



## MALAY LANGUAGE LEARNING STYLE OF VOCATIONAL COLLEGE STUDENTS

Lili Sunaini Binti Hj Ramli<sup>1\*</sup>, Prof. Zamri Bin Mahamod<sup>2</sup>,  
Dr. Mohammed Azlan Bin Mis<sup>3</sup>

---

**Article History:** Received: 12.12.2022

Revised: 29.01.2023

Accepted: 15.03.2023

---

### Abstract

Learning styles play a very important role in the teaching and learning process as it is the approach used by a person to learn in acquiring knowledge while responding to the surrounding world. This study aims to find out the learning styles among vocational college students in Malay Language subject. This study used a descriptive design. The sample of this study consisted of 554 students who were selected using a random sampling procedure. Pearson's correlation test was used to analyze the data in the study of the relationship between learning style and student achievement. coefficient value  $r$  between learning style and student achievement is 0.0 to 0.2. This finding shows that there is no relationship between the two variables. This study has also found that the dominant learning style practiced by the students is the motivational style.

**Keywords:** learning style, academic achievement, vocational college

---

<sup>1\*</sup>Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi Selangor Malaysia

<sup>2</sup>Faculty of Education, Universiti Kebangsaan Malaysia, 43600 Bangi Selangor Malaysia

<sup>3</sup>Center for Language and Linguistics, Universiti Kebangsaan Malaysia, 43600 Bangi Selangor Malaysia

Email: <sup>1\*</sup>p101480@siswa.ukm.edu.my, <sup>2</sup>d-zam@ukm.edu.my, <sup>3</sup>whg5026@ukm.edu.my

**DOI: 10.31838/ecb/2023.12.s3.183**

## 1. Introduction

Learning is a process of interaction between students and teachers as well as the diversity of resources around an individual's learning environment. Learning is the acquisition of information and knowledge, the mastery of skills and the formation of attitudes and beliefs. A lifelong learning process from birth that includes mastery of knowledge, emotional development, attitudes and aesthetic values.

Every student has a different level. These differences include different attitudes towards teaching and learning, different towards the environment and different towards teaching practices. This is because students learn in various ways either by seeing, listening, reflecting, remembering and describing. However, conflict in learning will occur if a person does not have an appropriate learning style. Problems occur when the student's learning style cannot be adapted to the lecturer's teaching activities. As a result, students will be bored and unable to concentrate fully on their studies, causing students to fail to get high marks in exams and will also cause students to be less interested in certain subjects.

Learning style is the way individuals act on their environment during the learning process [1] (Lee Shok Mee 1995). There is no one learning style that is said to be best or worst. Therefore, the chosen learning style depends on the individual. A student should know how to choose and determine the learning style that suits him in order to understand any knowledge input he learns. Achieving excellent results in teaching and learning means that a student has used a learning style that is effective for him. The same is the case if a student is unable to achieve his goals in teaching and learning. This may be due to the student still looking for the type of learning style that is most suitable for him.

Therefore, teachers play an important role in helping students identify their students' learning styles. Teachers should pay attention to students' learning styles because students are different individuals and the suitability of each student's learning style can help them learn more effectively.

In vocational colleges, students' fields of study consist of various fields including engineering technology, hospitality and tourism, community studies and services, business, information technology and agriculture. Educators need to know the learning styles of students from these various fields so that students can get effective learning and lecturers can teach more effectively. Therefore, this study looks at the learning style of Malay Language subject among vocational college students, the level of achievement in Malay

Language subject and ascertains whether there is a difference in Malay Language achievement according to the gender of the students.

## Problem Statement

The learning style practiced by each individual is different from one another. A student begins to form a learning style from early childhood. After that, he will continue to use that learning style. The learning style practiced by a student may be influenced by certain factors. Failure of students to identify and apply the appropriate learning style causes student achievement to decline in addition to the existence of problems in learning if students are less involved in teaching and learning activities that are only teacher-centered [2] (Yee 2015). Selection of methods and styles appropriate learning among students can help them indirectly in organizing and organizing effective strategies in their learning [3] (Yee Mei Heong, Jailani Md Yunos, Razali Hassan and Mimi Mohaffyza Mohamad 2013).

