Conference Paper

Decision and Learning Style Sketch of Cultural Map of Student at University of Indonesia, Depok

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Abstract

Social environment influences human activities, which is formed by the relationship of the groups including its role set, which also affects human behavior. Human behavior within its social environment showed learning style and decision pattern. Group relationship included its individual role can be drawn into cultural map. The intention of this study is to explore the decision and learning style within the University of Indonesia in Depok. Data were collected through questionnaire distribution in three faculties of the University of Indonesia. The result showed a cultural map in decision with dominant egalitarian decision and another cultural map with logical learning style within the University of Indonesia, Depok.

Keywords: social environment, learning style, decision-making, cultural map

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1. Introduction

Environment as a space influenced human activities. It can be classified into three categories such as natural environment, man-made environment, and social environment. Social environment as also a social system consisted of various human activities and its rules. Human activities together within its groups and also its rules, reflected their culture. Social environment of University of Indonesia at Depok, illustrate an educational institution with its various interaction among students, lecturers, and administration. Inside those interaction occurs a decision making and learning process.

The focus of this paper is to explore the decision pattern among the students and their learning style. Furthermore, it will present two cultural maps based on the data. The maps, showed the dominant way of the decision making and the dominant learning process. The paper will be separated into five parts. The first part is the introduction part. The second part is the explanation of decision pattern and also learning style. The third part of the paper is an explanation of the method of data collection and

analysis. The fourth part is the description of crosstabulation of decision pattern and learning style, and also the implementation of results on cultural maps. The Faculty of Engineering part or the last section is a conclusion.

2. Decision Pattern and Learning Style

Social environment is a space that... "*consisting of clusters of activities, rules, and individuals, or social institutions, each of [institution] deals... in relatively patterned and structures way*" [1] (Steven L. Nock. 1987. Sociology of Family. Englewood Cliff, New Jersey. Prentice-Hall.). Social environment can be sketched into various maps based on decision pattern and learning process. Map is a picture which show a position of various objects. The position based on two crossed lines which reflected its orientations. As an examples, geographical maps showed a line of orientation between North and South, which crossed with line of orientation between East and West. Cultural maps of 'decision pattern' showed a position of gender and faculties. The position based on two lines. The first line connected the orientation toward group and individuals. The second line showed the highest position with strict rule connected with the lenient rule. The cultural map of learning style showed the position of various gender and faculty. The position based on two lines of learning process. The first line showed a connection between thinking and feeling. The second line showed a connection between observing and doing.

Learning process is an activities to transform experiences into a knowledge. [2] (David Kolb. 1984. Experiential learning. Experience as the Source of Learning and Development. Englewood Cliff, New Jersey. Prentice-Hall.) The source of experiences are social environment with its culture. There is mutual influences between environment and the culture. [3] (Yehudi Cohen. 1974 Man In adaptation. The Cultural Present. Chicago. Aldine Publishing Co.) Culture is an entire collection ideas and emotional system, human action included its creation resulted from social way of life which owned through learning process [4] (Koentjaraningrat, 1996) ("Kebudayaan adalah seluruh sistem gagasan dan rasa, tindakan serta karya yang dihasilkan dalam kehidupan bermasyarakat, yang dijadikan miliknya dengan belajar". Koentjaraningrat. 1996. Pengantar Antropologi (Introduction to Anthropology. Jakarta. Rineka Cipta.). Decision pattern is a form of response to select an action. The forms of response can be separated from learning style. This parts showed the decision patterns and also learning styles.

2.1. Decision patterns

Decision patterns influenced by human interaction which linked to group or individual orientation. The interaction can be separated into temporary connection or continuous connection. The connection can be a strong bound to a group, or preference toward individuals. Its social interaction can be lot of pressure or flexible way into the behavior. The relationship among member of group showed a principles or rules, that allow or limit the member participation in the decision making. The strictness of rule show level of the position.

