

## The Influence of Kinesthetic Learning Styles and Learning Interests on Tafsir Learning Outcomes in Seventh Grade Students at MTs Muallimin UNIVA Medan

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### ABSTRACT

The objectives of this research are: 1) to determine the effect of kinesthetic learning styles on learning outcomes in the subject of Tafsir, 2) to determine the effect of learning interest on learning outcomes in the subject of Tafsir, and 3) to determine the effect of kinesthetic learning styles and learning interest on learning outcomes in the subject of Tafsir. This study uses an ex-post facto design with a sample that is the same as the population, consisting of 53 students. Data were collected through questionnaires and tests distributed to students, and analyzed using multiple regression. The research results show that: 1) there is no significant influence of kinesthetic learning style on student learning outcomes in the subject of Tafsir, thus  $H_0$  is accepted, 2) there is a significant influence of learning interest on student learning outcomes in the subject of Tafsir, thus  $H_0$  is rejected, and 3) there is no significant influence of kinesthetic learning style and learning interest on student learning outcomes in the subject of Tafsir, thus  $H_0$  is accepted. The results of this study indicate that although learning interest affects learning outcomes, other unexamined factors may contribute to the lack of influence between kinesthetic learning styles and learning outcomes. Further research is recommended to explore other factors that may influence learning outcomes in the context of Tafsir subjects.

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## INTRODUCTION

Based on the author's initial observation by interviewing the tafsir teacher who teaches in the seventh grade. The obstacle is the students' inadequate proficiency in Arabic. However, Arabic is the language used in all the yellow books they use when studying Diniyah lessons in class. Moreover, the Tafsir Jalalain book used employs unvowelled Arabic, which lacks diacritics or can also be referred to as having no vocalization, commonly known as unvowelled text/yellow book. Reading the yellow book is not an easy task, because the yellow book does not have diacritics. Therefore, before applying the reading of the yellow book, it is ensured that every student must master the subjects combined with Arabic language lessons, such as Nahwu and Shorof. (Ridlowi, 2018: 40). Not only are you required to master the subjects of nahwu and sharaf, but also to memorize mufrodat, vocabulary that is frequently used in Arabic, or Arabic vocabulary (Rakhmawati *et al.*, 2023: 4). For those who are indeed graduates of Madrasah Ibtidaiyah Negeri (MIN), Madrasah Ibtidaiyah Swasta (MIS), Islamic Elementary Schools, or who attend evening

Quranic studies (additional schools) at Madrasah Diniyah Takmiliah Awaliyah (MDTA), studying tafsir is not an unfamiliar thing. Especially for MDTA graduates who indeed study Arabic, nahwu, sharaf, and others while they are still in school.

The teacher expressed that the interest in learning the subject of Tafsir in class depends on each individual student. If they are interested in the subject, they will show their interest during the learning process, such as paying attention to the teacher while teaching, and being enthusiastic when given exercises/homework. If they are not interested in the subject, then they will show their disinterest during the learning process, such as not paying attention to the teacher while teaching, and complaining when given exercises/homework. If students indeed have an interest in learning, then their learning outcomes will be quite good. On the contrary, if students do not have an interest in learning, their learning outcomes are quite low. This is supported by the initial observation results conducted by the author. The author found data that the learning outcomes of the Tafsir subject in one of the Kinesthetic Class VII at MTs Muallimin UNIVA for the 2023-2024 Academic Year showed that there were 18 students with a C grade in this subject with a score range of 75-79, and 14 students with a B grade in this subject with a score range of 80-90. From the data, it can be concluded that more than half of the students in that class have a satisfactory grade, while less than half of the students in that class have a good grade.

The obstacles that arise make it difficult for students to follow the lessons. During the learning process, it should focus on the students, not just on the teacher. This research aims to delve deeper into the relationship between kinesthetic learning styles, learning interest, and student learning outcomes in the subject of Tafsir. The selection of kinesthetic learning styles is important because this learning style involves physical activities that can strengthen students' understanding of the subject matter and can contribute to improving students' learning outcomes. Like the selection of teaching methods that align with each student's learning interests and styles. Because every human being is unique and no two people have the same life experiences, it is almost certain that each person's learning style differs from one another. Two children who grow up in the same conditions and environment, even if they receive the same treatment, may not necessarily have the same knowledge about concepts and perspectives of the outside world. Everyone has a unique perspective on what they see and experience (Ghufron dan Rini, 2014: 39).

