

ABSTRAK

Gaya belajar merupakan aspek penting dalam pendidikan, karena berperan dalam membantu individu menyerap, mengolah, dan memahami informasi secara efektif. Pemahaman terhadap gaya belajar yang sesuai dengan karakteristik masing-masing siswa sangat berpengaruh terhadap pencapaian tujuan pembelajaran. Penelitian ini menawarkan lima pendekatan sebagai alternatif dalam proses belajar, yaitu Project Based Learning, Problem Based Learning, Inquiry Based Learning, Discovery Learning, dan Contextual Teaching and Learning. Penilaian dilakukan berdasarkan lima kriteria: keaktifan siswa, pemahaman materi, kemampuan bekerja sama, inisiatif dan kreativitas, serta kualitas komunikasi antara guru dan siswa. Data penelitian diperoleh melalui observasi langsung di SMA Negeri 1 Jangka dengan total sebanyak 4040 data. Metodologi penelitian mencakup studi literatur, pengumpulan data, perancangan sistem dan basis data, implementasi metode Multi Attribute Utility Theory (MAUT), serta pengujian sistem. Hasil analisis menunjukkan bahwa pendekatan Inquiry Based Learning memperoleh skor tertinggi dengan nilai 13,611. Disusul oleh Discovery Learning (13,018), Problem Based Learning (12,975), Contextual Teaching and Learning (12,929), dan Project Based Learning sebagai yang terendah dengan skor 12,558.

Kata Kunci: Gaya Belajar Siswa, *Multi Attribute Utility Theory*

ABSTRACT

Learning style is an important aspect of education, as it plays a role in helping individuals absorb, process and understand information effectively. Understanding the learning style that suits the characteristics of each student greatly influences the achievement of learning objectives. This research offers five approaches as alternatives in the learning process, namely Project Based Learning, Problem Based Learning, Inquiry Based Learning, Discovery Learning, and Contextual Teaching and Learning. The assessment is based on five criteria: student activeness, understanding of the material, ability to work together, initiative and creativity, and the quality of communication between teachers and students. The research data were obtained through direct observation at SMA Negeri 1 Jangka, with a total of 500 data entries. The research methodology includes literature study, data collection, system and database design, Multi-Attribute Utility Theory (MAUT) net implementation, and system testing. The analysis results showed that the Inquiry Based Learning approach obtained the highest score with a value of 13.611. Followed by Discovery Learning (13.018), Problem Based Learning (12.975), Contextual Teaching and Learning (12.929), and Project Based Learning as the lowest with a score of 12.558.

Keywords: *Student Learning Style, Multi Attribute Utility Theory*