



Analysis of Learning Style Characteristics of UKI Toraja Elementary School Teacher Education Students Class of 2022

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ABSTRAK

Gaya belajar merupakan cara khas seseorang mengamati dan berproses dalam aspek kognitif, yang sifatnya individu yang kadang-kadang tidak disadari dan dapat bertahan menjadi ciri khasnya dalam belajar. Selain itu, gaya belajar merupakan salah satu faktor yang mempengaruhi keberhasilan proses pembelajaran. Pada umumnya semua orang bisa belajar, namun cara belajarnya berbeda-beda. Memahami gaya belajar sangat besar manfaatnya bagi mahasiswa, di antaranya dapat membuat keadaan belajar jadi lebih menyenangkan, motivasi belajar jadi meningkat, serta meminimalisir masalah dalam belajar. Kunci keberhasilan seseorang dalam belajar yaitu menggunakan gaya belajar yang tepat sehingga pada aktivitas belajar seseorang perlu mendapat arahan dalam mengenali gaya belajar yang pas sehingga tujuan belajar tercapai. Untuk meningkatkan kemampuan yang dimiliki oleh mahasiswa, dibutuhkan dosen untuk mendampingi dan mengarahkan sehingga mahasiswa dapat dikatakan manusia yang dewasa. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Subjek penelitian dalam penelitian ini adalah seluruh mahasiswa PGSD UKI Toraja angkatan 2022. Instrumen penelitian menggunakan kuesioner gaya belajar. Pemberian kuesioner ini bertujuan untuk mengetahui gaya belajar bagi seluruh mahasiswa PGSD angkatan 2022. Kesimpulan dari penelitian ini adalah mahasiswa Program Studi Pendidikan Guru Sekolah Dasar (PGSD) angkatan 2022 kebanyakan memiliki gaya belajar kinestetik dibanding yang lain kecuali kelas D yang cenderung ke gaya belajar visual. Identifikasi gaya belajar mahasiswa PGSD kelas A didominasi oleh gaya belajar kinestetik yaitu sebanyak 44%, mahasiswa kelas B didominasi oleh gaya belajar kinestetik yaitu sebanyak 71%, mahasiswa kelas C didominasi oleh gaya belajar kinestetik yaitu sebanyak 55%, mahasiswa kelas D didominasi oleh gaya belajar visual yaitu sebanyak 43%, mahasiswa kelas E didominasi oleh gaya belajar kinestetik yaitu sebanyak 46%, dan mahasiswa kelas F didominasi oleh gaya belajar kinestetik yaitu sebanyak 37%. Dari hasil penelitian yang dilakukan dapat memberikan informasi kepada tenaga pendidik bahwa dalam mengajar diharapkan dosen bisa membagi mahasiswa dalam beberapa kelompok dalam satu kelas sesuai dengan gaya belajarnya. Dalam hal ini dosen dapat menyampaikan materi dan memberikan tugas yang bervariasi sesuai gaya belajar yg ada dalam setiap kelompok sehingga mahasiswa mampu memaksimalkan potensi mereka tentang apa yang diajarkan dan mampu mengerjakan tugas-tugas yang diberikan berdasarkan gaya belajarnya masing-masing.

Kata kunci: Gaya belajar, mahasiswa PGSD

ABSTRACT

Learning style is a person's typical way of observing and processing in cognitive aspects, which are individual traits that are sometimes unconscious and can survive being their trademark in learning. In addition, learning style is one of the factors that influence the success of the learning process. In general, everyone can learn, but the way of learning is different. Understanding learning styles is very beneficial for students, including making learning more enjoyable, increasing learning motivation, and minimizing problems in learning. The key to someone's success in learning is using the right learning style so that in learning activities one needs to get directions in recognizing the right learning style so that learning goals are achieved. To improve the abilities possessed by students, lecturers are needed to assist and direct so that students can be said to be mature human beings. This study uses a qualitative method with a descriptive approach. The research subjects in this study were all UKI Toraja PGSD students class of 2022. The research instrument used a learning style questionnaire. Giving this questionnaire aims to find out the learning styles of all PGSD students batch 2022. The conclusion of this study is that students of the Elementary School Teacher Education Study Program (PGSD) batch 2022 mostly have a kinesthetic learning style compared to others except class D which tends to have a visual learning style. Identification of the learning styles of class A PGSD students is dominated by kinesthetic learning styles, namely as much as 44%, class B students are dominated by

