of learning readiness of 0.002 is smaller than 0.05 which is meaningful due to the significance value <0.05 , there is a positive influence and significance of learning readiness on learning motivation. Can be seen based on the table above that the magnitude of the influence of learning styles on learning motivation is 0.311 or 31.1%. Furthermore, the influence of learning readiness on learning motivation is 0.327 or 32.7%.

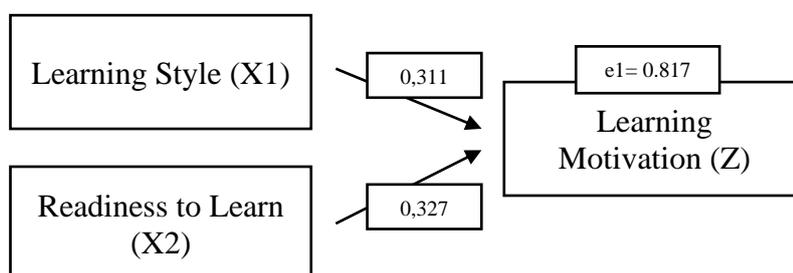


Figure 2. Path Model 1 Analysis

2) Model Path 2 The Effect of Learning Style and Learning Readiness on Learning Activity through Mediation of Learning Motivation

The following is a path model analysis table 2 to see the magnitude of the influence of learning styles, learning readiness, learning motivation to the activity of learning:

Table 4. Second Regression Model Analysis Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	45.376	5.252		8.640	.001
Learning Style	.057	.077	.079	.745	.458
1 Learning Readiness	.298	.074	.429	4.030	.001
Learning Motivation	.178	.087	.199	2.050	.043

a. Dependent Variable: Learning Activeness

Source: Data Processed By Researchers

It can be seen from the table above that the significance value of the learning force variable has a value of 0.458 greater than 0.05 which means the hypothesis is rejected due to the significance value > 0.05 , with a positive and not significant learning force on learning activeness. Furthermore, the significance value of learning readiness of 0.001 is smaller than 0.05 which means the hypothesis is accepted due to the significance value < 0.05 , the positive and significant influence of learning readiness to the activity of learning. Furthermore, the significance value of learning motivation of 0.043 is smaller than 0.05 which means the hypothesis is accepted due to a significant value < 0.05 , the positive and significant influence between learning motivation on the activity of learning. It can be seen from the table above that the magnitude of the influence of learning styles on learning activeness is 0.079 or 8%. Furthermore, the influence of learning readiness on learning activeness is 0.429 or 42.9%. Furthermore, the influence of learning motivation on learning activeness is 0.199 or 19.9%.

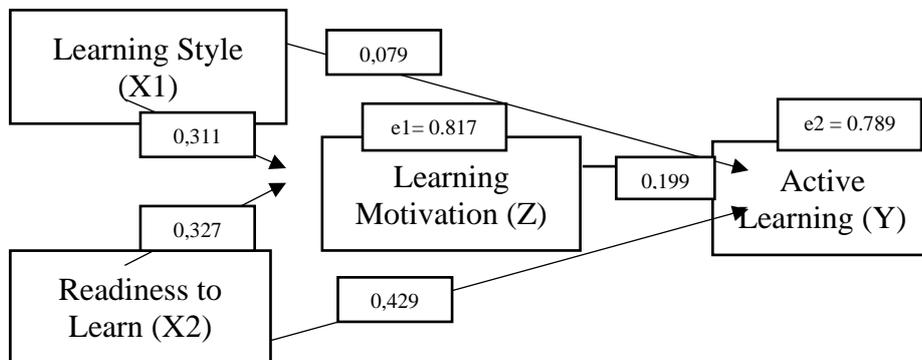


Figure 3. Path Model 2 Analysis

3) The Results of The Path Analysis Test (Variable Indirect Effect)

The effect of the influence of learning styles on learning motivation is 0.311 or 31.1%. Furthermore, the influence of learning readiness on learning motivation is 0.327 or 32.7%. The magnitude of the influence of learning styles on learning activity is 0.079 or 8%. Furthermore, the influence of learning readiness on learning activeness is 0.429 or 42.9%. Furthermore, the influence of learning motivation on learning activeness is 0.199 or 19.8%.

- a) Indirect Effects of Learning Style on Learning Activity Through Mediation of Learning Motivation
Indirect Effects of Learning Styles on Learning Activity Through Mediation of Learning Motivation is $(0.311 \times 0.199) = 0.0618$ or 6.2%, so the total influence of learning styles on learning activity through mediation of learning motivation is $(0.079 + 0.062) = 0.141$ or 14.1%.
- b) Indirect Effects of Learning Readiness on Activities of Learning Through Mediation of Learning Motivation
Indirect effects of learning readiness to the activity of learning through mediation of learning motivation is $(0.327 \times 0.199) = 0.0650$ or 6.5%, so the total influence of learning readiness on learning activity through mediation of learning motivation is $(0.429 + 0.065) = 0.494$ or 49.4%.