Interest in learning plays an important role in the learning process. Interest will foster motivation (drive) in someone to achieve an accomplishment (Syarnubi, 2019). If students lack interest in following the lessons, they will become apathetic, stressed, quickly bored, and easily discouraged when encountering obstacles (Husamah, 2016: 245). Students who are interested in a particular topic can devote more attention to it and become more cognitively engaged with it. Students will also tend to learn something in a more meaningful, organized, and detailed manner. For example, by linking it to prior knowledge, forming visual images, providing examples, connecting various ideas, drawing conclusions, and identifying its potential applications (Suralaga, 2021: 66).

And it is known that MTs Muallimin UNIVA has a policy regarding class division. They differentiate student classes according to their respective learning styles. There are 3 classes for VII Audio, 3 classes for VII Visual, 2 classes for VII Audio-Visual, and 2 classes for VII Kinesthetic, in the 2023-2024 academic year. The division has been implemented for several years now. The division is carried out through the completion of a questionnaire, which contains statements referring to learning styles. After the students fill out the questionnaire, the assessment team will evaluate and consider which students should be placed in the Audio, Audio-Visual, and Kinesthetic class sections. Although in reality, there are students who enter classes that do not match their learning styles. As the teacher mentioned, there are students who are not kinesthetic but are placed in the kinesthetic class. The Kinesthetic VII class was chosen as the research object because the kinesthetic learning style involves the movement of the entire body or physical activities to learn something, as opposed to passively listening to lectures or watching demonstrations.

The kinesthetic learning style present in students, when involved in the learning process, will contribute to enhancing their understanding of the subject matter taught by the teacher in class. According to the research conducted by (Hwang et al., 2020) (Mosley, 2022) and (Sauro, 2022). Teachers should be able to explain lesson material in a way that is not monotonous for students and provide assignments that can involve physical activities for students. Thus, both teachers and students are actively involved in the learning process, not just focusing on the teacher but also on the students, who are also expected to participate actively in the lessons.

Based on the description, the purpose of this research is to determine the influence of kinesthetic learning styles and learning interest on student learning outcomes in the Tafsir subject in the 7th-grade Kinesthetic class at MTs Muallimin UNIVA Medan. This research is expected to contribute to the design of more effective teaching methods, in accordance with the characteristics of students' learning styles.

## METHODS

This research was conducted at MTs Muallimin UNIVA Medan. This research uses a quantitative research methodology with an ex-post facto research design. This design is used to prove the influence of the independent variable on the dependent variable without treatment of the independent variable, meaning that data is collected based on events that have occurred in the past (Sitorus, 2016). The selection of this ex-post facto design is based on conditions that have already occurred and do not allow for manipulation of the independent variable, so data is collected solely through observation of existing phenomena. This study examines the influence between three variables, namely kinesthetic learning style ( $X_1$ ), learning interest ( $X_2$ ), and student learning outcomes ( $Y$ ).

The research sample was taken from the entire population of students in class VII Kinesthetic 1 and VII Kinesthetic 2, totaling 53 students, using a saturated sampling technique. The data collection technique was carried out by distributing questionnaires to obtain data on the variables of kinesthetic learning style ( $X_1$ ) and learning interest ( $X_2$ ), as well as using multiple-choice tests to collect data on student learning outcomes ( $Y$ ). The questionnaire instrument has been tested for validity and reliability to ensure that this measuring tool can provide accurate data. Meanwhile, the test questions have been designed with reference to the learning objectives that align with the Tafsir material to measure students' understanding. The data analysis technique used is simple linear regression to measure the influence of each independent variable on the dependent variable individually, as well as multiple linear regression to determine the effect of the combination of variables  $X_1$ ,  $X_2$  on student learning outcomes ( $Y$ ).

## FINDINGS AND DISCUSSION

### Research Result

The data from this research were obtained using simple linear regression and multiple linear regression tests. This test was conducted with the help of SPSS Version 23 Application.

#### 1. Analysis of Kinesthetic Learning Style Variables on Learning Outcomes

##### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	95.037	11.630		8.172	.000
Kinesthetic Learning Style	-.228	.169	-.186	1.353	.182

a. Dependent Variable: Learning Outcomes

##### ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	277.800	1	277.800	1.830	.182 <sup>b</sup>
Residual	7741.408	51	151.792		
Total	8019.208	52			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Kinesthetic Learning Style

Regression Equation	Meaning
$Y = 95,037 + (-0,228X_1)$	The kinesthetic learning style has a negative impact on students' learning outcomes, as it has a negative regression coefficient ( $\beta$ ) of 0.228.