Michael Thompson, Richard Ellis and Aaron Wildawsky (1990) (Michael Thompson, Richard Ellis, Aaron Wildawsky. 1990. Cultural Theory. Oxford. Westview Press.) unlock the differences within the group through its behavior. They have separated deeply the actions, based on 'orientation to the group or individual' and also level of 'strictness of rules' for member involvement. Based on this classification, design two continuum lines which cut each other and create four spaces, as position for group. The first continuum line connected a position of group oriented behavior with individual oriented behavior. This line laid horizontally and called Group Line. The second continuum line connected the strictness of rule which selected involvement of member with lenient rule which allow member for participation. This line put in vertical position and called Grid Line. The Grid Line cut across in the middle of Group Line. Those lines create a frame with four spaces of basic decision patterns. The cultural map of decision pattern basically filled with four spaces. The idea to describe 'scale of coercion and obligation toward group or individual' and also the 'strictness of the rule for people involvement in decision' originally developed by Mary Douglas. The lines which showed the coerced orientation to member and level of exclusion of member, created basically four spaces which formed a cultural map. Michael Thompson and hid friends called it The Grid and Group Typology. Those four spaces showed the group decision patterns.

Various decision patterns showed the interest of group or individual and also the rigors implementation of the rules. Choices, based on the orientation to group, combined with lenient rule implementation of behavior called as an Egalitarian Decision Pattern. I design the answer as 'action a Faculty of Engineering discussion with colleagues or peer group'. Choices based on strict rule implementation combined with orientation toward group orientation called as Hierarchical Decision Pattern. The answer I designed is 'action a Faculty of Engineering discussion with the expert, and supervisor'. When the choices based on interindividual orientation and combine with implementation of flexible rule, it's called Individualist Decision Pattern. Its application in questionnaire

is 'action based on personal interest'. Decision made by a person with individualist orientation but have to face the strict rule called, Fatalist Decision Pattern. Fatalism was followed by Eskimo people in when they have to face the force of nature in North Pole. [6] (Norman A. Chance. 1971. "The Eskimo Cultural Values" in Man in Adaptation. The Institutional Framework. Edited by Yehudi Cohen. Chicago. Aldine Publishing Co.) In order to survive they should act as adventurous person. The answer for fatalist is 'let it happen, I will act based on request'. Those four decision patterns can be seen as four boxes. Michael Thompson added another position which free of the pressure of those four patterns. Its position as a box located in the middle above those four boxes. Its decision pattern far from the all boundary of the map. The people in the fi Faculty of Engineering space or box called Hermit. In Indonesia similar as *Kiai*, or independence person. Its decision patterns called Autonomous Decision Pattern. The answer I design as action without think about cost-benefit. In short, the cultural map of decision pattern based on those above five models. Those models are Individualist, Egalitarian, Hierarchist, Fatalist, dan autonomous/Hermit. Furthermore, the decision cannot be separated from learning process.

2.2. Learning style

Learning style related to decision patterns. Before and a Faculty of Engineering the decision conducted, there was a learning process toward a situation. The learning process evaluated the way a person think and feel, person do and observe the situation. The process also transform the experience into a knowledge conducted through the social intercourse among members, or other source such as friends or families.

Robert Boyd and Peter J. Richerson (2005) stated that learning process can be separated through instruction or teaching, but also dialogue among member of a group or social learning. (Robert Boyd dan Peter J. Richerson. 2005. The Origin and Evolution of Culture. Oxford. Oxford University Press.) Social learning is a process of changing experience based on interaction. The interaction included observation, imitation, teaching and enhancement of knowledge and skill by elder people. The tradition of learning together with other planners to design a plan for innovation, called also as social learning [8]. (John Friedmann. 1987. Planning in The Public Domain. From knowledge to Action. Princeton. New Jersey. Pennsylvania University Press.)

