

IDENTIFICATION OF VACUUM LEARNING STYLES (VISUAL, AUDITORY, KINESTHETIC) PRIMARY SCHOOL STUDENTS IN INDONESIA

¹ Dani Cahyani Rahayu, ² Suryani, ³ Husniyatus Salamah Zainiyati

Department of Islamic Education

Sunan Ampel State Islamic University

Ahmad Yani street No.117, Jemur Wonosari, Wonocolo, Surabaya

Po. Box. 60237 East Java, Indonesia

¹ lubabihsany19@gmail.com , ² suryanifpk@uinsby.ac.id,

³ husniyatussalamah@uinsby.ac.id

Abstract

This study aims to identify the kinds of learning styles possessed by some students to facilitate classification in the learning process. The learning styles identified are auditory learning styles that emphasize acoustic methods in learning. These visual learning styles emphasize the sense of sight and kinesthetic learning styles that emphasize the importance of touch. This research was conducted in Indonesian elementary schools with a descriptive method. By knowing student learning styles, teachers will find it easier to better understand the material.

Keywords: Learning styles, auditory, visual, kinesthetic, VAK

1.0 Introduction

Research related to learning styles is exciting to discuss because it is the key for students to maximize learning outcomes achieved. Education is a precious aspect of managing the progress of the life of the nation and state. (Widayanti, 2013;) As actors of development, humans must be nurtured, educated, and developed all their potential to create quality development subjects as expected. (Widayanti, 2013)

The difference in the rate of speed in the absorption of material by children is very different. This is due to the difficulty level of the material being taught and the children's different learning styles. (Rahman & ., 2019) Some children understand the learning material very quickly, and some are very slow. Therefore, students often choose different learning styles to be able to understand the information conveyed and store it in their memory concepts. (Darmono, 2012; (MOTIVASI BELAJAR DAN FAKTOR-FAKTOR YANG BERPENGARUH: SEBUAH KAJIAN PADA INTERAKSI PEMBELAJARAN MAHASISWA Irmalia Susi Anggraini *, n.d.)

1.1 Learning Styles

Learning styles have a crucial role in the learning process. As Joko (2006) said, "learning styles/learning styles are a process of movement of behavior, appreciation, and the tendency of a student to try to understand or gain knowledge in his way." Meaningful learning is obtained from self-motivation and not coercion. (Papilaya & Huliselan, 2016) Students who are often forced to

learn with methods that are not appropriate and are pleased with them do not rule out the possibility of hindering the learning process itself. (*Teachers Attitude towards Teacher Performance Appraisal policy to Public Secondary School s' Academic Achievement in Homa Bay County, Kenya*, 2020)

Knowing one's learning style does not necessarily make a person smarter, but knowing one's learning style will find more effective and efficient ways of learning. Various kinds of research have been conducted to prove that actually everyone has a different way of learning and thinking. (Chetty et al., 2019)

Students at the Miftahul Ulum Beru Lamongan Elementary School are very complex. They have different learning styles based on several factors, respectively. Educators must work hard to provide learning strategies by paying attention to how difficult it is to accommodate each student's learning styles. Sometimes an educator or educator complains why the material presented is difficult for some students to accept. Therefore, it is necessary to have a way out to overcome these problems by recognizing and understanding each student's learning styles.

1.2 Types of Learning Styles

The learning style of students is an asset to developing their knowledge. A child's learning style is a combination of how they absorb information, organize, and process the data obtained. (Nurmayani et al., 2017) The well-known learning style is the visual, auditory, and kinesthetic learning styles. Seeing this situation, it is necessary to make efforts to overcome the learning problems felt by educators or lecturers in higher education. Knowing more about students' types of learning styles, selecting and determining methods, learning strategies, and preparing learning resources and teaching media are equally important. (Darmono, 2012) At the primary school level, it is imperative to notify students' learning styles, which incidentally consist of various backgrounds and conditions. It makes it easier for every educator to determine and choose the methods and strategies that will be used in a learning process to achieve the maximum learning objectives aspired.

With this background, this study was conducted to provide information about the learning styles of Miftahul Ulum Beru Elementary School students who have various kinds of conditions and learning style backgrounds. The purpose of this study was to identify the learning styles used by Miftahul Ulum School Beru Lamongan students, especially in Fourth grade, Fifth grade, and Sixth grade.

The benefits of research are: (1) By knowing their learning styles, students can improve their learning outcomes, (2) make it easier for educators in the learning process, especially in determining the models, methods, and teaching materials applied during the learning process.

