

## VAK STUDENT LEARNING STYLE ANALYSIS OF PGSD UKI TORAJA

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### ABSTRACT

*One of the factors that affect a person's learning outcomes is their learning style (Aryo Andri Nugroho, Ida Dwijayanti 2017). The division of student classes, taking into account each individual's learning styles; will greatly aid instructors in preparing teaching methods and materials that are appropriate for the students' learning styles. The VAK (Visual, Auditory and Kinesthetic) learning style was developed by Rita Dunn and Kenneth Dunn (Lehmann dan Ifenthaler 2012). Children with visual learning styles typically learn through external visual relationships, children with auditory learning styles learn more easily through listening, and children with kinesthetic learning styles learn through physical movements to input information into their brain (Sari n.d.). The aim of this study is to describe the results of the VAK analysis of the learning style (visual, auditory and kinesthetic) of students in the UKI Toraja PGSD study program in order to address issues related to the National Research Master Plan (RIRN) on Social Humanities, Cultural Arts, and education bureau can solve. Domestic studies on educational and learning technology. This research will be carried out in 3 (three) stages. The first phase was to observe the VAK (Visual, Auditory and Kinesthetic) learning style of the UKI Toraja PGSD study program students. In the second phase, data was collected and direct interviews were conducted with relevant sources on the VAK (Visual, Auditory and Kinesthetic) learning style of students in the UKI Toraja PGSD study program. The third phase is to manage and analyze the results of face-to-face interviews and to publish the results of research on the VAK learning styles (visual, auditory and kinesthetic) of students in the UKI Toraja PGSD study program. The results of the analysis of the VAK learning style of students in the UKI Toraja PGSD study program for the 2019/2020 academic year. This research is a descriptive study with a qualitative approach. The subjects of this study were all students in the 2018/2019 primary school teacher-training course. The instrument used in this study was a questionnaire, the content of which was adapted from 18 elements from the versions of Rita and Kenneth Dunn. These are then grouped into 6 subsections of learning styles that are common to students, namely: Visual, Auditory, and Kinesthetic. The data analysis used in this study is a descriptive analysis using statistical methods. Based on the results of the analysis of the study style questionnaire of 2018 UKI Toraja PGSD students, of which the respondents were 282 students, the auditory was 34.2%, the visual 44.7% and the kinesthetic 21.1%. From the above data, it can be concluded that the class of PGSD students in 2018 has a predominantly visual learning style.*

**Keywords:** VAK Learning Style, Student of PGSD UKI Toraja, Learning Outcomes

### INTRODUCTION

The lecturer's low attention to his student learning style has an impact on the inaccuracy of the methods he applies in trying to maximize student learning outcomes (Akram Awla 2014) (Moussa 2014). Because by knowing a person's learning style, it helps them in the absorption of information to the maximum. The learning style refers to the way students learn. This maximize student learning outcomes. Because by knowing a person's learning style, it helps them in the absorption of information to the maximum. The learning style refers to the way

students learn (Patintingan, Lolotandung, dan Kabanga 2019). This research was conducted with the aim of analyzing student learning styles based on 18 basic elements that are usually available in the student's learning environment by citing Rita and Kenneth Dunn's learning design (Papilaya dan Huliselan 2016). In the hope that the results of this study will provide solutions on how to learn properly, which is ultimately expected to reveal the factors that affect students learning. The results of the diagnosis can later be used as a reference in designing the right methods to improve learning outcomes (Hasanudin dan Fitriani 2019) (Jumanto 2010).

## **MATERIALS AND METHOD**

### **Materials**

Closed questionnaire using the Self Map Application. The instrument used in this study was a questionnaire answered by the research subjects. The questionnaire contains a number of questions used to obtain information from research subjects related to their learning styles. The questionnaire instrument was not tested but only validated by linguists to avoid ambiguity or multiple interpretations of questions.

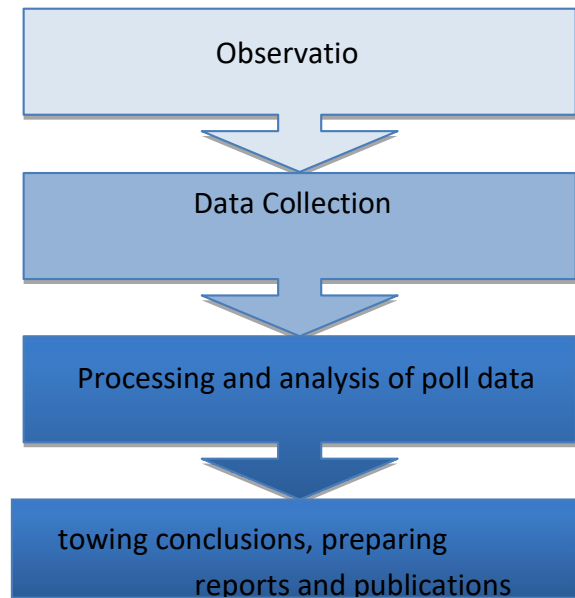
### **Method**

The materials and methods section should be brief but sufficient to allow other investigators to repeat the research. Reference should be made to published procedures wherever possible (Prasetyo dan Iqbal 2016); this applies to the original description and pertinent published modifications. All companies from which materials were obtained should be listed. If materials were obtained from an individual, an affiliation for that individual should be listed. A manuscript that presents only a theory may omit the Materials and Methods section.