Robert Boyd quoted also the difference between learner and imitator which stated by Alan Roger in 1989. Learners learn individually and imitator copy someone randomly. Margaret Mead, had classified three type learning process. The first is a process to learn from the elder which called Post-figurative, then the second type is to learn from peer group which called Co-figurative, and the third type is to learn from younger which called Pre-figurative. [9] (Bambang Widianto 2010. "Keluarga dan Enkulturasi Anak" (Family and its Children Enculturation), in, Keluarga Indonesia. Aspek dan Dinamika Zaman (Family in Indonesia. Its Aspect and Dynamic of Time). Edited by Karlina Silalahi dan Eko Meinarno. Jakarta. Rajawali Press.) In nutshell, the learning process need a social environment as a source of information.

There were three people such as David Kolb, Janet Hagberg, and Richard Leider who studied the learning style. David Kolb (1984) stated about the structural dimension underlying the cyclical process of learning based on experience. The process consisted of (a) concrete experience, (b) reflective observation, (c) abstract conceptualization, followed by (d) active experimentation. Furthermore Kolb present four types of learning styles which based on structural dimension of learning process. Those are convergent learning style, divergent learning style, assimilation learning style, and accommodative learning style. Those styles arise from consistent patterns of transaction between the individual and his or her environment. Those learning style will not be applied in this paper.

Ideas and emotion is subjective part of culture. Human recognition on learning process developed by Janet Hargberg dan Richard Leider (1988). [10] (Janet Hagberg dan Richard Leider. 1988. Inventurers. Excursions in Life and Carerr Renewal. Third Edition. Reading Massachussets. Addison Wesley.) At this point, there is a consciousness on subjective human actions. Human have recognized its ability (a) to think, (b) to do, (c) to feel, and (d) to observe. The awareness of learning process which had been assembled, can be felt and visualized into a picture as a result of observation. During the learning process that focused on various information, there were a pattern to grasp the words and analyze into relevant concepts, then to assemble into new idea. At this process, the individual is carrying out various ideas or task, and organizing into a knowledge.

Hagberg and Leider developed the learning process into four typologies based on two lines. Those typologies are the learning styles. Those two lines connects the four points. The first line connected two points which showed two process such as *to think* and *to feel*. The second line connected two points such as *to observe* and *to do*. Between such abilities as *to feel* and *to do,* appear the first learning style called enthusiastic

learning style. The enthusiastic learners enjoyed the learning process through talking about exercises and trying out few options at once. Between two abilities such as *to feel* and *to observe* appear imaginative learning style. Imaginative learner like to carry out the exercises, and infiltrate then watch the other do. During the observation, they will imagine them-self conduct the similar exercise. The logical learning style appeared between the abilities *to observe* and *to think*. The logical learner preferred planned implementation based on books which showed connection of exercise items. The last is practical learning style which appeared between ability *to do* and *to think*. The practical learner read quickly the exercise book then, select their wanted items and design the option to work. Behind these learning styles, there are a reflection, observation, analyzing and planning for the future actions.

The cultural maps showed the position of human decision pattern and learning style. The picture will showed the position of gender and faculties within each map.

3. Methodology

The methodology based on the implementation of Michael Thompson ideas and the group of Janet Hagberg and Richard Leider. The focus are variables of Decision Pattern and Learning Styles based on the theory and also Faculty and Gender as local variable. The implementation of theory into questions showed the answers which appropriate to the assumption. The questionnaire designed to be filled by the student of three faculties in University of Indonesia.

I worked in 2011 as lecturer for a course of Development of Integrated Personality in Indonesia called as Mata Kuliah Pengembangan Kepribadian Terintegrasi with empha-sized on Humanity. With the help of other lecturers, I have distributed the question-naires to three faculties. Those faculties are Faculty of Faculty of Engineering, Faculty of Nursery, and Faculty of Social and Political Sciences. As a reward I gave the students a copy of the related chapter on learning style.

There were selected 67 questionnaires which inserted through SPSS 14. The gender consisted of 23 male and 44 female students. The analysis conducted through crosstab-ulation of those variables based on theory, gender and faculty. The analytical result will based on three biggest percentage of the total respondents.