2. 0 Literatur Review

Learning styles are the preferred and preferred way of doing all activities to think, process, and understand information. Learning styles are described as characteristics, strengths, and preferences about how people receive and process information. (Chetty et al., 2019) Several research results explain that students who learn and apply learning styles that they enjoy and dominate will get higher scores on tests than when they do not use their learning styles. Since 1997, a lot of efforts and research have been carried out as categorization and recognizing one's learning

style as a way of transferring and storing information into brain memory. (Sulistyanto & Nurgiyatna, 2019)

2.1 The Importance of Knowing Learning Styles

Keefe (1991) describes learning styles as students' characteristics that show how students learn and like to know. He also explained that learning styles could be an instructional strategy to provide cognitive information, content, and learning context. (Nugraheni & Pangaribuan, 2006) there are seven well-known approaches as different reference concepts and have been developed by several foreign experts. several variations, respectively. (Altun & Serin, 2019) including the following: first, an approach based on information procession, second, based on personality. Third, based on sensory modality, fourth, an approach based on a view of the environment. Fifth, an approach based on social interactions, sixth, a system based on intelligence. And finally, a system based on the division of the brain.(Gudnason, 2017)

Rita and Ken Dunn from St. Petersburg John's University, New York, created a learning style framework that combines several of the approaches above. According to them, there are five categories and 21 elements that describe learning styles: 1. Emotion, in the form of responsibility, motivation, resilience, and structure. 2. Sociology in the way of pairs, groups, teams, alone, adults. 3. Environment, in the form of light, temperature, sound, and design. 4. Psychological in the form of analytical/global, left brain-right brain, impulsive/reflective. 5. Physical in the form of ways of thinking, time, mobility, income.(Gunawan, 2012)

2.2 Development of Learning Styles

Several variations of learning styles have been developed by Grasha (2002) through a model called the Grasha-Riechmann student learning style scale (Grasha-Riechmann Student Learning styles Scales / G - RSLSS). G - RSLSS is based on students' behavior from six types of learning styles: competitive, participant, avoidant, collaborative, independent, and dependent. Of the various existing approaches, the most popular and well-known and often used today are three: first, a system based on sensory preferences; visual, auditory, and kinesthetic. The survey results show that there are 29% visual people, 34% auditory, and 37% kinesthetic people. Second, the intelligence profile was developed by Howard Gardner.

According to Gardner's view, humans have eight bits of intelligence: linguistics, interpersonal, logic/mathematics, intrapersonal, naturalist, musical, spatial, and kinesthetic. Third, cognitive preferences, developed by Dr. Anthony Gregorc. A. Gregorc classifies mental abilities into four categories, namely abstract-sequential, concrete-sequential, abstract-random, and concrete-random.(Vijaya Sengodan & Zanaton H. Iksan, 2012)

3. Method

This research is a case study to identify the learning styles of Miftahul Ulum Beru Lamongan school students. The method in this research is a qualitative research method with descriptive analysis. Descriptive research is one type of research that aims to present a complete picture of something or intends to explore and clarify a phenomenon or social reality by describing several variables related to the problem, and the unit under study between the phenomena was tested.

(Sugiono, 2015) The data sampling technique used a purposive sampling technique. The instrument used in this study was a questionnaire.

4.0 Results and Discussion

The teaching and learning process aims to provide students with as much knowledge as possible through an educator. The knowledge transfer process can be maximally exceeded by carrying out learning activities. In this study, items a, c, e, g, and h were taken, to be developed into observation sheet indicators because they were considered to represent kinesthetic learners in classroom learning. (Vijaya Sengodan & Zanaton H. Iksan, 2012) In implementing a subject's learning based on the kinesthetic learning style, a media that is directly experienced by students is needed in the learning process. This will undoubtedly make students active in learning. Students have different abilities in receiving and processing information; this also results in students going through different ways to receive this information. One of the factors is the difference in learning styles that students have. (Darmono, 2012) This means that when an educator carries out the learning process with only the lecture method in front of the class, Question-answer, and doing exercises in this case, it will benefit students who have an auditory learning style. In fact, not all students have this learning style. This condition, of course, does not consider the various aspects of the learner's tendency. (Zahri et al., 2017) This study aims to identify learning styles (Visual, Auditorial, Kinesthetic) in MI Miftahul Ulum Beru students.

Sukadi in (Sukadi, 2008) states that learning styles are a combination of how a student absorbs knowledge and how to organize and process the information or expertise he/she gets. Meanwhile, according to Nasution, learning styles are consistent methods used by a student in capturing information or stimuli, ways of thinking, remembering, and solving problems (S. Nasution, 2008; Zahri et al., 2017) This study aims to identify learning styles (Visual, Auditorial, Kinesthetic) in Miftahul Ulum Beru students.

Some students are given the same teaching, the same method, and the same evaluation method for all students, which is considered and will produce the same results which are not quite right. (Wahyuni, 2017) Because even though all are given the same treatment, it must be remembered that Those who do the learning are the individuals themselves, while the abilities (skills), personality, emotional, and interests of students remain different.