kinesthetic learning styles, namely as much as 71%, class C students are dominated by kinesthetic learning styles, namely as much as 55%, class D students are dominated by learning styles visual, namely as much as 43%, class E students are dominated by kinesthetic learning styles, namely as much as 46%, and class F students are dominated by kinesthetic learning styles, namely as much as 37%. From the results of the research conducted, it can provide information to educators that in teaching it is expected that lecturers can divide students into several groups in one class according to their learning style. In this case the lecturer can deliver material and give assignments that vary according to the learning styles that exist in each group so that students are able to maximize their potential about what is being taught and are able to do the assignments given based on their respective learning styles.

Keywords: Learning styles, elementary school teacher education student

INTRODUCTION

Learning style is a person's typical way of observing and processing in the cognitive aspect, which is individual in nature which is sometimes unconscious and can survive being his trademark in learning (Permana, 2016). In addition, learning style is one of the factors that influence the success of the learning process (Dewantara, 2020; Priyatna, 2013; Syofyan, 2018). In general, everyone can learn, but the way of learning is different. Each method has advantages, in fact everyone's learning style is different, but someone tends to one of them, but only a few people understand the learning style that suits them, so it is not optimal in absorbing material or information (Saleh, Taslim, Nasrullah, Arhas, & Nur, 2022).

Knowing one's learning style does not necessarily make one smarter, but knowing one's learning style will enable identification of effective learning methods. Understanding learning styles is very beneficial for students, including making learning more enjoyable, increasing learning motivation, and minimizing problems in learning (DePorter & Hernacki, 2011; Rahman, Asdar, & Tulak, 2017).

Several studies have been conducted to show that we learn & think differently (Wahyuni, 2017). Furthermore (Sari, 2014), absorption of information depends on how individuals process it. How we learn will affect the structure of the brain (Widayanti, 2013).

Basically, in receiving, processing and understanding the material given, it is always different for each student, starting from those who are fast, moderate, to slow. As a result, students must take different approaches to understanding each lesson or information that is always the same (Wahyuddin, 2016; Winkel, 2009). (Ghufroon, Suminta, & Risnawati, 2012) said that one of the reasons why a teacher's understanding of a person's learning style needs to be considered in the teaching

process, namely making the teaching and learning process dialogical. The key to someone's success in learning is to use the right learning style so that in learning activities a person needs to get directions in recognizing the right learning style so that learning goals are achieved (Priyatna, 2013; Saleh et al., 2022).

To improve the abilities possessed by students, lecturers are needed to assist and direct so that students can be said to be mature human beings. In general, lecturers educate students to learn to be adults, but actually there are several elements that affect students' abilities. One of them is due to individual differences when understanding the material presented by the lecturer.

In elementary school teacher education students UKI Toraja, individual differences affect their learning activities so that the presentation of material by lecturers must vary, for example students more easily understand subject matter when lecturers teach by writing on the blackboard or students more easily understand subject matter when the lecturer uses the lecture method. This relates to the preparation of students to obtain subject matter. The lecturer's task is to carry out various learning with various methods to develop the abilities of students on campus and in the community.

METHOD

This study uses a qualitative method with a descriptive approach (Sugiyono, 2017). The research subjects in this study were all UKI Toraja PGSD students class of 2022, namely the Makale class which consisted of classes A, B, C, and the Rantepao class which consisted of classes D, E, F. The research instrument used consisted of main instruments and supporting instruments. The main instrument is the researcher himself and the instrument uses a learning style questionnaire. This learning style questionnaire is made in such a way

that it can be used to determine student learning styles.

