

TEACHER'S STRATEGY IN UNDERSTANDING STUDENTS' LEARNING STYLES

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Abstract

Learning strategies must be owned by a teacher so that the learning that has been implemented can take place effectively and efficiently. This study aims to describe the learning styles of students at MI Al Awaliyah Bogor, to describe the strategies applied by MI Al Awaliyah Bogor teachers, and to describe the supporting and inhibiting factors in the application of strategies applied by teachers at MI Al Awaliyah Bogor. Based on field data using a qualitative approach. Data collection methods using observation, interviews, and documentation and questionnaires. From the results of this study, the researchers concluded that, (1) most of the students of MI Al Awaliyah Bogor have a visual learning style, the rest have a kinesthetic learning style and an auditory learning style, (2) the strategy applied by the teacher is the Direct Instruction learning strategy which is specifically designed to support the learning process of students related to declarative knowledge and well-structured procedural knowledge (3) supporting and inhibiting factors in the application of teacher strategies in facilitating student learning styles at MI Al Awaliyah Bogor, supporting factors are: from students and teachers who are enthusiastic and enthusiastic in carrying out learning activities. While the inhibiting factors are: lack of learning resources and media, and limited facilities and infrastructure.

Keywords: Teacher Strategy, Learning Style

1 INTRODUCTION

According to KBBI, learning can be defined as an effort to gain intelligence or knowledge, practice, change behavior caused by experience. (Dr. Ahmad Susanto, M.Pd., 2012) According to him, learning is interpreted as a process to gain motivation in knowledge, skills, habits, and behavior obtained through an order or direction. According to Burton in Usman and Setiawati (1993: 4), learning can be interpreted as behavior in individuals due to interactions between individuals and other individuals and individuals and their environment. Meanwhile, according to E.R. Hilgard (1962), learning is a change in reaction activities to the environment. According to (Imron, 1996: 2) the definition of learning is as a change in behavior in a person that is relatively stable as a result of an experience. From some of the above definitions, it can be concluded that learning is an activity that a person does consciously to gain knowledge, understanding, and concepts, so that a person can change for the better. Learning style is a consistent way done by a learner in capturing stimulus or information, ways, remembering, thinking, and solving problems. Learning style is an approach that explains how each individual learns or the way each person takes to concentrate on the process, and master difficult information.

There are several types of learning styles in education because students have their own characteristics and have been explained by De Porter and Hernacki: "that there are 3 modalities (types) in learning styles, namely visual, auditory and kinesthetic. First, visual learning style (Visual Learners). This learning style explains that students must see the subject matter first so that students better understand the subject matter. Second, Auditory Learners this learning style focuses more on hearing learners to be able to understand and remember the subject matter. Third is a learning style by reading information and then summarizing it to be listened to and understood by students. Meanwhile, kinesthetic style is a learning style for students who cannot remain silent,

students will be more suitable to develop if the school uses learning methods with an active learning system.

Based on observations carried out by researchers on November 29, 2022, at MI Al-Awaliyah, Bogor, researchers found several problems, namely: students who are slow in the learning process such as there are some students who are unable to remember and do not understand the material presented by the teacher during the science learning process, and some students are less active in learning activities and do not do their assignments well. There are also learners who prefer to read while moving and there are those who prefer to read while moving.

2 RESEARCH METHODS

According to Sugiyono (2013), qualitative research methods are often referred to as naturalistic research because the research is conducted in natural conditions (natural settings). The method used by researchers in this study is to use Descriptive research methods with a Qualitative approach. In this qualitative descriptive research aims to describe, describe, explain, and answer in more detail the problems to be studied by studying as much as possible whether it is an individual, group, or phenomenon that occurs. The procedure for implementing researchers to be carried out by researchers using descriptive research is through observation, interviews, questionnaires and documentation studies.

In this study, researchers used data collection techniques in the form of observation, interviews, and documentation. The subjects in this study were the principal, teachers, class V (A), class V (A) students. Meanwhile, data analysis techniques using the Miles and Huberman Model include 1) data reduction, namely the process of selecting data that is focused on important things, so that it can produce clear and detailed information, 2) data presentation, namely presenting data in narrative form or by describing related student learning motivation in science subjects, 3) data verification or conclusion drawing, namely knowing the teacher's strategy in understanding the learning style of class V (A) students at MI Al-Awaliyah.