Each individual has a different learning style from each other in addition to having their own stimulation in the learning process inside and outside the classroom [4] (Ahmad Syakirin Jahri and Anuar Ahmad, 2016). This is due to the existence of differences in aspects of learning styles that are not balanced between male and female students. Female students are said to have a higher level of motivation and have a sense of responsibility compared to male students. Female students are said to be more inclined to accept instructions in completing assignments. However, female students have a lack of self-confidence in carrying out activities without teacher instruction and peer support even though they belong to excellent students [5] (Norhayati Ishak and Mohd Mahzan Awang, 2017).

Problems in learning also arise due to the student's learning style that does not match the teacher's teaching style. The effect may have negative consequences for teachers and students [6, 7] (Nurul Farhana Anwar 2013, Shiva Farajolahi and Ali Asghar 2014). The transfer of learning will be less than perfect when there is a problem of mismatch between the learning style and the teacher's teaching style. The variety of student learning styles that can be determined well will make it easier for teachers to plan teaching strategies [8] (Orhun 2013). In addition, knowledge related to the characteristics and profile of the general learning style of the whole class, which will allow teachers to organize and use teaching materials appropriately through PdPc techniques that are suitable for each student. As a result, the teacher's teaching becomes fun and leaves a positive impact on the students [9] (Zamri Mahamod 2011). Teacher failure in recognizing for sure style learning which is

suitable will cause students to be less interested to learn [10] (Anuar Ahmad and Nelson Orange 2015). Teachers can implement teaching and convey knowledge well if students can apply a more effective learning style when teaching and learning sessions take place in the classroom. Motivation in students can be increased if they have a suitable learning style. In addition, teachers can attract their interest to continue following PdPc in addition to the use of teaching strategies adopted by teachers. Teachers are individuals which play an important role in polish potential students to achieve excellence and have quality which height. By that, in context learning Language Malay Para teacher at vocational College it is necessary to always be proactive and creative in the approach of teaching Language Malay by using techniques learned which are suitable by level abilities and ability of the student.

### Concept of Learning Style

Every human being is unique. Usually, each individual will tend to choose a way of learning based on the situation they prefer. They will get the optimal impact if they learn through a method that suits them. In this context, individual learning will be more effective in a calm environment that does not make them feel stressed. Students will focus on their learning content according to the situation they prefer. Individual differences based on psychological characteristics will determine the learning style and strategies that individuals will use when processing information [11] (Cuthbert 2005).

[12] Hsieh (2011) defines learning style as a person's choice in processing external information or internal knowledge and experience. [13] Abd. Rahman, (2009) stated that learning style is the tendency of a student's actions during the learning experience. Learning style has cognitive, affective, and psychological characteristics that are the way a student sees, interacts with and reacts to the learning environment [14, 15] (Gokalp 2013, Rezaeinejad et al. 2015). Each student has certain and different choices in making observations, organizing and recalling and reacting to his learning environment. In other words, each student has his own learning style [16,] (Felder 1993). Learning theories and styles that have been presented by famous scientists can be put into practice and used as a guide by teachers and students in learning.

The understanding of learning style also means the way each individual goes through in focusing on the process and mastering all new information through different understandings [17] (Ghufron and Risnawita 2012). [18] Vaishnav and Chirayu (2013) defined learning style as referring to the ability of students to see and process information in a learning situation. Students need to understand their own learning style

to give strength and motivation in determining academic success. The results obtained after the learning process are very important even if students practice learning styles that are not the same as other peers. In ensuring a quality learning process for students in the classroom, teachers play an important role in adapting their teaching methods to the students' learning styles.

### Objectives

This study aims to identify the learning styles found among vocational college SVM students. Specifically, the objective of this study is to:

- (i) identify the Malay Language subject learning style of vocational college students.
- (ii) identify the characteristics of learning Malay Language subjects for vocational college students.
- (iii) identify the relationship between learning styles and Malay Language subjects achievement of vocational college students.
- (iv) identify differences in learning styles according to gender.