Learning styles in terms of modality are divided into three, which we often know are visual types, auditory types, and kinesthetic types; Gordon and Depotter write in their book that there are three main learning styles: first, Haptic style learners, from the Greek word which means moving together, or so-called kinesthetic learners. Second, visual learners, who learn most effectively when seeing learning with the media of pictures. Third, auditory style students, namely effective learning through heard voices.

The characteristics of individuals or students who have a visual learning style are like skill and neatness, like to babble, like to make careful planning for the long term, very thorough to the details he places great importance on appearance both in dress and presentation, more comfortable to remember what he saw than what he heard if he remembers something with visual associations, is not easily distracted by the crowd while studying, a fast and diligent reader, more likes to read alone rather than being read by others, does not readily believe in every problem before it is

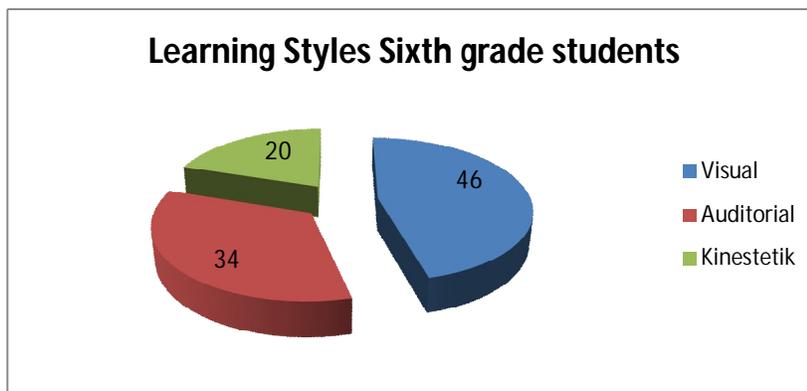
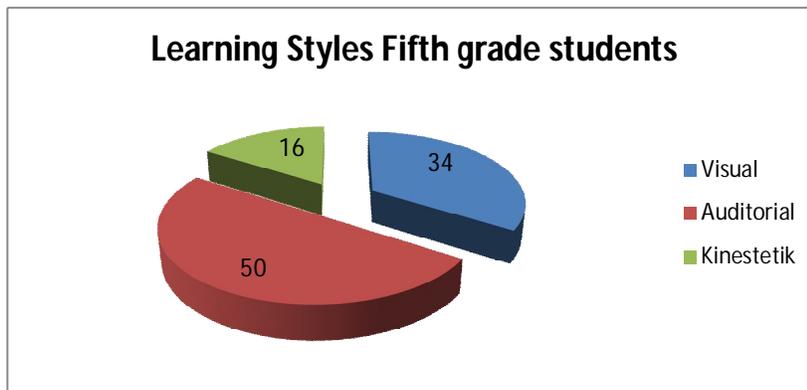
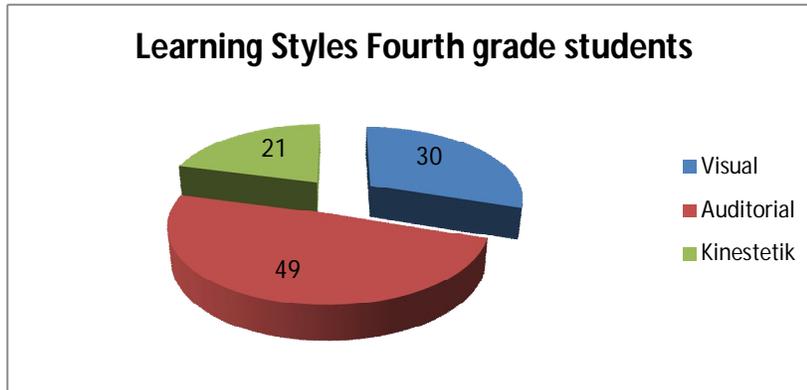
believed mentally, wants to make meaningless scribbles while talking on the phone or in a meeting room, prefers to do demos (shows), has more artistic soul than music, often knows what to say but is not very good at choosing words, and sometimes gets lost not focus when they pay attention to other things.(Rahman & ., 2019)

The auditory learning style is a learning style by listening. Students with this learning style are more dominant in using the sense of hearing when carrying out learning activities. Individuals are easy to learn, easy to respond to stimuli or stimuli when through the sense of hearing (ears).(Vijaya Sengodan & Zanaton H. Iksan, 2012) Individuals with an auditory learning style have the strength in their ability to hear. The characteristics of students with an auditorium learning style, namely when working, often talk to themselves, are easily distracted by the commotion around them, often move their lips and speak in books when reading, like to read aloud and listen to something, can repeat and imitate bar, tone and color of voice easily, find it challenging to write but easy to narrate, good speaker, prefer music to other arts, more comfortable to learn by hearing and remembering what is discussed than what he sees, likes to talk, discuss, and explain something in length times the width, and can spell more loudly than writing it on paper.(Darmono, 2012)

