

## **ANALYSIS OF STUDENT LEARNING CHARACTERISTIC AT LOW-CLASS ELEMENTARY SCHOOL LEVEL AT MI MUHAMMADIYAH I UJUNGPAKANGKAH**

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### **ABSTRACT**

This study was conducted in the third grade of MI Muhammadiyah I Ujungpangkah to determine students learning styles and how they affect the learning process. The research methods used were observation, interviews with grade 3 teachers, and a learning style questionnaire filled out by 15 students. The analysis revealed that the visual learning style was dominant at 53%, followed by kinesthetic at 13% and auditory at 33%. This highlights the importance of providing diverse learning materials that cater to students preferred learning styles. The learning process should encourage active participation and inclusivity to explore students potentials.

**Keywords:** Learning, Learning Style Diversity, Visual, Auditory, Kinesthetic.

### **INTRODUCTION**

The problems discovered by researchers at MI Muhammadiyah I Ujungpangkah served as inspiration for this study. Where some students seemed disengaged during the teacher's lesson. Through a preliminary study conducted at the school, researchers identified this problem by observing the students directly while learning in the classroom.

According to the research result, not all students pay close attention during the learning process. Some students engage in activities such as telling stories with their classmates, scribbling on books, or playing alone while the teacher explains. The researchers also interviewed third-grade teachers and found that they tend to use the lecture method for every lesson without adapting to the learning styles of their students. Additionally, the teachers need to know their students learning style tendencies as they have yet to conduct an initial diagnosis of their student's learning style.

The purpose of this research is to investigate the learning styles of third grade students and their characteristics. By understanding their students preferences, teachers can provide better support to help them overcome any challenges they may face in the future.

Education aims to enhance the capabilities of individuals by engaging in various learning activities at all levels of education. And *Undang-undang* Number 20 of 2003 emphasizes on the importance of individual efforts towards self-actualization and realizing one's full potential to become the best version of oneself. It stresses on the need to consider the existing possibilities and aspirations while striving to become the ideal human being (Sujana, 2019). Education aims to enhance the capabilities of individuals by engaging in various learning activities at all levels of education. And *Undang-undang* Number 20 of 2003 emphasizes on the importance of individual efforts towards self-actualization and realizing one's full potential to become the best version of oneself. It stresses on the need to consider the existing possibilities and aspirations while striving to become the ideal human

being (Rahmaniar et al., 2021). An effective learning process involves tailoring teaching to meet the unique needs of individual students. The learning process is crucial in determining a student's future learning outcomes (Fendrik et al., 2022). Professional teachers in classrooms plan the learning techniques by considering each student's learning style. Hence, teachers must tailor the learning material to suit the learning model.

The first Visual Learner method is based on solid visual skills, where students need to see their teacher's facial expressions and body language to comprehend the subject matter. Visual aids such as picture books and videos can help students receive, process and retain information more effectively. Providing information through visual aids like pictures and videos can be a powerful stimulus for students with a visual learning style, helping them to retain the learning material and improve their learning outcomes (Irawati et al., 2021).

The second learning style, Auditory Learning Style (Auditory Learners), prefers to use the sense of hearing to obtain the best and most beneficial knowledge. Listening directly to people with the auditory type will make it faster and easier to receive knowledge, for example, through learning by dialogue or discussion. Those with an auditory learning style are easily distracted by crowds, so they require a quiet study environment (Konilah et al., 2022).

The third type of learning is the kinesthetic learning style (Kinesthetic Learners), which involves using the senses and gestures for learning. Students with this learning style make storing information easier when they move, touch or take action. Active learning is a suitable choice for children with a kinesthetic style because children will be heavily involved in the learning process (Lestari & Widda Djuhan, 2021).