### Objectives of the Study

There are two hypotheses built to achieve the objectives of the study.

- a)  $H_01$  There is no significant relationship between learning style and Malay language achievement of vocational college students.
- b)  $H_02$  There is no significant difference between learning styles according to gender.

### Literature

Review studies related to learning styles in the context of learning Malay Language subjects have not yet received the attention of local researchers at the upper secondary level involving vocational students if reviewed based on previous studies. The main focus of previous researchers revolved around Science and Mathematics and Technical subjects. Several general surveys in the field related to learning style, have been conducted by several researchers in Malaysia.

There are several local studies related to learning style practices based on Selmes' learning style approach model [19] Selmes (1987). Most of these studies have been carried out at school or at the higher education level by previous researchers. One of the main aspects of the findings of the study that has attracted the interest of many previous researchers is related to the aspect of internal factors or motivation that exists within a student. The highlights of the research conducted show that there is a positive relationship

from this aspect of encouragement or motivation in influencing the student's learning style. Motivation is the awareness and desire to achieve a goal in one's life. Internal factors are important in a student's life to encourage them to continue learning [20] (Mohamad Yusri Bakir and Mohd. Razimi Husin 2014).

A study by [21] Khadijah Abdul Razak (2013) in the subject of Islamic Education also states that the motivational learning style is dominant among students. External factors also play an important role in encouraging a person to learn such as encouragement from parents and teachers. Even a person's learning is greatly influenced by the role of peers. Help and encouragement from parents, peers and teachers help students master a new learning. Study by Mohamad [20] Yusri Bakir and Mohd. Razimi Husin (2014) gives an impression that students' learning style is influenced by motivational factors in improving their learning achievement. Orang Asli students can achieve a good level of Islamic education if the method of increasing motivation in teaching and learning can be implemented effectively, with quality and continuously.

Parents also play an important role in nurturing and instilling well in children since they are still children related to self-awareness and a love of knowledge. Children will be more successful if they have high self-awareness in their studies. Most students are more likely to adopt a push learning style. This is because the will to succeed comes within themselves.

## 2. Research Methodology

This study is a descriptive quantitative study. Researchers have used survey methods to collect research data. This method is appropriate because this study aims to describe and compare the learning styles of vocational college students by gender. The sample of this study consisted of Year 1 and 2 Malaysian Vocational Certificate (SVM) students who took Malay Language subjects in several states in Peninsular Malaysia based on a simple random sampling technique. The number of study samples obtained in this study is more than the number of samples required based on the table for determining the size of the study sample presented by Krejcie and Morgan, [22] (1970). This research instrument consists of a questionnaire

### Instrument

The questionnaire instrument used in this survey study is to obtain data related to learning style practices involving students (SVM) in vocational colleges. The instrument for the dimension of learning style used in this study is an instrument adapted from the Inventory

of Learning in School by Selmes [19] (1987) covering five dimensions namely deep approach, surface approach, motivational approach, organisation approach and hard work. The concept presented in this learning style approach model includes a surface, deep, motivational, organisation and hard work style approach which also encourages student participation to be independent without expecting help from others through training in learning [23] (Yusfazila Mohd Yusof & Effandi Zakaria 2018). details of each learning style mode are as follows:

#### a) Deep Approach

Deep learning style shows that students have a high interest in the content of the lesson and are able to relate new information to existing experience and knowledge [19] (Selmes 1987). Students who use a deep approach have the intention to understand the learning material and are motivated by an interest in the content of the lesson [24] (Åge Diseth et al. 2003) and try to understand a concept in depth. Students who use this learning style will also continue to try to understand in depth and try to relate a concept that they learn.

#### b) Surface Approach

The surface approach refers to the intention to reproduce the learning material. This approach is characterized by memorization of learned facts and it is assumed that these facts are related to each other [24] (Åge Diseth A & Øyvind Martinsen 2003). Students who use this approach usually carry out learning after being instructed by others. Students of this group are completely dependent on the instructions given in detail by the teacher about what to do [25] (Siti Muti'ah Hairan et al. 2015). They only learn something in general and will only memorize facts and are unable to relate one concept to other facts in depth [19] (Selmes 1987).