4. Result and Discussion

This part separated into two sections. The first part is the result which describe the decision patterns and learning style which compare through crosstabulation with gender and faculty. The second part is discussion and application of biggest percentage into the cultural maps.

4.1. Results

Question of the decision pattern were based on The Grid-Group Typology which made by Michael Thompson. It separated into five answers which showed a responses to 'urgent' conditions. The first biggest percentage is to act a Faculty of Engineering discussion with a peer group or colleagues. Its reflected Egalitarian decision. The second biggest percentage is to act based on interest. Its showed an individualistic decision. The third biggest percentage is, to act spontaneously without preference on benefit or interest of groups. This third decision is autonomous decision. It can be seem at Table 1 that located in page 4.

Decision pattern influenced by information from various resources. The sources are friends, and family. Then, next source are personal knowledge and experience. The third source of information is the religion, belief and ideology. Three biggest percentage in order position is from friend and family. The second biggest percentage is, personal knowledge and experience. The third biggest answer is based on the religion, belief and ideology. It can be seen at Table 2.

Learning style separated into four typologies. Logical learning style showed a biggest percentage. The second biggest percentage is enthusiastic learning style. Next, the third biggest percentage is imaginative learning style. It can be seen in Table 3.

The result of decision pattern cross-tabulated with three faculties. The biggest decision pattern is Egalitarian decision. It consist of Faculty of Faculty of Engineering with the biggest percentage, the second is Faculty of social and Political Sciences, the third is Faculty of Nursery. The second biggest percentage is individual decision pattern. The order from the biggest percentage is Faculty of Nursery. The next is faculty of Faculty of Engineering, the third is Faculty of social and Political Science. The autonomous decision ordered based on the biggest percentage from the Faculty of Social and political Science, Faculty of Faculty of Engineering and faculty of nursery. It can be seen on Table 4.

TABLE 1: Crosstabulation of decision pattern and gender.

Type of Decision Pattern and Gender			
Decision Patterns	Gender		Total
	Male	Female	
Action-based personal Interest (Individuals)	8	12	20
	11.9%	17.9%	29.9%
Let it happen, act based on request (Fatalist)	1	2	3
	1.5%	3.0%	4.5%
Spontaneous Action without think about its cost benefit and other interest (Autonomous)	4	8	12
	6.0%	11.9%	17.9%
Action after discussion with colleagues peer group (Egalitarian)	**9**	**18**	**27**
	13.4%	**26.9%**	**40.3%**
Action after discussion with the expert or supervisor (Hierarchist)	1	4	5
	1.5%	6.0%	7.5%
Total	23	44	67
	34.3%	65.7%	100.0%

Various resources of information influenced decision pattern as an input. The biggest percentage of answer is the information resources from friends and family. The order from biggest percentage started from Faculty of Faculty of Engineering, faculty of Bursary, then Faculty of Social and Political Science. The second biggest percentage of answer is based on personal knowledge and experience. It consisted in order from faculty of Social and Political Science, Faculty of Faculty of Engineering, and Faculty of Nursery. The third biggest percentage or answer is based on religion, personal belief, and ideology. The order started from faculty of Faculty of Engineering, faculty of Social and political Science and the Faculty of Nursery. It can be seen in Table 5.

There are four typology learning style. The biggest percentage is on logical learning style. The order started from the highest percentage of Faculty of Faculty of Engineering. The second position shared by Faculty of Faculty of Nursery and faculty of

TABLE 2: Crosstabulation between source of information and gender.

Source of Information	Gender		Total
	Male	Female	
Friends and family members	**13**	**25**	**38**
	19.4%	**37.3%**	**56.7%**
Personal reason such as religion, ideology and beliefs	1	6	7
	1.5%	9.0%	10.4%
Based on the experience and knowledge	9	11	20
	13.4%	16.4%	29.9%
Combination of friend and family and belief	0	1	1
	0.0%	1.5%	1.5%
Friend and family combined with experience	0	1	1
	0.0%	1.5%	1.5%
Total	23	44	67
	34.3%	65.7%	100.0%

Social and Political Science. Enthusiastic learning style is second biggest percentage. The order started from Faculty of Social and Political Science, Faculty of Nursery, and Faculty of Faculty of Engineering. Imaginative learning style is the third biggest percentage. The order started biggest percentage which shared by Faculty of Faculty of Engineering and faculty of Social and Political Science, then Faculty of nursery. It can be seen at Table 6.