Data validity in this study uses source triangulation and technical triangulation. According to Sugiyono (2013) source triangulation is used by researchers to test the validity of data by checking data from different sources with the same technique.

According to Sugiyono (2013) Triangulation techniques used by researchers to test the validity of data by checking data from the same source, but using different techniques. In this study, the techniques used include observation, interviews, questionnaires and documentation.

3 RESULT AND DISCUSSION

Based on the results of interviews and observations, it can be seen that grade V (A) students of MI Al-Awaliyah Cibinong Bogor have different learning styles. About 62% of students have a visual learning style that tends to prioritize the visual sense. The rest are kinesthetic learners who prioritize the sense of movement in obtaining information. This is shown from the results of researcher interviews about learning styles in MI Al-Awaliyah Cibinong Bogor students. Researchers used several questions asked to several students related to how he learns and what attitude he takes when doing a lesson.

The following is a recap of data on the results of the learning styles of students V (A) MI -Awaliyah Cibinong Bogor in science lessons.

Students with visual learner type in MI Al-Awaliyah Cibinong Bogor are the type of students who like to read. Based on observations made by researchers, students more easily capture information by seeing such as reading books or teacher writings on the board. Students also tend to have a clean and tidy nature. Apart from school regulations

that require students to dress neatly and orderly, it is also the character of the students themselves who tend to wear neat uniforms. This can be seen when at school both during the process of learning activities and breaks. Students always wear neat clothes. For male students in uniform in accordance with school regulations, the shirt is inserted, wearing a belt, and wearing a kopyah according to the uniform.

In addition to visual learning styles, researchers also found kinesthetic learning styles and auditory learning styles. For kinesthetic learning style, it is shown from students who remember more easily by moving their motor muscles. They like to compete with themselves or with others. For them listening to a teacher or verbal explanation is not enough. They will better understand the subject matter if given an explanation as well as practiced in front of the class. Some students with this type tend to use their fingers as pointers when reading books. They also memorize by walking and looking. This auditory learning style is shown by students who remember more easily by listening than seeing. They tend to use their listening senses, sometimes asking their friends to read the material and then listening to it. If no friend is willing to read, then reading aloud is what he does. This is intended so that the sound he emits is able to be heard and absorbed as new information. Students also feel disturbed by the commotion during the learning process. This is shown when students are instructed to work on problems on the LKS. Students tend to choose a place that tends to be quiet to read such as in the corner of the classroom or outside the classroom.

In addition, students also have a habit of talking. Some of them like to have conversations with each other.

3 CONCLUSION

Learning styles are the easiest way to learn and understand how to learn. By understanding learning style tendencies can improve the quality of the learning process. Based on the research findings, the tendency of learning styles owned by learners has a learning style of learners. In general, learners have a tendency for one learning style to be the most dominant, although there are some who have more than one learning style. In addition, learners also have learning habits, anytime, anywhere that are adjusted to their situation and conditions, including one's effective time to learn and an atmosphere conducive to learning. Based on the data collected and explained in the previous section, the researcher can obtain the following conclusions:

(1) The majority of MI Al-Awaliyah students have a visual learning style that tends to use the sense of sight. The rest are kinesthetic learners who prioritize movement and auditory learners who prioritize the sense of hearing in obtaining information.

(2) The strategy used by teachers in understanding students' learning styles is to use the Direct Instruction learning strategy. The Direct Instruction learning strategy is a learning strategy specifically designed to support the learning process of students related to declarative knowledge and well-structured procedural knowledge carried out by teachers that can be used by them. (3) In its application, there are supporting and inhibiting factors. Supporting factors include the enthusiasm of students and teachers who are always enthusiastic in carrying out teaching and learning activities. The inhibiting factors experienced by teachers in implementing the strategy are limited learning media, limited teacher creativity, and low facilities available at school.

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