#### c) Organisation Approach

Based on this organisation learning style, students tend to make careful plans for their learning activities. Yusfazila Mohd Yusof and Effandi Zakaria [23](2018) stated that this organisation learning style approach illustrates that students are able to plan and organize learning problems effectively, copy the content of lessons in a systematic and directed manner and be able to formulate answers before answering questions well and in an orderly manner. This approach is characterized by students planning their study time effectively, organizing lesson content systematically and functionally, using certain methods to store and remember information and formulating answers before answering exam questions [19] (Selmes 1987).

**d) Hard Work Approach**

The Selmes learning style model classifies this hard work learning style as the driving force behind learning and the extent to which students engage in learning. Hard word style approach describes the attitude of students who learn persistently, do not give up easily, are ready to learn from mistakes, work diligently and do not wait for any instructions from others to achieve excellence [24, 26] (Yusfazila Mohd Yusof and Effandi Zakaria 2018; Rohazal Abdullah 2004). Students who belong to this hard work learning style will try to find other alternatives in improving their understanding and try to solve complex problems [19] (Selmes 1987).

**e) Motivational Approach**

Learning style and motivation are two important and main factors that can affect student achievement.

Students in the high intrinsic motivation category, are able to explore their abilities and potential to achieve focused learning goals. Usually the character that is synonymous with this profound style is willing to work hard when studying and someone can complete a task perfectly even if it is difficult. Students from this category are able to work independently and diligently to achieve success.

The research instrument has been tested and the reliability of the instrument is as shown in Table 1. The reliability coefficient value of each construct is between .70 and .80. Researchers think this reliability is sufficient to continue data collection. software *IBM Statistical Packages for Social Science (SPSS) version 26.0* was used to determine the level of reliability of the questionnaire items through the internal consistency method.

Table 1: Reliability Coefficient Value

Dimension Learning Style	N	Coefficient $\alpha$
Deep	12	.789
Surface	12	.840
Organisation	12	.851
Hard Work	9	.785
Motivation	12	.892
Overall	57	

**Data Analysis**

Data was analyzed using the *SPSS* program. Descriptive statistics are used to determine frequencies, percentages and averages while inferential statistics are used to answer research questions and hypotheses.

**Research**

Findings The research findings are described in descriptive and inferential form to answer the research questions and hypotheses.

**a) Vocational college students' Learning style of Malay Language Subjects**

Table 1 shows the findings of the analysis of learning styles practiced by students when learning Malay Language.

Table 1: Analysis of Student Learning

Styles Learning Styles	N	Mean	Standard Deviation
Deep	554	45.12	4.805
Surface	554	45.30	5.166
Organisation	554	44.43	5.284
Hard Work	554	34.62	3.851
Motivation	554	48.34	6.048

The high mean score is for motivation style (48.34), surface (45.30) deep (45.12), organisation (44.43) and then hard work style (34.62). This finding shows that the motivational, surface, deep and organisation styles are more practiced than the hard work style. Overall, the mean difference is small and this shows that

students practice various learning styles and are not bound to one learning style only, namely motivation or surface.

**b) The characteristics of Malay language learning styles of Vocational Students**



Table 2 shows the mean scores for the characteristics of in-deep approach. A high mean score (refer to items 1, 5, 8, 9, and 10) shows that students have a high interest in the lesson content and try to understand it deeply. They try to use various techniques while

solving the given problem. However, there are some students who only rely on the material they read and do not try to diversify the study material and give their own opinions when they have the opportunity (refer to items 2, 3 and 4)