Based on the research conducted by (Juliani et al., 2016) titled "Analisis Gaya Belajar Siswa Dalam Pembelajaran Bahasa Indonesia Pada Siswa Kelas V SD Gugus VI Kecamatan Abang, Kabupaten Karangasem Tahun Pelajaran 2015/2016", it was found that the teaching and learning process conducted by students with visual learning styles did not overlook other students. The research was done through a questionnaire, which suggested that students with visual learning styles tend to learn better when provided with appropriate stimulation. However, it is important to note that learning style alone is not the sole determinant of learning success. Understanding the various learning styles and providing suitable stimulation can make the learning process more effective. Thus, teachers are required to apply creative and different learning tactics. The same thing was conveyed by (Himmah & Nugraheni, 2023) regarding kinesthetic, auditory and visual learning styles, which encourage teachers to pay attention to the needs of their students by assisting everyone according to their level of proficiency. If this is done, the distribution of learning will be reduced and the diversity of learning will be resolved.

## **RESEARCH METHODS**

This qualitative descriptive research study aims to uncover information as it is. The researchers used observations of third-grade classes and conducted direct interviews with teachers as their instruments. Face-to-face interviews were conducted with the informants and researchers during recess, using interview guidelines containing questions. In addition, researchers distributed questionnaires to gather data and information on learning styles. These questionnaires included written statements or questions for respondents to answer. This approach allowed researchers to analyze the characteristics of learning styles more thoroughly.

This research was conducted at MI Muhammadiyah I Ujungpangkah, in Pangkah Wetan Village, Ujungpangkah District, Gresik Regency. The research focused on 15 low-grade students in grade three. It was carried out over July and August, comprising preparation, implementation, and report writing stages. Data was first gathered through

observation and interviews with the third-grade homeroom teacher and at MI Muhammadiyah. The distribution of questionnaires then followed the data management stage to determine the characteristics of learning styles in class 3 students at MI Muhammadiyah I Ujungpangkah.

Descriptive research, as defined by (Agung Wibowo et al., 2022) aims to provide factual descriptions of phenomena in the field. This type of research employs a qualitative approach that seeks to understand the experiences of research participants by using descriptive methods. These methods involve using written words to describe the phenomena in natural settings, and utilizing various techniques to gather data (Kurniati et al., 2019).

## RESULT AND DISCUSSION

### Result

This research was conducted effectively and yielded accurate results. The process involved observing and interviewing 15 research subjects who were third-grade students from MI Muhammadiyah I Ujungpangkah. The subjects were then asked to complete a questionnaire about their learning style. The answers were analyzed and grouped into three tendencies. Based on the findings, it was concluded that each subject had a particular focus on a learning style.

1. Kinesthetic
2. Visual
3. Auditorial

The analysis of learning style trends for 3rd-grade students at MI Muhammadiyah I Ujungpangkah revealed that 53% of students are visual learners, 33% are auditory learners, and 13% are kinesthetic learners. This information is presented in Table I and Figure 1, which clearly summarize the data analysis for learning style tendencies among 3rd-grade students at MI Muhammadiyah I Ujungpangkah.

Table I. Learning Style Trends of students in Grade 3

No	Learning Style	Frequency (N)	Percentage (P)
1	Visual	8	53%
2	Auditorial	5	33%
3	Kinesthetic	2	13%
	Total	15	100%

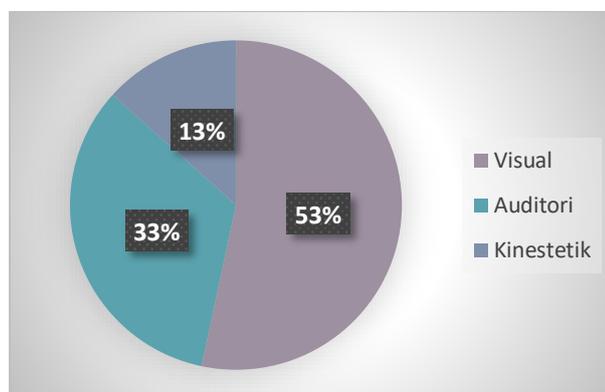


Figure 1. Diagram of the Percentage of Learning Style Trends of Students in Class 3

Overall, the learning styles of third-grade students at MI Muhammadiyah I Ujungpangkah are predominantly visual, accounting for 54% of the results. The kinesthetic

learning style is less dominant, representing only 13% of the overall results. This diverse range of learning styles among students in class 3 MI Muhammadiyah I Ujungpangkah highlights the need for teachers to cater to the individual needs of their students.