4.2. Discussion

The first discussion focused on crosstabulation of gender and faculty with decision pattern. The second discussion focused on crosstabulation of gender and faculty with learning style. The first cultural map of decision pattern showed a domination of women as highest percentage. The order started from egalitarian decision pattern to individual decision pattern, then to autonomous decision pattern. In nutshell all decided

TABLE 3: The crosstabulation of learning style and gender.

Typology of Learning Style and Gender			
Type	Gender		Total
	Male	Female	
1. Enthusiastic Learner	4	13	17
	6.0%	19.4%	25.4%
2. Imaginative Learner	6	6	12
	9.0%	9.0%	17.9%
3. Practical Learner	2	1	3
	3.0%	1.5%	4.5%
4. Logical learner	**10**	**16**	**26**
	14.9%	**23.9%**	**38.8%**
5. Logical and Practical Learner	1	3	4
	1.5%	4.5%	6.0%
6. Logical and Imaginative Learner	0	1	1
	0.0%	1.5%	1.5%
7. Imaginative and Enthusiastic Learner	0	2	2
	0.0%	3.0%	3.0%
8. Practical and Enthusiastic Learner	0	2	2
	0.0%	3.0%	3.0%
Total	23	44	67
	34.3%	65.7%	100.0%

by women. The result of crosstabulation of faculty with decision pattern show different order. With the highest percentage is on egalitarian decision pattern, it showed different order. The order started from Faculty of Faculty of Engineering, Faculty of Social and Political Science, Faculty of Nursery. The egalitarian decision pattern approved by the highest percentage about the source of information which stated as friend and family. The individual decision pattern as second biggest percentage is started by Faculty of Nursery, Faculty of Faculty of Engineering, and Faculty of Social and Political Science. The autonomous decision pattern is the third biggest percentage. The order started from Faculty of Social and Political Science, Faculty of Faculty of

TABLE 4: Crosstabulation of decision pattern with faculty.

Decision Pattern and Faculty				
Decision Pattern	Faculty			Total
	Faculty of Engineering	Social and Political Science	Nursery	
1. Individualist decision pattern	7	4	9	20
	10.4%	6.0%	13.4%	29.9%
2. Fatalist decision pattern	1	0	2	3
	1.5%	.0%	3.0%	4.5%
3. Autonomous decision pattern	4	7	1	12
	6.0%	10.4%	1.5%	17.9%
4. Egalitarian decision pattern	**13**	**8**	**6**	**27**
	19.4%	**11.9%**	**9.0%**	**40.3%**
5. Hierarchical decision patterns	1	2	2	5
	1.5%	3.0%	3.0%	7.5%
Total	26	21	20	67
	38.8%	31.3%	29.9%	100.0%

Engineering, and Faculty of Nursery. The result can be seen in Table 7. The content of Table 7 will be filled in cultural map based on Decision Pattern. Figure 1 as Cultural Map of Decision pattern can be seen on page 6.

Learning style consisted of four typology such as Logical Learning Style, Enthusiatic Learning Style, Practical Learning Style, and Imaginative Learning Style. Table 7 showed that the Logical learning style and enthusiastic learning style based on gender is filled by women. Imaginative Learning Style, shared together both by women and man. The logical learning style based on faculty showed different order. The highest percentage is Faculty of Faculty of Engineering, the second biggest percentage shared by Faculty of Nursery and Faculty of Social and Political Science. The second biggest of total percentage is for Enthusiastic Learning Style. The order of enthusiastic Learning Style started from Faculty of Social and Political Science, the second order is faculty of Nursery, and the last is Faculty of Engineering. The third biggest of total percentage is for Imaginative Learning Style. The order started first ae shared by faculty of Faculty of

TABLE 5: Crosstabulation of source of information and faculty.