Table 2: Analysis of the Characteristics of In-Deep Approach

No.	Learning Style	N	Mean	Standard Deviation
1.	I include my own views in the writing if necessary.	554	3.91	.683
2.	I understand the meaning implied in the reading materials.	554	3.56	.676
3.	I make brief notes from the reading material while revising.	554	3.54	.777
4.	I combine notes from various sources.	554	3.59	.788
5.	I discussed with my friends about a topic I was studying again.	554	3.99	.729
6.	I feel that all aspects are interconnected when I write an essay.	554	3.68	.739
7.	I insert my own views when making notes if necessary.	554	3.73	.772
8.	I summarize material when making notes.	554	3.90	.707
9.	I use various methods when reviewing lessons.	554	3.87	.741
10.	I use various techniques when answering Malay questions.	554	3.82	.675
11.	I summarize the important content while making notes.	554	3.78	.745
12.	I often question myself about what I hear during the teacher's teaching in class.	554	3.74	.712

Table 3 shows the mean score for surface approach characteristics. A high mean score (refer to items 3, 6, 8, and 11) shows that students who practice the surface style need instructions from the teacher about the work that needs to be done. From the mean score it was also

found that some of the students tried to focus on all the facts when reviewing and understanding the lesson content only on the surface. They also try to organize notes systematically (refer to items 2, 4, 7 and 10).

Table 3: Analysis of the Characteristics of Surface Learning Styles

No.	Learning Style	N	Mean	Standard Deviation
1.	I memorize all the facts when revising.	554	3.28	.721
2.	I write notes that mostly consist of information.	554	3.64	.753
3.	I need the teacher to explain in detail what I need to do in writing.	554	4.15	.714
4.	I only make notes on the important contents of the topic (title) that I need to study.	554	3.88	.693
5.	I try to memorize all the notes while reading.	554	3.69	.748
6.	I need the teacher to explain in detail what to do when reviewing.	554	4.12	.733
7.	I write notes that are mostly in the form of information delivery.	554	3.59	.715
8.	I need the teacher to explain in detail what to do when making notes.	554	4.00	.779
9.	I focus on facts while reading.	554	3.81	.643
10.	I organized most of the notes systematically.	554	3.45	.698
11.	I like to be told by the teacher in detail what to do in my reading.	554	4.00	.719
12.	I focus on facts when revising.	554	3.68	.664

Table 4 shows the results of the analysis of the characteristics of organisation approach. The results of the analysis found that there are students who make systematic plans in managing their time to review lessons and make careful plans in completing all the

assignments given by the teacher (refer to items 2, 4, 7, 10 and 11). There are also students who allocate time to make notes as early as possible before the exam day (refer to items 3 and 6).

Table 4: Analysis of the Characteristics of Organisation Learning Styles

No.	Learning Style	N	Mean	Standard Deviation
1.	I allocate enough time to make my own notes.	554	3.64	.730
2.	I draft my answers first before answering the Malay exam questions.	554	3.77	.785
3.	I allocate enough time to make additional references.	554	3.66	.716
4.	I divide the time to review lessons in my own way.	554	3.76	.712
5.	I try to answer test questions without taking into account what I remember beforehand.	554	3.50	.807
6.	I try to revise as early as possible.	554	3.63	.748
7.	I allocate enough time to review the lecturer's notes.	554	3.75	.676
8.	I plan in detail in completing assignments.	554	3.71	.678
9.	I try to read all the notes as early as possible.	554	3.69	.735
10.	I plan to review the lessons learned.	554	3.84	.623
11.	I allocate enough time to make the necessary notes.	554	3.75	.675
12.	I try to make notes as soon as possible.	554	3.74	.682

Table 5 shows the mean for nine characteristics of hard work approach. Students who practice a persistent effort style always try to find the cause of weakness when performance declines and correct it immediately. In addition, they try to make additional references from several books and complete an assignment as quickly as possible (refer to items 1, 2 and 3). The results of the analysis also found that some students wait for the teacher to give instructions on

what they need to do in the lesson without trying to review and do exercises on their own (refer to items 6, 7, 8 and 9). This finding supports the results obtained for the characteristics of students who practice surface learning (refer to items 1, 2, 4 and 5). Usually, students in this category are those who are weak because smart students are found to need less teacher's instructions to do a task.