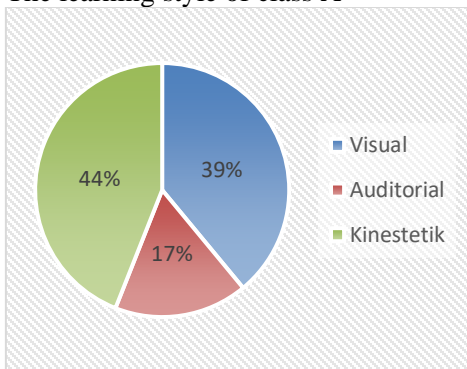
The data collection technique is by administering a learning style questionnaire. In this case, the subject is asked to seriously choose an answer from the various statements given according to the situation that happened to them. Furthermore, the analysis was carried out through guidelines at the qualitative data analysis stage (Miles, Huberman, & Saldaña, 2014) namely: the pre-survey stage, data collection, data analysis, and report writing.

RESEARCH RESULTS AND DISCUSSION

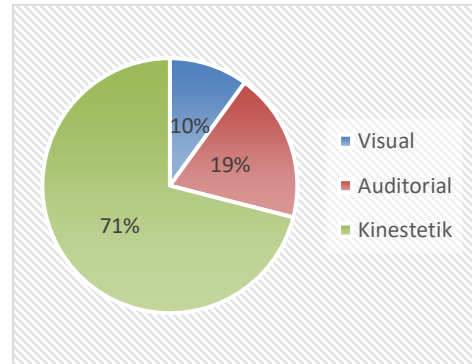
This research was conducted in early February 2023 and began by administering a learning style questionnaire to all PGSD students in Even Semester Academic Year 2022/2023. Giving this questionnaire aims to find out the learning styles for all PGSD students class of 2022. The systematics of data collection is as follows. First, the subject was given a learning style questionnaire, then given time to read and understand the questions. Then given 15 minutes to determine the answer according to the state of the subject.

From the results of the questionnaire that was distributed to all PGSD students for the 2022/2023 academic year, the learning style characteristics of each class were obtained, which are presented in the form of a pie chart as follows:

