

Research Article

Identify the Learning Styles of St. Anthony Junior High School Students in the 2023/2024 Academic Year

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Abstract

Learning style is the way a person receives and processes information. Therefore, learning styles affect learning outcomes. Its significant influence raises understanding of learning styles, both as teachers and as learners is very necessary. This study is intended to describe the characteristics of the learning styles of students at SMP St. Antonius Padua Sentani. This study used accidental sampling method so that from 30 students who filled out the questionnaire there were 33% kinesthetic learners, 30% auditory learners, and 27% visual learners. This figure shows that students of SMP St. Antonius Padua Sentani are active learners. They are more motivated to be directly involved in learning activities. Therefore, learning design at SMP St. Antonius Padua Sentani needs to be more dominant in accommodating practicum and discussion activities to help kinesthetic and auditory learners. There is also a need to design more environments that feature diverse and engaging numeracy and literacy visuals to help visual learners.

Keywords: learning style; Visual learning style; Kinesthetic Learning Style; Auditory learning style

INTRODUCTION

Learning is a mental activity. Therefore, learning is personal and unique to each individual so that each person has behavioral tendencies that are not exactly the



same as others. That distinction becomes more distinctive. This peculiarity of learning behavior by experts is referred to as learning style.

Although different for each individual, learning styles are generally classified into three groups, namely visual learners, auditory learners, and kinesthetic learners (Andri Priyatna, 2013). Each group of learners learns in a different way because it relies on different senses. Visual learners rely more on the sense of sight where they easily absorb information from what is seen with the eye and interpreted visually. Auditory learners are learners who are more sensitive to sound or sound so that they are more dependent on the sense of hearing. Meanwhile, kinesthetic learners who are more sensitive to touch or sense of taste prefer to learn by involving themselves directly and actively (Luk Luk Nur Mufidah, 2023). Because gaya learn be manner

People receive/collect, process, and construct information, so of course the difference greatly affects learning outcomes. This was revealed in several studies, for example Imro, et al (2013) which found that learning styles affect student learning outcomes on material about special journals at SMK Negeri 1 Jember. In line with that, Malim Soleh Rambe & Nevi Yarni (2023) also found the same thing at Dian Andala s High School, that learning styles greatly affect the learning outcomes of students in the science department at the school. This view was also expressed by Deis ye Supit, et al at SMP X Airmadidi (Supit et al., 2023) who found that the influence of learning style on learning achievement is very significant.

The influence of this significant learning style is an absolute that needs to be considered by teachers as learning leaders (Bire et al., 2023; Imro'atul Hasanah et al., 2023; Malim Soleh Rambe & Nevi Yarni, 2023) . Because learning activities become collaborative activities between teachers and students, an understanding of student learning styles is very necessary. This urgent nature encourages a lot of research by scholars to understand the characteristics of the learning styles of students or students. Lestari & Djuhan, (2021) conducted a study to analyze learning styles at SMP Negeri 1 Purwanto. At the elementary school level, for example, an analysis study of learning styles was carried out in grade V SD Negeri 14 Manis Raya by Agustina Kuriati and her colleagues (Kurniati et al., 2019) Even at the university level,

understanding of learning styles is very important so Yusri Wahyuni, (2023) conducted a study identifying the learning styles of his students in the Mathematics Education Study Program, Hatta University.

Seeing that understanding the learning styles of students is an important effort and is the obligation of a teacher, the author wants to identify the learning styles of students of St. Antonius Padua Sentani Junior High School. This study is intended to provide an overview of teachers and students themselves related to the learning styles of students at St. Antonius Padua Junior High School. Researchers hope that with this research data, students increasingly understand their learning styles and optimize them to achieve maximum learning outcomes. As for teachers, this research data is expected to be the initial data for designing learning and striving for classroom management that has a tive and meaningful effect on students.

METHOD

This study uses Descriptive Research Method with the aim of identifying and describing the characteristics of learning styles of learners in SMP St. Antonius Padua Sentani. This research sample was taken by chance (accidental sampling), namely students who were present at that time were collected and asked to fill out a questionnaire (Noeryanti & Si, 2021). Therefore, all learners who can be collected in the collection period are registered as research samples. The data collection instrument uses a questionnaire with Likert scale.

RESULT AND DISCUSSION

This research will be conducted on September 11-12, 2023. The results of filling out questionnaires and analyzing respondents' responsive data can be presented in the following table.