Table 5: Analysis of the Characteristics of Hard Work Approach

No.	Learning Style	N	Mean	Standard Deviation
1.	I need to be told by the teacher what topics to read.	554	4.02	.684
2.	I use several reference books to complete my assignments.	554	3.87	.709
3.	I try to solve problems in learning Malay even if it is difficult.	554	3.95	.645
4.	I review all Malay topics learned without waiting for the teacher's instructions.	554	3.40	.815
5.	I complete the Malay assignment as quickly as possible.	554	3.70	.685
6.	If I am given a job, I always try to do it to the best of my ability.	554	4.00	.656
7.	I look for the cause of weakness when my performance in Bahasa Malay studies declines.	554	4.00	.668
8.	If I don't succeed in doing something, I try to find a solution to be able to do it better in the future.	554	4.04	.674
9.	I prefer to make my own notes if I have the chance.	554	3.64	.799

Table 6 shows the mean for motivational approach characteristics. Students who practice the style always

think positively and try to get better marks compared to their peers in the exam and always try hard to

impress the teacher with their achievements (refer to items 1, 3, 4, 6, 8, 10, 11 and 12). The category of students who are in this motivational learning and perseverance in achieving good results in the lesson and feel happy to compete with other students

characteristic is that they will do their best to make the teacher always believe in their efforts

in completing the tasks given to them by the teacher (refer to item 7 and 9).

Table 6: Analysis of Motivational Learning Style Characteristics

No.	Learning Style	N	Mean	Standard Deviation
1.	It is important for me to get higher marks than others.	554	4.00	.800
2.	I enjoy the work I do at school	554	3.86	.744
3.	I worry if I finish my work late.	554	4.11	.683
4.	I feel ashamed of myself if I don't study hard at school.	554	4.23	.663
5.	It is important for me to do something better than other students.	554	3.97	.761
6.	It is important to me if the teacher thinks I have worked hard.	554	4.07	.708
7.	I enjoy competing with other students in completing school work.	554	3.88	.806
8.	I feel worried when the teacher criticizes my work.	554	4.03	.778
9.	I want teachers to know that they can count on me.	554	3.79	.837
10.	I don't feel good if I disappoint the teacher.	554	4.18	.753
11.	There are many lessons that I find interesting and challenging.	554	4.06	.654
12.	I feel very happy when my friends can see my brilliance.	554	4.17	.741

### c) Relationship between learning style and Malay achievement

The findings of the study shown in Table 7, found that there is a significant relationship between deep approach, surface, hard work and motivation with

achievement. Despite this, it was found that the value of  $r$  is low and this indicates a very weak relationship. The findings of the study also show that there is no significant relationship between organisation approach and Malay Language subject achievement among vocational college students.

Table 7 : Relationship Between Learning Style and Malay Language Achievement

Learning Style	N	$r$	$p$
Deep	554	.230**	.000
Surface	554	.166**	.000
Organisation	554	.053	.210
Hard Work	554	.129**	.002
Motivation	554	.155 **	.000

\*\* significant at the  $p=.001$  level (2-tailed)

### d) Differences in learning style according to gender

Based on the findings of the study in table 8, there is a significant difference in the surface approach  $p=0.019$ . organisation style  $p=0.005$ , hard work style  $p=$

0.001 and motivational style  $p=0.004$ . Nevertheless, the findings of the study show that there is no significant difference in deep approach which is  $p=0.058$ . Overall, the mean difference between male and female students is small. Therefore, the gender factor does not affect the learning style among vocational college students.

Table 8: Test -  $t$  Learning Style Differences According to Gender

Learning Style	Factor	N	Mean	$t$	$p$
Deep	Male	334	3.734	-1.902	.058
	Female	220	3.800		
Surface	Male	334	3.740	-2357	.019
	Female	220	3.828	-	



Organisation	Male	334	3.659	-2.846	.005
	Female	220	3.767		
Hard Work	Male	334	3.798	-3.330	.001
	Female	220	3.920		
Motivation	Male	334	3.979	-2.854	.004
	Female	220	3.103		

Significant at the  $p = 0.05$  level

### 3. Conclusion

Based on the findings from several analysis results that have been conducted it was found that vocational college students practice diverse learning. The learning style practiced by vocational college students is not only tied to one learning style. Vocational college students are more likely to adopt a motivational approach compared to other learning styles. The results of the study also show that there is a relationship between learning style and Malay Language subject achievement among vocational college students. However, as a result of the correlation value, the relationship is very low.