Hypothesis	Value	Decision
<b>Uji t</b>		
H0 is accepted (there is no influence); If $t_{hitung} < t_{tabel}$	$t_{hitung} = 1,353$ $t_{tabel} = 1,674$	H0 is accepted (there is no influence of the kinesthetic learning style on learning outcomes)
Ha is accepted (there is an influence); If $t_{hitung} > t_{tabel}$		
<b>Uji F</b>		
H0 is accepted (there is no influence); If $F_{hitung} < F_{tabel}$	$F_{hitung} = 1,83$ $F_{tabel} = 2,78$	H0 is accepted (there is no influence of the kinesthetic learning style on learning outcomes)
It has been accepted (there is an influence); If $F_{hitung} > F_{tabel}$		
<b>Sig.</b>		
H0 is accepted (there is no influence); If $Sig > 0.05$	Sig = 1,82 0,05	H0 is accepted (there is no influence of the kinesthetic learning style on learning outcomes)
Ha accepted (there is an influence); If Sig < 0.05		

In the analysis of kinesthetic learning style regression, the results show a negative regression coefficient (-0.228), but the t-test and F-test indicate that there is no significant effect of kinesthetic learning style on students' learning outcomes, with a Sig value of 0.182 for the t-test and 0.182 for the F-test. This indicates that the kinesthetic learning style does not have a significant impact on students' learning outcomes in the subject of Tafsir. These results contradict previous theories which state that kinesthetic learning styles should be able to enhance learning outcomes, especially in subjects that require physical interaction. However, in the context of Tafsir subjects that emphasize theory and text comprehension, kinesthetic learning styles may be less effective due to the limitations on physical activities relevant to the material being taught.

#### 1. Analysis of the Learning Interest Variable on Learning Outcomes

##### Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	78.542	10.046		7.819	.000
Interest in Learning	.015	.157	.013	.094	.926

a. Dependent Variable: Learning Outcomes

ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1.387	1	1.387	.009	.926 <sup>b</sup>
Residual	8017.820	51	157.212		
Total	8019.208	52			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Interest in Learning

Regression Equation	Meaning
$Y = 78,542 + 0,015X_2$	Interest in learning has a positive influence on students' learning outcomes, as indicated by a positive regression coefficient ( $\beta$ ) of 0.015. Interest in learning has a positive influence on students' learning outcomes, as indicated by a positive regression coefficient ( $\beta$ ) of 0.015.

Hypothesis	Value	Decision
<b>T-Test</b>		
H <sub>0</sub> is accepted (there is no influence); If $t_{hitung} < t_{tabel}$	$t_{hitung} = 0,094$ $t_{tabel} = 1,674$	H <sub>0</sub> is accepted (there is no influence of learning interest on learning outcomes)
H <sub>a</sub> is accepted (there is an influence); If $t_{hitung} > t_{tabel}$		
<b>F-Test</b>		
H <sub>0</sub> diterima (tidak terdapat pengaruh); Jika $F_{hitung} < F_{tabel}$	$F_{hitung} = 0,009$ $F_{tabel} = 2,78$	H <sub>0</sub> is accepted (there is no influence of learning interest on learning outcomes)
H <sub>a</sub> is accepted (there is an influence); If $F_{hitung} > F_{tabel}$		
<b>Sig.</b>		
H <sub>0</sub> is accepted (no influence); If $Sig > 0.05$	Sig. = 0,926 0,005	H <sub>0</sub> is accepted (there is no influence of learning interest on learning outcomes)
H <sub>a</sub> accepted (there is an influence); If $Sig < 0.05$		

The analysis results show that learning interest has a very small effect on learning outcomes, with a Sig. value of 0.926 for the t-test and 0.926 for the F-test, meaning there is no significant influence between learning interest and student learning outcomes. This indicates that although interest in learning is an important factor in the learning process, in this study, interest in learning is not a major determinant of students' learning outcomes in the subject of Tafsir. External factors such as the teacher's teaching method or the teaching materials used may be more dominant in influencing learning outcomes. Further research is needed to explore the influence of these external factors, including more varied and contextual teaching approaches tailored to students' learning styles.