The type of research used in this research is descriptive qualitative with qualitative approach. This study uses 4 stages (Hasanudin dan Fitriani 2019). The first stage is observation. Observations were made to observe the learning style of Visual, Auditory and Kinesthetic (VAK) PGSD students of UKI Toraja. The second stage, collecting data using VAK learning style questionnaire instruments against PGSD UKI Toraja students. The third stage, managing and analyzing data in the form of questionnaire results related to the VAK learning style of PGSD UKI

Toraja students. The fourth stage, draw conclusions, compile research reports and conduct publications. Here is the chart of stages or plots of research to be done:

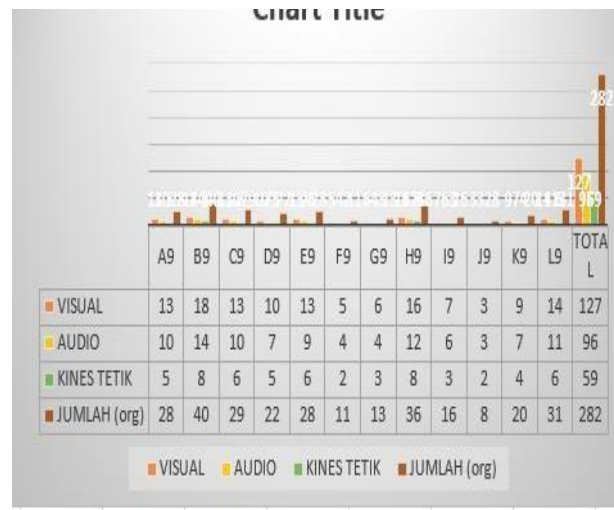
Figure 1: The Flow of the research Plan



## DISCUSSION

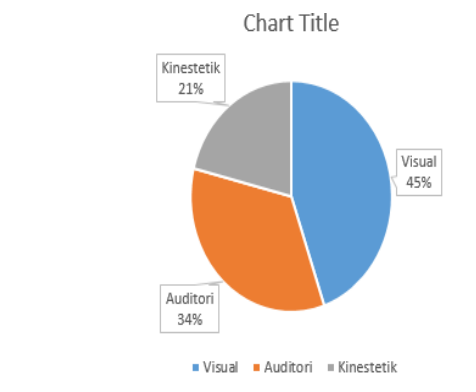
The data collection instrument used is a questionnaire in the form of google form related to student learning styles of Visual, Auditory and Kinesthetic type. The condition of the Covid-19 Pandemic is a consideration, where respondents can fill and access easily and anywhere with the support of an adequate internet network.

The indicators outlined in each question item have the intention to explore information related to the learning style tendencies of PGSD UKI Toraja students in the 2019 class. The questionnaire was developed based on an 18- dimensional learning style questionnaire owned by Rita and The results of the questionnaire on 282 students consisting of 12 classes, are presented in the following table:

**Table 1. Student Learning Style Distribution**

Based on the data above, it appears that the number of responses that have the most learning style is visual, which is 127 people, followed by Audi number 96 people and kinesthetic number of 59 people. So from the exposure of the data above, it is seen that Visual learning style becomes the dominant learning style owned by PGSD UKI Toraja Students. 2019.

The percentage of the distribution of learning styles are:



The presentation of the data above showed that the dominant tendency of student learning style is visual, which is 44.7% followed by Auditory learning style of 34.2% and lastly with kinesthetic learning style of 21.1%. It reflects that their learning habits or tendency patterns in absorbing information are through observing activities (Umy Zahroh 2014). In other words, they easily absorb and understand information when conveyed visually, in the form of graphics, images, videos, or readings that require reasoning and thinking ability (Rosidah 2016).

So that it can provide input for educators (lecturers) to create learning experiences or learning activities that should lead to aspects of observation and thinking (Nihayah 2011).

## RESULTS

Based on the results of research and discussion, it can be concluded that the majority of students, namely 127 people from 282 respondents have a tendency to style Visual learning, with the percentage: 44.7%, and followed by auditory learning style of 96 people with a percentage of 34.2% and finally kinesthetic learning style with a percentage of 21.1% with the number of students 59 people.

## CONCLUSION

Generally, the 2019 class of PGSD UKI Toraja Students are in the Visual Learning Style. They learn through viewing and searching for learning resources, both those provided in online learning system and free resources.

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