### 4. Discussion

An appropriate and effective learning style if practiced can help students achieve high achievement in Malay Language subjects. The results of the study found that the motivational approach is the most practiced learning style among SVM students in vocational colleges. Students who use a motivational approach work hard in their learning. This shows that motivation has a relationship with learning style. Internal motivation plays an important role in motivating students to learn. In this approach, bright students are found to worry more when they fall behind in their assignments. They will strive to succeed in learning. They will be more worried if the teacher criticizes their work and do not give up easily in the face of difficult work. Approach style motivation in circle students this it turns out connected hooks by approach styles learning which another like approach style deep and style surface. Information about learning styles can also help teachers identify students' learning styles so that the lessons delivered can meet the differences in each individual. With that, the teaching and learning process can run smoothly and effectively to improve the quality of education in facing the challenges of the age of science and technology. In addition, students can also understand their own tendencies, strengths and weaknesses in the learning style practiced by them. This can be an incentive to develop a new learning style that can improve their achievement in Malay Language subjects.

### 5. References

- Lee Shok Mee. Pendidikan 2: Murid dan Proses Pembelajaran. Siri Pendidikan Perguruan. Edisi Keempat. Kumpulan Budiman Sdn. Bhd. Kuala Lumpur. 1995.
- Yee Mei Heong. Kesan manual pengintegrasian strategi pembelajaran dan kemahiran berfikir aras tinggi terhadap penjaan idea dalam kalangan pelajar teknikal. Tesis Doktor Falsafah. Universiti Tun Hussien Onn Malaysia. 2015.
- Yee Mei Heong, Jailani Md Yunos, Razali Hassan & Mimi Mohaffyza Mohamad. Penilaian Kualiti Manual Pembelajaran Kendiri Pengintegrasian Gaya Pembelajaran Kolb Dan Kemahiran Berfikir Aras Tinggi Marzano. Fakulti Pendidikan Teknikal dan Vokasional Universiti Tun Hussein Onn Malaysia. Prosiding Persidangan Antarabangsa mengenai Penyelidikan Sains Sosial, ICSSR 2013. 4-5 Penang, MALAYSIA. 2013.
- Ahmad Syakirin Johari, Anuar Ahmad. The Relationship Between Learning Style And Student Achievement In History Subject. IOSR Journal Of Humanities And Social Science (IOSR-JHSS) Volume 21, Issue 7, Ver. VIII (July. 2016) PP 07-14 e-ISSN: 2279-0837, p-ISSN: 2279-0845.
- Mohd Mahzan Awang, N. binti I. The Relationship of Student Learning Styles and Achievement in History Subject. *International Journal of Social Sciences and Humanities Invention*, 4(3), 2017.3372–3377.  
<https://doi.org/10.18535/ijsshi/v4i3.04>
- Nurul Farhana Anwar. Hubungan gaya pembelajaran dengan pencapaian akademik pelajar aliran vokasional. Laporan Projek Ijazah Sarjana Pendidikan Teknik dan Vokasional. Fakulti Pendidikan Teknik dan Vokasional. Universiti Tun Hussein Onn Malaysia. 2013.
- Shiva Farajolahi & Ali Asghar Eshagh Nimvari. The Relationship Between Student' Learning Styles And Their Language Learning Strategies. *Modern Journal of Language Teaching Methods (MJLTM)*. 2014.Vol. 4, Issue 1, March