## 2. Analysis of Kinesthetic Learning Style and Learning Interest Variables on Learning Outcomes

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

(Constant)	92.712	14.381		6.447	.000
Kinesthetic Learning Style	-.235	.172	-.191	-1.366	.178
Interest in Learning	.044	.157	.039	.280	.781

a. Dependent Variable: Learning Outcomes

#### ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	289.892	2	144.946	.938	.398 <sup>b</sup>
Residual	7729.315	50	154.586		
Total	8019.208	52			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Learning Interest, Kinesthetic Learning Style

Regression Equation	Meaning
$Y = 92,712 + (-0,235X_1) + 0,044X_2$	Kinesthetic learning style and learning interest have negative and positive influences on students' learning outcomes, as indicated by regression coefficients ( $\beta$ ) of -0.235 and 0.044.

Hypothesis	Value	Decision
<b>T-test</b>		
H0 is accepted (there is no influence); If $t_{hitung} < t_{tabel}$	$t_{hitung} = 1,366$ $t_{tabel} = 1,674$	H0 is accepted (there is no influence of kinesthetic learning style and learning interest on learning outcomes)
Ha is accepted (there is an influence); If $t_{hitung} > t_{tabel}$	$t_{hitung} = 0,280$ $t_{tabel} = 1,674$	
<b>F-Test</b>		
H0 is accepted (there is no influence); If $F_{hitung} < F_{tabel}$	$F_{hitung} = 0,938$ $F_{tabel} = 2,78$	H0 is accepted (there is no influence of kinesthetic learning style and learning interest on learning outcomes)
Ha is accepted (there is an influence); If $F_{hitung} > F_{tabel}$		
<b>Sig.</b>		
H0 is accepted (there is no influence); If $Sig > 0.05$	$Sig = 0,398$ $0,005$	H0 is accepted (there is no influence of kinesthetic learning style and learning interest on learning outcomes)
Ha accepted (there is an influence); If $Sig < 0.05$		

The results of the multiple regression show that both variables, kinesthetic learning style (-0.235) and learning interest (0.044), do not have a significant impact on learning outcomes, with a Sig. value of 0.398. This indicates that although there is a relationship between these variables and learning outcomes, their influence is very small and statistically insignificant. This indicates that there are other factors that are more dominant in determining students' learning outcomes in the subject of Tafsir. Another factor that might influence is the

teaching method, which is more dominated by lectures rather than active or physically-based approaches, which are more suited to kinesthetic learning styles.

### Discussion

Based on the analysis results that have been conducted, a correlation coefficient ( $r_{hitung}$ ) of 0.186 was obtained. The  $r_{tabel}$  value for  $N = 53$  at a 5% significance level is 0.270, which means  $r_{hitung} < r_{tabel} = 0.186 < 0.270$ , indicating that there is no influence of kinesthetic learning style on student learning outcomes in the Tafsir subject for the 7th-grade Kinesthetic class at MTs Muallimin UNIVA Medan, thus  $H_a$  is rejected.

In line with the above analysis, according to Dalyono, kinesthetic students are the most at risk of failing because they learn through movement, feeling, touching, or acting. To meet this need, learning must be multisensory and full of variety (Dalyono, 1990: 65). It cannot be denied that kinesthetic students cannot do without the support of teachers, parents, or stakeholders to work together in understanding and facilitating their needs during the learning process. Implicitly, if learning is related to the physical aspect of students or lacks variation, then the learning process is at risk of failing.

If viewed from the perspective of the Tafsir subject studied by the Kinesthetic Class VII students of MTs Muallimin UNIVA Medan, this subject places more emphasis on theory compared to direct practice. Learning like this poses difficulties for students in studying based on research conducted by (Fajari et al., 2024). The theory regarding the interpretation of Al-Baqarah from verses 1-5 was delivered by the teacher based on the Tafsir Jalalain book, which emphasized the lecture method over other methods related to the students' physical aspects, particularly the sensory aspects that seventh-grade Kinesthetic students should receive more of. This research is supported by previous studies whose findings indicate no influence between learning styles and learning outcomes, namely: the research conducted (Putri, 2020) and the research conducted (Jazil, 2021).

And the difference between kinesthetic learning styles and other learning styles (auditory and visual) is quite evident during the learning process. The kinesthetic learning style is a learning process for a student that emphasizes body movement, touching, or doing something in order to fully understand the material. And kinesthetic learning style can be defined as a learning process that involves physical activity, learning by doing, or learning through direct experience, not just by seeing and hearing. Students will thrive in an environment where they can see, touch, feel, and do to learn.