LEARNIN G STYLES	CLASS			SUM	PERCENTAGE IN CLASS			PERCENTAGE OF CLASS AGAINST SEKOLAH			TOT AL
	VII	VIII	IX		VII	VIII	IX	VII	VIII	IX	
Visual	0	5	3	8	0%	31%	27%	0%	17%	10%	27%
Auditorium	1	6	2	9	33%	38%	18%	3%	20%	7%	30%
From Kines	1	5	4	10	33%	31%	36%	3%	17%	13%	33%
Visual- Auditors	1	0	0	1	33%	0%	0%	3%	0%	0%	3%
Visual-	0	0	1	1	0%	0%	9%	0%	0%	3%	3%

Kinesthetic											
From Auditori-Kinest	0	0	1	1	0%	0%	9%	0%	0%	3%	3%
Sum	3	16	11	30							100%

Table 1 Learning Style Data of St Junior High School Learners. Anthony of Padua Sentani

When viewed from the distribution of learning groups, the dominant learning styles in class VII are proportionally distributed for visual, auditory, and kinesthetic learning styles, namely 33%. This means that grade VII students learn by utilizing three senses in proportion 1. This means that class VII students have heterogeneous class characters when judging from learning styles. Grade VII students are very complex and show holistic behavior in learning. They are visually very fond of color, have a strong grasp on the arts, have difficulty in dialogue or discussion, have difficulty following verbal advice and are often misinterpreted in speech. Some of them are auditory, easy to learn discussionally, sensitive to sound or sound, happy to discuss, and this group belongs to the category of good listeners. Class VII is also a kinesthetic learner who is very easy to absorb information and understand it when directly involved (Luk Luk Nur Mufidah, 2023).

Unlike class VII, class VIII emphasizes auditory learning style, which is 38%. The character of learners in class VIII, which is more dominated by auditory learners, likes to learn by moving their lips, prefers to learn by listening and remembering (Kurniati et al., 2019; Lestari & Djuhan, 2021). While class IX is more dominant with a kinesthetic learning style, which is 36%, prefers to read while walking, is unable to sit too long, is easier to understand if involved and gsung in learning or learning with practice (Supit et al., 2023).

Kinesthetic learners in class IX are also a dominant feature in schools. From the table above, it can be seen that the overall most dominant learning style in St. Anthony Padua Junior High School is

kinesthetic learning style (33%) followed by auditory learning style (30%) and visual learning style (27%). As for learners who have a dual dominant learning style which is a blend of two learning styles. However, the group that has a dual dominant learning style is not a large percentage of only 3%.

With the dominance of this kinesthetic learning style, students of St. Antonius Padua Sentani Junior High School are theoretically active learners. There are several characteristics that will be found in kinesthetic learners such as like to touch the other person while talking or touching objects being studied, unable to stay still for a long time, doing what activates the hand or body, series ng move fingers when listening, tend to use real objects, like practice, like games or physical activities (Maria N & Astuti, 2020).

Although St. Anthony Padua Junior High School is more dominated by kinesthetic learners, auditory teaching furniture is also not small. Therefore, theoretically some characteristics of learning behavior will also be found such as being able to remember oral explanations, good listeners, less fond of reading, less proficient in composing / writing tasks, happy to discuss and communicate with others, less interested in new things in their environment, and tend to talk a lot (Agustina Silitonga & Magdalena University of Muhammadiyah Tangerang, 2020). They also like to read, speak out but are easily distracted by commotion or crowds (Lestari & Djuhan, 2021).

While 27% of visual learners will display characteristics such as tend to see the teacher's attitudes / movements and lips, are not good listeners when communicating, often look at colleagues before carrying out commands or instructions, do not like to talk in groups, are less able to absorb oral information, can sit quietly in crowded and crowded situations without being disturbed (Kurniati et al., 2019).

CONCLUSION

Learning style is the way students receive information and the process used to learn information (Andri Priyatna, 2013). Because learning is a mental process, learning outcomes are strongly influenced by learning styles. Therefore, as an effort to facilitate students in learning, a study was conducted to identify the learning styles of students at SMP t. Antonius Padua. Studies that apply accidental samples display quite astonishing results. In contrast to Andi Priyatno's statement (2013) that 65% of the population are visual learners, students of St. Antonius Padua Sentani Junior High School are dominated by kinesthetic learners. Of the 30 students who were successfully collected to fill out the questionnaire, 33% were kinesthetic learners, 3.0% auditory learners, and 27% visual learners.

These results provide information to researchers that students at St. Antonius Padua Sentani Junior High School are active learners who easily understand lessons through experience and experience. They need to be directly involved in learning activities such as observing the surrounding environment. Kinesthetic learners like to read while walking, and learn or express things with body language. They also tend to touch their interlocutors to get attention or maintain focus when discussing.

Because there is also an auditory learning group (30%), we also find learner characters such as sensitive to sound, difficult to maintain focus in a crowd or noisy atmosphere, easy to understand and grasp verbal commands, they tend to quickly remember song lyrics or information spoken with a certain rhythm and intonation, they like collaborative learning or discussion.

Visual learners who rank third in the group of learners at St. Antonius Padua Sentani Junior High School have a tendency to understand information in outline first and then understand details, they like to read and write, are sensitive to gestures or lip movements. These learners easily keep their focus in noisy or crowded environments. However, they often like to learn on their own by reading rather than by the explanations of others or teachers.

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