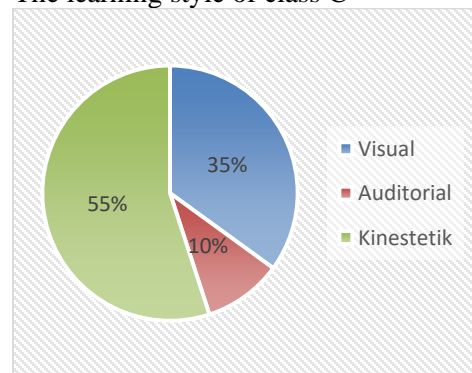
a. The learning style of class A



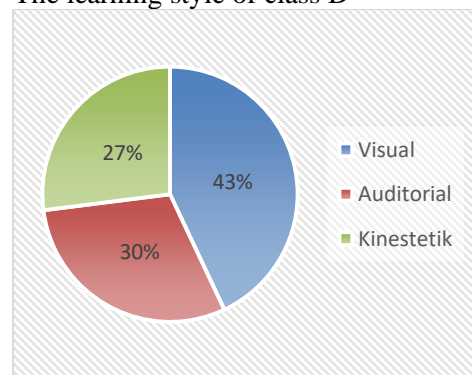
b. The learning style of class B



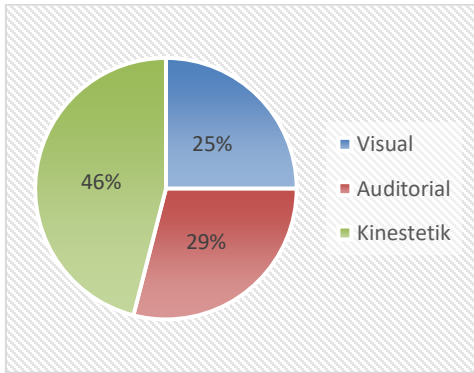
c. The learning style of class C



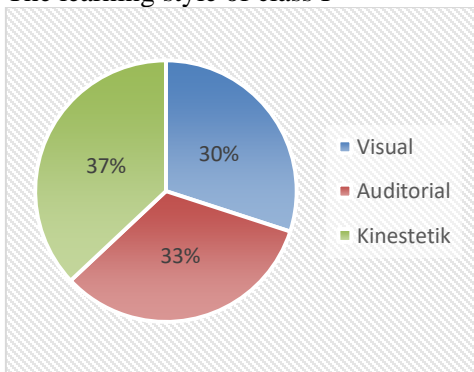
d. The learning style of class D



e. The learning style of class E



f. The learning style of class F



From each diagram shows the characteristics of student learning styles in each class. From class A to F, only class D tends to have a visual learning style, while the other classes namely classes A, B, C, E, and F tend to have a kinesthetic learning style.

From the results of research on PGSD students class of 2022 tend to have a kinesthetic learning style. This is because students understand better when practicing it directly rather than just seeing and listening. Someone with a kinesthetic learning style can effectively carry out the learning process through learning tasks related to work that are immediately completed.

Basically, we can all learn, but we don't learn in the same way. Where learning is an approach or method, as the saying goes (Ghufron et al., 2012), there is no one approach that suits everyone, if teaching is designed and implemented taking into account differences in learning styles, students will be able to improve concentration, during the learning process and students will also get more material and retain more difficult material.

Each individual or student certainly has their own learning style according to the situation at hand, thus enabling each student to have many

learning styles/combinations of learning styles depending on the situation. This will also have an impact on educators (Tulak & Mawa Ratu, 2018; Ulfa, 2021). Here the lecturer should be able to serve all students with these three learning styles. Lecturers help each student to involve all the learning styles they have, because by involving all of these learning styles it will be able to help students to understand the subject matter they receive. For this reason, it is important for lecturers to know the learning styles of their students (Rante, Tulak, & Mantung, 2022; Sulle & Tulak, 2021). (Ghufron et al., 2012) states that there are several reasons why the teacher's understanding of student learning styles needs to be considered in the teaching process, namely; create a dialogic teaching and learning process.

As an axiom, it actually shows that students have differences in various ways, not only in terms of gender and ethnicity, but also in terms of age, cultural background and so on. This diversity can affect the classroom and also determine it in many ways, including a variety of learning styles.

If the lecturer wants what is conveyed to be truly acceptable, we must collaborate with various approaches so that it will become a kind of orchestral material that is pleasant to convey, especially in accordance with the learning styles that students have.

CONCLUSION

Based on the results of the research and discussion, the conclusion of this study is that students of the 2022 Elementary School Teacher Education Study Program (PGSD) mostly have a kinesthetic learning style compared to others except class D which tends to a visual learning style. Identification of the learning styles of class A is dominated by kinesthetic learning styles, namely as much as 44%, class B students are dominated by kinesthetic learning styles, namely as much as 71%, class C students are dominated by kinesthetic learning styles, namely as much as 55%, class D students are dominated by visual learning styles, namely as much as 43%, class E students are dominated by kinesthetic learning styles, namely as much as 46%, and class F students are dominated by kinesthetic learning styles, namely as much as 37%.

From the results of the research conducted, it can provide information to educators that in teaching it is hoped that lecturers can divide

students into several groups in one class according to their learning style. In this case the lecturer can convey material and give assignments that vary according to the learning styles that exist in each group so that students are able to maximize their potential about what is being taught and are able to do the assignments given based on their respective learning styles.

SUGGESTION

1. Personally, it is hoped that someone can know their learning style so that they can maximize their potential and learning style.
2. In relation to learning, lecturers should conduct observations, explorations and research before carrying out learning activities, so that they can determine the appropriate approaches, strategies, models and learning methods to accommodate the overall learning styles of students in class.

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