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**The Effects of Elaborative Learning Strategy and Cognitive Style on
Students: Evidence from University Students in Lampung, Indonesia**

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Abstract

(The purpose of this research study was to examine the various effects associated with elaborative learning strategy and the cognitive style among university students taking a course in learning "media. The research was conducted in an Islamic university located in Lampung, Indonesia. Students with high cognitive style, tend to make better grades using elaborative learning strategy, compared to those taught with the conventional learning strategy; and students that are taught learning media with low cognitive style generate higher results, compared to students taught with conventional learning strategy. This study concluded that learning outcomes on students can be enhanced by applying the learning strategy that suits the students' cognitive style.)

(Introduction)

Studies on learning strategy and processes associated with learning outcomes, are intertwined inseparable. Various factors influence the learning outcomes internally (interest, internal motivation, students' cognitive style, and way of thinking), and externally (learning materials and learning strategies). This study was limited to the internal and external factors associated with the cognitive learning style and the

Comment [I1]: Briefly describe the implication of your study

Comment [I2]: English Correction Is Needed

active learning strategy, is student-centered, as it tends to centralize more on students. Learning strategy is a plan to help students achieve their learning outcomes (Gagné, Wager, Golas, & Keller, 2005). It can be in form of learning materials or a production unit such as learning media. Seels and Richey (1994) beams that learning strategy is a specification to select and to sort out learning events and activities. From the above mentioned opinions, it can be concluded that learning strategy is a technique used by teachers to assist students select and sort out learning events and activities.

Comment [I3]: Seels and Richey (1994)

This study used elaborative learning strategy to ameliorate students learning process. The strategy adopted in organizing lesson flows from general to specific (Reigeluth & Rodgers). Elaborative learning strategy comes from elaborative theory in learning and as a development from *Component Display Theory (CDT)* (Reigeluth & Merrill, 1978; Reigeluth, Merrill, & Bunderson, 1978). It is an alternative theory used to decide an organization's learning standard based on hierarchal 1 task analysis. It aims at supporting the instructional development in choosing and stimulating content, as well as in optimizing learning outcomes.

Comment [I4]: Reigeluth & Rodgers, 1980

A study conducted by Hanclosky compared the contribution of elaboration theory and task analysis to learning concepts and principles. One of the tested hypotheses was to learn better concepts and principles on elaborative theory, with respect to advanced organizer and task analysis. Students tend to learn on their own accord and free will using various learning techniques, such as cognitive style. Furthermore Greeno, Collins, and Resnick (1996) stated that an improved cognitive style is closely related to students characteristics with respect to their cognitive process. Todd (1982) reported cognitive style is an individual's step in processing information through responsive strategy upon a given task. Cognitive style is influential to learning outcomes.

Comment [I5]: Hanclosky (1986)

Research Method

This research made use of experimental method of data collection with a 2x2 factorial design technique. Learning outcomes on learning media was the dependent variable used while the learning strategy was the independent variable used. The independent variable was divided into two groups; elaborative learning strategy which was used as the experimental group and the conventional learning strategy which was used as the control group. Cognitive style acted as an intervention variable which was further divided into high cognitive style and low cognitive style. The research design explained is as follows:

Table 1. Treatment design by 2x:2 level

Cognitive style (+)	Learning Strategy	
	Elaborative (A1)	Conventional (A2)
High (B1)	A1B1	A2B1
Low (B2)	A1B2	A2B2

The data used for this research work comprises of students from six classes of the same department in an Islamic university in Lampung, Indonesia. Two sample classes were randomly selected. with each class either selected as an experimental class or a control class. Experimental classes were labeled Class A which was made up of students who received elaborative learning strategy, while the control class was labeled Class B which was made up of students who received conventional learning strategy.

Comment [16]: Whose theory do you use as a framework of your research methods? How do you convince the readers that this study is valid and reliable?

Comment [17]: Adjust The Article To The Template

Comment [18]: English Correction Is Needed

H₄: learning outcomes on learning media among students with low cognitive style and taught with elaborative learning strategy show lower results compared to the learning outcome among students with low cognitive style and taught with conventional learning strategy. This hypothesis can statistically be tested as follows.

H₀: $\mu_{cB2} \geq \mu_{HA2B2}$

H₁: $\mu_{cB2} < \mu_{HA2B2}$

Comment [I9]: Adjust The Article To The Template

Results and Discussion

Comment [I10]: change the phrase and sentence structure

The summary of the research data used in this study is shown in Table 2 below. The table presents descriptive statistics of number of samples for each group, its total number, mean, and standard deviation. The table also summarized the total data of all the samples used in the research.

Table 2. Summary of the research data

Cognitive style (B)	Learning Strategy (A)		T'tal
	Elaborative (A1)	Conventional (A2)	
High (B1)	n = 10	n = 10	n = 20
	= 857	= 575	= 1432
	I= 85.7%	A= 57.5	A= 71.6
Low (B2)	S = -5.85	S = -4.10	S' = -15.03
	n = 10	n = 10	n = 20
	= 598	= 400	= 998
Total	I= 59.8	A= 40	I= 49.9
	S = -5.35	S = -4.23	S = -11.23
	n = 20	n = 20	n = 40
Total	= 1455	= 975	M= 2430
	A= 72.75	A= 30.86	A= 60.7
	S = -14.10	S = -9.90	S = -17.11

Source: Primary data, authors' estimation. Notes: N : Number of sample; Total number; I : Mean; s: Standard deviation.

To test the hypotheses, the research conducts a two-way analysis of variance with interaction (ANOVA 2x2) with the aim of understanding the difference on the given treatment namely learning strategy and cognitive style, as well as its interaction to learning outcomes on learning media as the dependent variable. The

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Abstract

The purpose of this research study was to examine the various effects associated with elaborative learning strategy and the cognitive style among university students taking a course in learning media. The research was conducted in an Islamic university located in Lampung, Indonesia. Data were collected through a random selection of 40 students using the random sampling data collection technique. The study employed the use of a 2x2 treatment design level to test the effect of elaborative learning and cognitive style on students. The results of the study illustrated that: (1) students taught with elaborative learning strategy perform better and, generate higher results than students taught with conventional learning strategy; (2) there is an interconnection between the learning strategy and the cognitive style with each leading to various learning outcomes; (3) students with high cognitive style, tend to make better grades using elaborative learning strategy, compared to those taught with the conventional learning strategy; and (4) students that are taught learning media with low cognitive style generate higher results, compared to students taught with conventional learning strategy. This study concluded that learning outcomes on students can be enhanced by applying the learning strategy that suits the students' cognitive style.

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