4.2. Discussion

4.2.1. The Influence of Learning Styles on Learning Activity

Based on the results of the partial test that has been carried out, it is known that the value of the $t_{\text{-statistic}}$ is positive $0.745 < 1,660$ seen from the $t_{\text{-table}}$ aimed that the $t_{\text{-statistic}}$ value is smaller than the $t_{\text{-table}}$ value. The significance value of the learning force variable is 0.458 where the significance value is greater than 0.05. So that it can be declared H_1 rejected, learning styles partially do not have a significant impact on learning activity.

With the same results, research conducted by Riyanti & Rustiana (2019) states “the value of the learning force to the learning activeness of 0.715 with a significance of 0.476 greater than 0.05”. This shows that the learning style has a positive but not significant effect on learning activity. In the same idea, according to Postgraduados (2022) which states that “learning styles will be a good strength in learning activities but not all learning can be in accordance with the learning styles of students”. In other words, the learning style variable is said to be insignificant to learning activeness.

4.2.2. The Influence of Learning Readiness on Learning Activity

Based on the results of the partial test that has been carried out, it is known that the value of the $t_{\text{-statistic}}$ is positive $4,030 < 1,660$ seen from the $t_{\text{-table}}$ aimed that the $t_{\text{-statistic}}$ value is greater than the $t_{\text{-table}}$ value. The significance value of the learning readiness variable is 0.001 where the significance value is smaller than 0.05. Hence, it can be declared H_2 accepted, partial learning readiness has a significant impact on learning activeness.

With the same results, research conducted by Fityan & Wahyudin (2018) which states “the value of $t_{\text{-statistic}}$ learning readiness to the activity of learning is 3,187 with a significance value of 0.002 smaller than 0.05”. This shows that “there is a positive and significant influence between learning readiness to the activity of learning”. Other results that are in line with this research are also obey Anggresta (2020), in her research that “the value of $t_{\text{-statistic}}$ readiness to learn to the activity of learning was 6,132 with a significance of 0.000 smaller than 0.05”. As such, it shows the readiness of learning play a role in the active way of learning in class. In line with the two research according to Ratnawati & Marimin (2014) which shows “the $t_{\text{-statistic}}$ value of 2,639 with a significance of 0.009 smaller than 0.05, and the effect of learning readiness on learning activeness is 3.92% so

that it shows a positive and significant influence between learning readiness to the activity of learning”.

4.2.3. The Influence of Learning Styles on Learning Motivation

Based on the results of the partial test that has been carried out, it is known that the t-statistic value is positive $2,968 < 1,660$ seen from the t-table aimed that the t-statistic value is greater than the t-table value. The significance value of the learning style variable to learning motivation is 0.004 where the significance value is smaller than 0.05. So that it can be stated that H3 is accepted, partial learning style has a significant impact on learning motivation.

With the same results, research conducted by Prabasari & Subowo (2017) states “the value of the learning force of learning of 2,406 with a significance value of 0.019 smaller than 0.05, so that this means there is an influence and significant between learning styles on learning motivation”. Another result that is in harmony with this research is that there is research according to Hayati (2017) states that “there is an effect of interaction between learning styles on learning motivation with $F_{\text{statistic}}$ of $6,371 > F_{\text{table}}$ (4,027)”. What can be interpreted by the results of the study is that there is a significant influence between learning styles on learning motivation.

4.2.4. The Influence of Learning Readiness on Learning Motivation

Based on the results of the partial test that has been carried out, it is known that the value of the t-statistic is positive $3,122 < 1,660$ seen from the t-table aimed that the t-statistic value is greater than the t-table value. The significance value of learning readiness variables on learning motivation is 0.002 where the significance value is smaller than 0.05. Thus, it can be declared H4 accepted, partial learning readiness has a significant impact on learning motivation.

With the same results, research conducted by Yulikasari & Pramusinto (2016) Stating “the $t_{\text{statistic}}$ value of 6,487 with a significance value of 0.000 which is smaller than 0.05, this means that there is an influence and significant between learning readiness to learning motivation so that learning readiness is very important”. Without learning readiness, students will not have motivation and learning cannot run optimally. Another result that is in line with this research is according to Apriyani & Usman (2019) which states “there is the influence of learning readiness on learning motivation of $0,036 < 0.05$ and $t_{\text{statistic}}$ value is $2,116 > 1,975$ which means clearly there is an influence and significant between learning readiness to learning motivation”.

4.2.5. The Influence of Learning Motivation on Learning Activity

Based on the results of the partial test that has been carried out, it is known that the t-statistic value is positive $2,050 < 1,660$ seen from the t-table aimed that the $t_{\text{statistic}}$ value is greater than the t_{table} value. The significance value of learning motivation variables to learning activeness is 0.043 where the significance value is smaller than 0.05. So that it can be stated that H5 is accepted, partial learning motivation has a significant impact on learning activeness.