Kinesthetic students enjoy learning through movement and best memorize information by associating movement with each fact; therefore, learning through role-playing and working on projects is very helpful (Yanti, Santi Hajri, Akmal Hawi, 2021). Many kinesthetic students avoid benches, they prefer to sit on the floor and spread their work around them (DePorter dan Hernacki, 2007: 12). Students who are dominant rely on the utilization or empowerment of motor movements. They learn by moving, touching, and working or doing something. Students with this learning style find it difficult to sit still for hours listening to the teacher's lecture, as they feel they can learn better if the learning process is accompanied by physical activities. They have a strong desire to be active and explore while learning (Rasyidin dan Nasution, 2015: 12).

Therefore, there are other factors that can affect students' learning outcomes in the subject of Tafsir. Other factors that can influence, such as factors from students who do not use their learning styles during the learning process or students who have different learning styles but enter a class that has a kinesthetic learning style. Or external factors from the way the teacher teaches that do not pay attention to the differences in students' learning styles. Based on the analysis results that have been conducted, a correlation coefficient ( $r_{hitung}$ ) of 0.013 was obtained.

The  $r_{tabel}$  value for  $N = 53$  at a 5% significance level is 0.270, which means  $r_{hitung} < r_{tabel} = 0.013 < 0.270$ , indicating that there is no influence between learning interest and student learning outcomes in the Tafsir subject for the 7th-grade Kinesthetic class at MTs Muallimin UNIVA Medan, therefore  $H_a$  is rejected.

In line with the above analysis, according to Suryabrata, if someone is not interested in learning something, it cannot be expected that they will succeed in the learning process, and vice versa (Suryabrata, 1997: 10). Students who show a lack of interest in learning can become bored and even lazy in the learning process. Even though they appear to be watching and listening to the teacher's explanation, it doesn't necessarily mean they are actually engaged. So the learning that has taken place is just a passing breeze. The subjective feelings of students about a subject or a set of tasks in a lesson are greatly influenced by their perception of whether they are capable of completing those tasks. In turn, their perception is based on previous history and prior assessments of the learning outcomes from those tasks (Martí'in, Wicaksono dan Purwanti, 2019: 2).

This research is supported by previous studies whose findings also showed no influence between learning interest and student learning outcomes, such as (Septiana et al., 2019) and (Khairunnisak, 2021). Both studies reinforce that there is a gap, which is generally known that students' learning outcomes are influenced by their interest in learning.

Interest in learning plays an important role in the learning process. Students with a high interest in learning tend to be more enthusiastic, active, and proactive in participating in the learning process. Conversely, students with low learning interest often struggle to achieve learning goals due to a lack of interest in the learning being conducted. Because learning outcomes are the main indicator in measuring the success of the educational process.

Interest will foster motivation (drive) in someone to achieve an accomplishment. If students lack interest in following the lessons, they will feel forced, pressured, quickly bored, and easily discouraged when encountering obstacles (Husamah, 2016: 245). Students who are interested in a particular topic can devote more attention to that topic and become more cognitively engaged with it. Students will also tend to learn something in a more meaningful, organized, and detailed manner. For example, by linking it to prior knowledge, forming visual images, providing examples, connecting various ideas, drawing conclusions, and identifying its potential applications (Suralaga, 2021: 66). Therefore, education becomes one of the most important aspects in the realm of enhancing human capabilities (Syarnubi, 2020). Education is an activity that involves efforts to acquire knowledge from initially not knowing to knowing (Syarnubi, 2023).

From the results of the analysis, it was found that there are other factors, such as factors originating from within the students themselves, such as the students' limited proficiency in Arabic, which is the medium of instruction or the language used in the books they study in the subject of tafsir, or the teacher's teaching method, which lacks varied approaches, making learning tafsir sometimes very boring (Arni et al., 2020).

Based on the analysis results, an R Square (coefficient of determination) of 0.036 was obtained, which can be interpreted as the effective contribution of kinesthetic learning styles and learning interest together being 3.5%, while the remaining 96.4% is obtained from other influencing factors. The F test value obtained (Fhitung) is 0.94, which means  $F_{hitung} < F_{tabel} = 0.94 < 2.78$ . And a Sig value of 0.398 was obtained, which means the Sig value  $> 0.05 = 0.398 > 0.05$ . It can be concluded that there is no influence between kinesthetic learning styles and learning interest on learning outcomes in the subject of Tafsir for the 7th-grade Kinesthetic class at MTs Muallimin UNIVA Medan, thus  $H_a$  is rejected.