- Orhun, N. An investigation into the Mathematics achievement and attitude towards Mathematics with respect to learning style according to gender. *International Journal of Mathematical Education in Science and Technology*, 2007. 38, 321–333.
- Zamri Mahamod. *Memperkasa Guru, Mempercepat Pelajar: Pengajaran dan Pembelajaran Bahasa Melayu Dalam Abad Ke-21*. Kertas Kerja Ucapnama di Seminar Bahasa Melayu Singapura. 2011.
- Anuar Ahmad dan Nelson Jinggan. Pengaruh Kompetensi Kemahiran Guru Dalam Pengajaran Terhadap Pencapaian Akademik Pelajar Dalam Mata Pelajaran Sejarah. *Jurnal Kurikulum & Pengajaran Asia Pasifik*, 2015. 3 (2), 1-11.
- Cuthbert, P. F. The student learning process: Learning styles or learning approaches? *Teaching in Higher Education*, 10(2), 2005. 235–249
- Hsieh S. -W., Jang Y. -R., Hwang G. -J., & Chen N. -S. Effects of teaching and learning styles on students' reflection levels for ubiquitous learning. *Computers & Education*. 57(1), 2011.1194-1201.
- Abd. Rahman Hj. Ismail. Hubungan Gaya Pembelajaran, Kemahiran Belajar dan Pencapaian Bahasa Malaysia dalam Kalangan Pelajar Tingkatan Empat. Tesis Ijazah Sarjana. Universiti Pendidikan Sultan Idris, Tanjung Malim. 2009.
- Gokalp, M. The effect of students' learning styles to their academic success. *Creative Education*, 4(10), 2013. 627.
- Maria Rezaeinejad, Akbar Azizifar, Habib Gowhary. The Study of Learning Styles and its Relationship with Educational Achievement Among Iranian High School Students, *Procedia - Social and Behavioral Sciences*, Volume 199, 2015, Pages 218-224, ISSN 1877-0428,
- Felder, Richard, "Reaching the Second Tier: Learning and Teaching Styles in College Science Education." *J. College Science Teaching*, 23(5), 286-290 (1993).
- Ghufron, M. N. dan Rini Risnawita. *Gaya Belajar: Kajian Teoritik*. Yogyakarta: Pustaka Pelajar. 2012.
- Vaishnav, R. S., & Chirayu, K. C. Learning style and academic achievement of secondary school students. *Voice of Research*, 2013.1(4), 1-4.
- Selmes, L.P. *Improving study skills (Changing Perspective In Education)*. Great Britain : Hodder and Staughton Ltd. 1987.
- Mohamad Yusri Bakir Mohd.Razimi Husin. *Motivasi Dan Gaya Belajar Pendidikan Islam Dalam Kalangan Murid Orang Asli*. Jurnal Penyelidikan Dedikasi, 2014. Jilid 8.
- Khadijah Razak. *Gaya Pembelajaran, Pencapaian Pendidikan Islam dan Penghayatan Akhlak Dalam Kalangan Pelajar Sekolah Menengah di Selangor*. Tesis Doktor Falsafah. Universiti Putra Malaysia. 2013.
- Krejcie, R. V. dan Morgan, D. W. Determining sample size for research education and psychological measurement. *Education and Psychological Measurement*, 3, 1970. 607-610.
- Yusof, Yusfazila Mohd, and Effandi Zakaria. "Hubungan antara gaya pembelajaran dengan pencapaian matematik pelajar sekolah rendah." In *Kertas kerja yang dibentangkan di Seminar Kebangsaan Majlis Dekan Pendidikan Universiti Awam*. 2018.
- Åge Diseth & Øyvind Martinsen. Approaches to Learning, Cognitive Style, and Motives as Predictors of Academic Achievement, *Educational Psychology: An International Journal of Experimental Educational Psychology*, 23:2, 2003. 195-207
- Siti Muti'ah Hairan, Norasmah Othman & Zuriana Zulkifly. Korelasi gaya pengajaran guu, gaya pembelajaran murid prinsip akaun dan minat dalam keusahawanan. *Prosiding: Seminar Antarabangsa ke -7 Pendidikan Daerah*, 5-7 November. 2015.
- Rohazal Abdullah. Hubungan antara gaya belajar dengan pencapaian matematik dan pencapaian akademik di kalangan pelajar tahun enam di sebuah sekolah di Daerah Johor Bahru, Johor. *Fakulti Sains Dan Teknologi Universiti Pendidikan Sultan Idris*. 2004.