### **Discussion**

The implication of this research is that in the context of the third grade of MI Muhammadiyah I Ujungpangkah, an understanding of students' learning styles is very important. The research results obtained by researchers are the dominance of visual learning styles, where the sensitivity of visual learners owners has their sense of sight when capturing learning stimuli or stimuli. For this reason, it is necessary to use visual material in learning to facilitate better student understanding. Judging from the results of observations that have been made periodically at MI Muhammadiyah I Ujungpangkah, various characteristics of students who have a visual learning style are difficult to accept verbal instructions, tend to be neat and orderly, conscientious and eager to learn when using pictures to support their learning.

Strategies or methods that can be applied to students who have a visual learning style, namely:

1. Giving a book in which there are illustrated pictures.
2. Invite students to put their ideas into the form of pictures or writing.
3. Due to the dominance of visual learners in using their sight, it is necessary to pay attention to lighting during learning.
4. Using visual materials in the form of pictures, maps and also utilizing multimedia such as LCD, internet, photography, etc.
5. Invite them to re-record their study material because students with a visual learning style tend to be orderly, neat and like things that are short and clear.

After conducting an analysis of auditory learning, it was found that students with this learning style tend to process and retain information better through hearing. However, they may also be more easily distracted by noise or crowds due to their heightened sense of hearing. Additionally, the research showed that students with an auditory learning style often prefer learning through discussion rather than reading and may prefer communicating verbally rather than in writing.

Strategies that can be used by students with an auditory learning style are:

1. Utilizing learning with the discussion method and inviting them to actively participate in learning.
2. Using audio such as music, radio, etc. in the learning process.
3. Allow them to explain in their own words instead of writing in writing.
4. Keep children away from noise or crowds because of their sensitivity to sound and sound so as not to interfere with their learning process.
5. Invites the child to read the lesson aloud

Teachers should be aware of kinesthetic learning styles in children and visual and auditory styles. A study found that children with a kinesthetic learning style are interested in and enjoy learning through practice, as they remember better when physically moving. They prefer competitive activities and benefit from combining verbal explanations with classroom practice. Kinesthetic learners may struggle to sit still for extended periods and prefer to mix physical movement with studying, such as exercising or walking during learning sessions.

Various tactics or learning methods that can be applied to students who have a kinesthetic learning style, namely:

1. Do demonstrations or practice directly during study.
2. Increase learning such as field practice.
3. Let the child explain something by standing or moving.
4. Do not force children to study for hours.

## 5. Increase simulation and role playing.

It is essential to consider children's existing learning styles when designing teaching and learning processes in the classroom. Teachers should explain the rules of each lesson and communicate the goals to students with respect. This involves choosing teaching materials relevant to each student's knowledge and abilities and using teaching methods covering all learning aspects. Teachers can ask questions in various ways, such as giving appropriate examples, highlighting important areas, or underlining key points.

The findings from this research can guide schools and educators in creating more effective learning strategies that consider current trends in students' learning preferences. Additionally, it may encourage additional studies to explore how teaching methods that cater to the diverse range of learning styles can be successfully implemented in educational settings.

The study on third-grade students at MI Muhammadiyah I Ujungpangkah. According to the analysis, the visual learning style was prevalent at 53%, followed by auditory at 33%, and kinesthetic at 13%. Hence, teachers must comprehend the various learning styles of their students in class 3 MI Muhammadiyah I Ujungpangkah and cater to their needs based on their individual preferences.

## CONCLUSION

According to research conducted in third grade at MI Muhammadiyah I Ujungpangkah, the teachers actively prepare students for learning by focusing on initial diagnosis to identify their individual learning needs. The learning process at this school emphasizes exploring students' potential by providing ample opportunities for them to express their opinions, answer questions, and develop their skills. The research revealed that third-grade students' learning styles can be classified into three main groups: Kinesthetic, Auditorial, and Visual. Most students showed a Visual Learning Style, while Kinesthetic and Auditory styles were also present. This diversity of learning styles highlights the importance of teachers paying attention to students' individual needs during the learning process.

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