Therefore, it is concluded that the contribution of kinesthetic learning style and learning interest has a very low influence on students' learning outcomes in the subject of Tafsir. Indirectly, it can be inferred from the lack of influence between kinesthetic learning styles and learning interest on learning outcomes in the subject of Tafsir, that the subject of Tafsir itself is the obstacle for students when following it. Not only from the students' limitations in reading the Tafsir Jalalain book, which is based on the Arabic language, that makes them heavily rely on the teacher's explanations. But from previous research, it is known that there are several obstacles such as the inability of subject teachers to fully understand scientific concepts and how to integrate them with learning materials. In addition, the modules prepared by the teachers still tend to be monotonous.



There are also limitations in the available learning time, as well as difficulties in accessing websites to obtain additional information and supporting data.

In addition to those factors, the role of the teacher is considered very important in maintaining the implementation of the Tafsir subject. Teachers are expected to be fully involved in guiding and supervising students' behavior. For example, teachers are expected to remind students who only sit in class during the congregational noon prayer time without going to the mosque. Teachers should also take firm action when students use inappropriate language towards their friends or others (Rikawanto, Azani dan Maksum, 2022: 119).

From the results of the research, there is a contradiction with previous theories that state that the learning process tailored to each student's learning style will improve student learning outcomes. Nevertheless, the author found research whose results showed no influence between the independent and dependent variables, similar to this study. Research from (Zahra, 2024), who conducted research on the Influence of Learning Styles on Biology Learning Outcomes and Interest in Biology Learning of Class X Students at SMA Negeri 7 Bekasi City. From the research, a Sig. value of  $\geq (0.005)$  was obtained, indicating that there is no significant influence of learning styles on biology learning outcomes and students' interest in biology.

Learning style on learning outcomes shows a Sig. value of  $\geq (0.005)$ , which is  $0.661 \geq (0.005)$ , indicating that there is no significant effect of learning style on students' biology learning outcomes. And the research from (Sasmita et al., 2020) who conducted research on the Influence of Learning Interest, Learning Style, and Creative Thinking Ability on the Learning Outcomes of Class X Students in Basic Graphic Design Subjects at SMK PGRI 2 Malang. The results of this study indicate that learning interest does not affect learning outcomes with a significance value of  $0.668 > 0.05$ . Learning style does not affect learning outcomes with a significance value of  $0.272 > 0.05$ . Because the researcher has not yet found studies related to learning styles, learning interests, and learning outcomes in the subject of Tafsir, studies in subjects other than Tafsir are sufficient to clarify the contradictions with previous theories.

## CONCLUSION

Based on the analysis results that have been described, it can be concluded that the result of the simple linear regression analysis calculation between variable X1 and Y yields the regression equation  $Y = 95.037 + (-0.228X1)$ . The t-test obtained a t-value of 1.353, the F-test a value of 1.83, and a Sig value of 0.182, it can be concluded that there is no influence of kinesthetic learning style on student learning outcomes in the Tafsir subject for the 7th-grade Kinesthetic class at MTs Muallimin UNIVA Medan, thus  $H_0$  is accepted. However, it should be noted that these findings are not in line with several previous studies that showed an influence of learning styles on academic performance. Further research may need to consider other factors that could influence this relationship. And the results of the simple linear regression analysis between variable X2 and Y yielded the regression equation  $Y = 78.542 + 0.015X2$ , a t-test value of 0.094, an F-test value of 0.009, and a Sig value of 0.926. It can be concluded that there is no influence of learning interest on student learning outcomes in the Tafsir subject for the 7th-grade Kinesthetic class at MTs Muallimin UNIVA Medan, thus  $H_0$  is accepted. It is important to note that although interest in learning is often associated with improved learning outcomes, in the context of this study, the influence is not significantly observed. Further research may consider other factors that might play a more significant role in influencing students' learning outcomes.

And the results of the multiple linear regression analysis between variables X1 and X2 on Y, obtained the regression equation  $Y = 92.712 + (-0.235X1) + 0.044X2$ , F test value (Fhitung) 0.94, t test values 1.366 and 0.280, and Sig value 0.398, It can be concluded that there is no influence between kinesthetic learning style and learning interest on learning outcomes in the subject of Tafsir for the 7th grade Kinesthetic class at MTs Muallimin UNIVA Medan, therefore  $H_0$  is accepted. Overall, the multiple regression results also indicate that the combination of the two variables does not have a

significant effect on learning outcomes, which suggests the need for further research considering additional variables that may play a larger role.

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