Source of Information	Faculty			Total
	Faculty of Engineering	Social Science and Politics	Faculty of Nursery	
Friend and family	**18**	**8**	**12**	**38**
	26.9%	**11.9%**	**17.9 %**	**56.7%**
Personal reason, belief, religion and ideology	3	2	2	7
	4.5%	3.0%	3.0%	10.4%
Based on experience and knowledge	5	11	4	20
	7.5%	16.4%	6.0%	29.9%
Combination of belief–ideology and friend–family	0	0	1	1
	0.0%	0.0%	1.5%	1.5%
Combination of friend–family and experience	0	0	1	1
	0.0%	0.0%	1.5%	1.5%
Total	26	21	20	67
	38.8%	31.3%	29.9%	100.0%

Engineering and Faculty of Social and Political Science, the next is faculty of Nursery. It can be seen in Table 8 and the map on Figure 2.

5. Conclusion

It seem that the faculty background influenced the decision pattern. When the expected work in future is on personal service, it influenced individual decision pattern and also fatalist decision pattern. These decision pattern filled by Faculty of nursery. When the expected work in the future and also the courses need cooperation, and supported by expert, it influenced in Egalitarian decision pattern. The Egalitarian Decision Pattern and Hierarchist Decision Pattern filled by Faculty of Faculty of Engineering. Autonomous decision pattern preferred by Faculty of Social and Political Science. When we look at the learning style, Faculty of Faculty of Engineering can be found in three

TABLE 6: Crosstabulation of learning style typology and faculty.

Typology of Learning Style and Faculty				
Type	Faculty			Total
	Engine-erring	Social Science and Politics	Nursery	
1. Enthusiastic learner	3	8	6	17
	4.5%	11.9%	9.0%	25.4%
2. Imaginative learner	5	5	2	12
	7.5%	7.5%	3.0%	17.9%
3. Practical learner	2	0	1	3
	3.0%	0.0%	1.5%	4.5%
4. Logical learner	**12**	**7**	**7**	**26**
	17.9%	**10.4%**	**10.4%**	**38.8%**
5. Logical and practical learner	3	1	0	4
	4.5%	1.5%	0.0%	6.0%
6. Logical and imaginative learner	1	0	0	1
	1.5%	0.0%	0.0%	1.5%
7. Imaginative and enthusiastic learner	0	0	2	2
	0.0%	0.0%	3.0%	3.0%
8. Practical and enthusiastic learner	0	0	2	2
	0.0%	0.0%	3.0%	3.0%
Total	26	21	20	67
	38.8%	31.3%	29.9%	100.0%

positions of learning style. Those learning styles are Logical Learning Style, Practical learning style, and Imaginative Learning Style. Enthusiastic Learning Style position already filled by Faculty of Social and Political science.

Women respondents took main role on all decision patterns. It almost occurred also in learning styles. Women dominated in form as biggest percentage in three learning styles such as Logical Learning Style, Enthusiatic Learning Style, and Imaginative

Table 7: Result of highest percentage of gender and faculty for cultural map of decision pattern.