Students with kinesthetic learning styles are learning styles by moving, touching, and working. They know by giving priority to their senses and physical movements. Students who have this learning style find it easier to catch the lesson when they move, feel, or take direct action.(Kurniati & Sari, 2019) The characteristics are speaking slowly, touching, fumbling to get attention, standing close when talking with someone, especially educators, often physically oriented and moves a lot, memorizes by seeing and walking, uses his fingers as a pointer when reading, often uses body signals, cannot sit still for a long time, his writing is often not neat, wants to do everything something, and love games that keep themselves busy. (Altun & Serin, 2019)

Based on a questionnaire that has been distributed to students in grades IV, V, and VI, it is found that the identification of the learning styles of students in each class is presented in a circle diagram as follows:

4.1 Diagrams



The diagram above shows students' learning styles in each class with their techniques and ways of absorbing information. In Fourth Grade, as much as 30% used a visual learning style, 49% auditory, and 21% kinesthetic. In Fifth class, 34% with visual style, 50% auditory, and 16% kinesthetic. There are 46% in category sixth with visual learning styles, 34% auditory, and 16% kinesthetic.

kinesthetic. Almost 50% of the total mostly use auditory learning styles or more to the sense of hearing.

4.1 The Urgency of Knowing the Learning Style of Students

In essence, human nature is learning. But we cannot learn in the style that other people have. Learning is an approach or method, as the saying goes. (M. Ghufroon, 2012), no one system fits all humans. If an educator designs and implements are learning by paying attention to different learning styles, students will be able to increase their focus, concentration, and learning process.(Gudnason, 2017) Students will also get more material and understand more challenging material.(Widayanti, 2013)

Each student has their learning style according to the context of the situation at hand, so each student may have many learning styles/learning style combinations depending on the context he is learning.(Abenga & Simiyu, 2020; Sulistyanto & Nurgiyatna, 2019) This also seems to have an impact on the educator. An educator must also understand a good teaching model, method or strategy for each student so that educators are obliged to know and understand each student's character. (Sulistyanto & Nurgiyatna, 2019) For this reason, an educator must know the learning styles of the students he is teaching. Groat (1198) (M. Ghufroon, 2012) says there are several reasons why educators 'understanding of students' learning styles needs to be taken into account in the learning process, one of which is to make the learning process dialogical. In axiom, it has shown that students have differences in various things, not only in terms of gender and ethnicity but also in terms of nationality, age, cultural background, etc.

This diversity can impact the class and determines many ways, including variations in learning styles.(Hughes, 2008) If educators want what is conveyed to students to be truly acceptable, educators must collaborate with various approaches to become a kind of blend of material. which is easy to get, especially according to the learning styles that students have. (Nurmayani et al., 2017) unquestionable paradigm in the guidance and counseling career is that all individual expectations are better when adjusted to several tasks, subject matter, and the tasks they already have, such as the suitability of personality functions, talents, theoretical styles, etc.

5. Conclusion

Learning style is a combination of how a student absorbs knowledge and organizes and processes the information or expertise he/she gets. In terms of modality, learning styles are divided into three, which we often know are visual types, auditory types, and kinesthetic types. Gordon and Depotter wrote in their book that there are three kinds of learning styles: first, the Haptic style, from the Greek word, which means moving together, or so-called kinesthetic learners. Second, the visual style, which learns most effectively when seeing learning with the media of pictures. Third, the auditorial style, which is effective learning through heard voices.

The visual learning style likes skill and neatness, wants to speak fast, likes to do careful planning for the long term ahead, is very thorough to the details. Then the auditory learning style is a learning style by listening. Students with this learning style are more dominant in using the sense of hearing when carrying out the learning and teaching process. Individuals are straightforward to learn, easy to respond to stimuli or stimuli when through the sense of hearing. Meanwhile, the

kinesthetic learning style is by moving, touching, and working. They learn by giving priority to their feelings and physical movements. Students who have a learning style like this can pick up on lessons when they move, feel, or take active action directly.

The identification of students in this study used a purposive sampling technique using a questionnaire after being examined in Fourth Grade, as much as 30% used a visual learning style, 49% auditory, and 21% kinesthetic. In Fifth class, 34% with visual style, 50% auditory, and 16% kinesthetic. There are 46% in category sixth with visual learning styles, 34% auditory, and 16% kinesthetic. Almost 50% of the total mostly use auditory learning styles or more to the sense of hearing.

6. Recommendation

This study's results are expected to provide a reference for teachers or educators, students, and all educational institution stakeholders, especially Miftahul Ulum school, in implementing or enforcing policies related to teaching and learning. Moreover, there are still some students who have mixed learning styles. It is hoped that there will be continuous research on related topics that will develop their influence on students' results or achievements, especially in the subjects of the Religion

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