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EXTENDED ABSTRACT

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LEARNING STYLES AND ACADEMIC PERFORMANCE AMONG STUDENT-ATHLETES: A SUKMA NEGERI SEMBILAN CASE STUDY

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I. Introduction

This study investigates the relationship between learning styles and academic performance among student-athletes in SUKMA [1]. It aims to identify their preferred learning styles, assess their academic performance, and explore the correlation between these factors [2]. By understanding this relationship, the research seeks to support strategies that enhance academic outcomes for student-athletes balancing education and sports [3].

II. Methods

This study involved 214 randomly selected from 500 student-athletes SUKMA from Negeri Sembilan. Data collected using questionnaires was employed: Section A for demographic data, Section B for learning styles (24 items), and Section C for academic performance. (8 items). Data analysis was conducted using descriptive analyses to identify learning style preferences and academic performance levels, while inferential analyses (Pearson Correlation) to analyze relationships between learning styles and academic performance.

III. Results and Discussion

A. Learning Style

The most preferred learning style was visual (2.03 ± 0.23), followed by auditory (2.02 ± 0.23) and kinesthetic (2.01 ± 0.25). Visual learning was slightly more common, while kinesthetic learning showed the most variability among respondents. Demographic differences were minimal, as preferences remained consistent across groups.

B. Academic Performance

The average academic performance level for excellent performance showed that (33.8 ± 0.95) which represents 1.87% (4 student athletes), while at the good performance level it showed (27.4 ± 1.99) which represents 44.4% (95 student athletes), Next it shows the lowest level of the grade is moderate performance was found to be (21.6 ± 1.97) which represents 53.7% (115 student athletes) but it is still the best result for student athletes and need to improve in terms of learning.

C. Relationship Between Learning Style and Academic Performance

A weak positive correlation (r =0.441 p=0.01) was found between learning styles and academic performance, but it was not statistically significant. None of the learning styles showed a meaningful relationship with academic performance, suggesting that learning style preference may not influence academic outcomes in this context.

TABLE I
Analyses Relationship Learning Style and Academic Performance

Variables		Learning Styles
Academic Performance	Person Correlation (r)	0.056
	Significant (2 tailed)	>0.441
	N	214

IV. Conclusions

This study highlights that visual learning is the most preferred style among SUKMA student-athletes, while academic performance is the lowest level of grade for student-athletes. However, no significant relationship was found between learning styles and academic performance. These findings suggest that other factors may contribute to academic success in student-athletes balancing sports and studies.

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