|	Position of Decision Pattern in Cultural Map				
	Decision Pattern-based Gender				
Rank	Individuals	Egalitarian	Autono- mous	Hierarchist	Fatalist
	Female (17.9%)	Female (26.9%)	Female (11.9%)	Female (26.9%)	Female (3%)
	Male (11.9%)	Male (13.4%)	Male (6%)	Male (13.4%)	Male (1.5%)
	Position of decision pattern in cultural map				
Rank	Individuals	Egalitarian	Autono-mous	Hierarchist	Fatalist
	Faculty of Nursery (13.4%)	Faulty of Engineering (19.4%)	Faculty of Social Science and Politics (10.4%)	Faculty of Nursery (3%) Social Science (3%)	Faculty of Nursery (3%)
	Faculty of Enginee-ring (10.4%)	Faculty of Social Science and Politics (11.9%)	Faculty of Enginee-ring (6%)	Faculty of Enginee-ring (1.5%	Faculty of Enginee-ring (1.5%)
	Faculty of Social Science and Politics (6%)	Faculty of Faculty of Nursery (6%)	Faculty of Faculty of Nursery (1.5%)	–	Faculty of Social Science and Politics (0%)
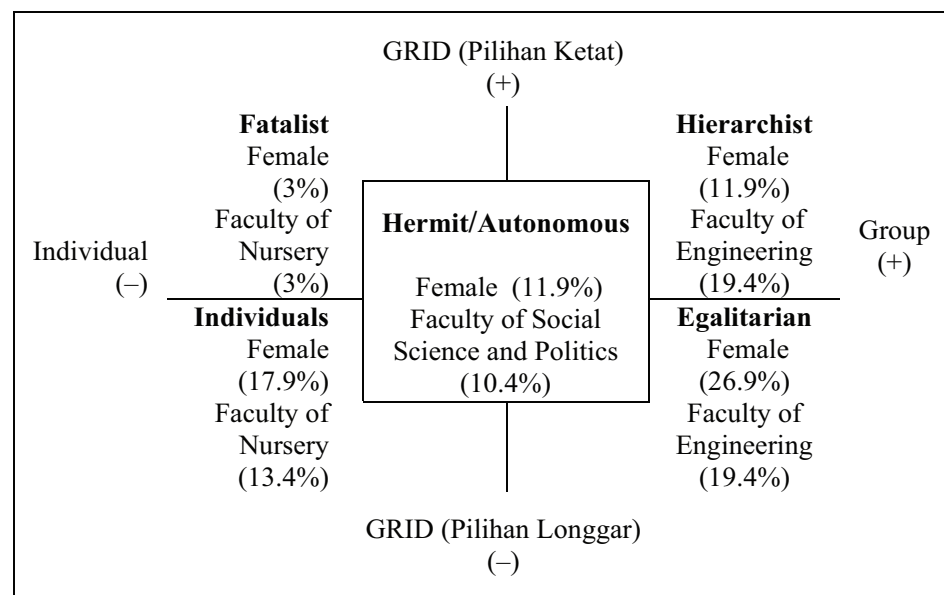
Figure 1: Cultural map based on typology of grid and group.

Learning Style. Man took the role in small percentage in a room for Practical learning style.

TABLE 8: Result of highest percentage of gender and faculty for cultural map of decision pattern.

	Learning Style Based on Gender			
Rank	Enthusiastic	Imaginative	Logical	Practical
	Female (19.4%)	Female (9%); Male (9%)	Female (23.9%)	Male (3%)
	Male (6%)	–	Male (14.9%)	Female (1.5%)
	Learning Style Based on Faculty			
Rank	Enthusiastic	Imaginative	Logical	Practical
	Faculty of Social Science and Politic (11.9%)	Faculty of Engineering (7.5%) Faculty of Social Science and Politics (7.5)	Faculty of Engineering (17.9%)	Faculty of Engineering (3%)
	Faculty of Nursery (9%)	Faculty of Nursery (9%)	Faculty of Social Science and Politics (10.4%)	Faculty of Nursery (1.5%)
	Faculty of Engineering (4.5%)	–	Faculty of Nursery (10.4%)	Faculty of Social Science and Politics (0%)

Feeling

Enthusiastic Learning Style Female (19.45)	**Imaginative Learning Style** Male (9%), Female (9%)	
Social Science (11.9%)	Faculty of Engineering (17.9%)	
Male (3%)		
Faculty of Engineering (3%)	Faculty of Engineering (17.9%)	
Practical Learning Style	**Logical Learning Style**	

Doing (left) **Observing** (right)

Thinking

Figure 2: Cultural map based on learning style.

Acknowledgment

faculty and classes at few faculties. Those faculties are the Faculty of Engineering, Faculty of Social and Political Science, and Faculty of Nursery in the University of Indonesia in Depok.

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