With the same results research conducted by Nuryati & Rustiana (2016) states that “there is a positive and significant influence between learning motivation on learning activeness by 95.21%, so the better motivation, the activity of student learning will be good and vice versa the worse motivation, the activity of student learning will also be worse”. Another result that is in line with this research is according to Sapbrina et al.

(2021) states that “learning motivation has a significant effect on learning activities, in terms of the results of the SEM analysis hypothesis test where the value of C.R obtained is $4.108 > 1,967$ which means it has a significant influence”. Hence, learning motivation is significant influence on student learning activities.

4.2.6. The Influence of Learning Styles on Learning Activity through Mediation of Learning Motivation

Based on research that has been done, learning styles on learning activity through learning motivation have a direct influence and indirect influence. The direct effect value was obtained by 0.079 or 7.9% and the indirect effect value was 0.0618 or 6.2%, the results were obtained based on the calculation of $0.311 \times 0.199 = 0.0618$ or 6.2%. In the Sobel test, it is that learning motivation has not been able to mediate the influence of learning styles on learning activity through mediation of learning motivation. This is known based on the results of the Sobel Test which shows the $t_{\text{statistic}}$ value of 1.88 is smaller than t_{table} 1.96. The value of the indirect effect is lower than the direct effect with the insignificant results seen from the results of the test friend. As such, it can be concluded that H6 was rejected, with that the indirect effect of learning styles on learning activity through mediation of learning motivation has a positive and insignificant influence.

In line with Phoong (2021) which states that “motivation cannot be a mediation of learning styles for learning activity”. Clearly, learning styles are an important factor that affects student success, but with different types of learning styles will be difficult in learning, especially in creating learning activeness. Motivation can arise not only through student learning styles. Other factors that can encourage student motivation in increasing learning activeness in class such as looking at the success of other students by actively in every learning, it can be the motivation of every student to be active and achievement in academics. Then, the results of this study can be said that the learning style variable has a positive but not significant effect on the activity of learning through mediation of learning motivation and learning motivation is considered unable to mediate the learning style variable towards learning activity.

4.2.7. The Influence of Learning Readiness on Learning Activity through Mediation of Learning Motivation

Based on research that has been carried out, learning preparedness to the activity of learning through learning motivation has a direct influence and indirect influence. The direct effect value was obtained by 0.429 or 42.9% and the indirect effect value was 0.0650 or 6.5%, the results were obtained based on the calculation of $0.327 \times 0.199 = 0.0650$ or 6.5%. In the Sobel test, it is aimed at learning motivation to be able to mediate the effect of learning readiness on the activity of learning through mediation of learning motivation. This is known based on the results of the Sobel Test which shows the $t_{\text{statistic}}$ value of 1.97 is greater than t_{table} 1.96. The value of the indirect effect is lower than the direct effect with the significant results seen from the results of the Sobel Test. Then it was concluded that H7 was accepted, with that the indirect effect of learning readiness on learning activity through mediation of learning motivation has a positive and significant influence.

In line with Yulikasari & Pramusinto (2016), “If the condition of student learning readiness is good, with that students will be more motivated in learning in class, and of course it will affect the activeness of their learning. Whereas if students have a low level of learning readiness, it will affect their learning motivation so that it affects the activity of learning”. Likewise, Riyanti & Rustiana (2019) also states that “there is a full mediation relationship with learning readiness to the activity of learning through mediation of learning motivation”. This shows the more prepared students in their learning, the motivation in themselves will be stronger and of course students will be active in their learning. Conversely, if the level of student learning readiness is low, the motivation in him will weaken and will have an impact on the active learning of these students.

5. CONCLUSION

Based on the results of data analysis that has been carried out, the development of student learning activeness is seen from three aspects, namely learning styles, learning readiness and through motivational mediation. As a result, it can be concluded that there is a positive and insignificant influence between learning styles on learning activeness, there is a positive and significant influence between learning readiness to the activity of learning, there is a positive and significant influence between learning styles on learning motivation, there is a positive and significant influence between learning readiness to Learning Motivation, there is a positive and significant influence between learning motivation on learning activeness, there is a direct and indirect influence that is not significant between learning styles on the activity of learning through mediation of learning motivation, and there is a significant and indirect direct influence between learning readiness to the activity of learning through mediation of learning motivation.

Efforts to increase active learning require self motivation. This study suggests that students might boost their motivation to learn by preparing themselves as well as possible, especially in terms of their psychological and emotional readiness. Students are expected to be able to know what type of learning style they have with the aim of making it easier for students to absorb information in their learning, so as to be able to maximize learning and be active in class. Likewise, teachers should be able to know the type of student learning style that is dominant in the class, which aims to make it easier to provide stimulus and expect a response from these students. Teachers are also expected to be able to provide motivation to their students which is useful in their learning. And it is expected that future researchers will be able to do research on a broader variety of subjects and other variables besides learning styles, learning activeness, and learning motivation that can influence the activity of learning.

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