

LITERATURE STUDY: THE ROLE OF THE TEACHER IN RECOGNIZING THE LEARNING STYLES OF STUDENTS IN KINDERGARTEN

by Apit Fathurohman

Submission date: 07-May-2023 08:56PM (UTC+0700)

Submission ID: 2086480945

File name: 11436-40737-1-PB.pdf (196.09K)

Word count: 4386

Character count: 24408

LITERATURE STUDY: THE ROLE OF THE TEACHER IN RECOGNIZING THE LEARNING STYLES OF STUDENTS IN KINDERGARTEN

Chaterine Nuzzahara Shakiila^{1✉}, Apit Fathurohman²

⁽¹⁾ PG-PAUD, Program Profesi Guru Prajabatan, Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Sriwijaya

⁽²⁾ Program Studi Pendidikan Fisika, Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Sriwijaya

DOI: 10.29313/gajipaud.v6i2.11436

Abstract

This research is a literature study with descriptive qualitative research using library research to try to describe the role of teachers in recognizing students' learning styles in kindergarten. In this literature study research, the author uses various written sources such as articles, books, journals, and relevant documents in accordance with the studies in this study. Understanding and recognizing students' learning styles is one of the important things that teachers need to know. A teacher needs to recognize the learning styles of students in the classroom. Teachers play a very important role in classifying and analyzing differences in students' learning styles. This aims to build effective and creative learning in responding to the unique learning styles of diverse learners. Recognizing students' learning styles can make it easier for teachers to provide good and effective learning. Teachers who have recognized the learning styles of students also easier to choose learning activities that are in accordance with the abilities of students so that students will more easily receive information. There are three types of learning styles, namely visual learning styles, auditorial learning styles, and kinesthetic learning styles. Visual learning styles learn through what is seen through the sense of sight. The auditorial learning style learns through what is heard through the sense of hearing. The kinesthetic learning style learns through movement. Teachers play a role in providing learning activities that are in accordance with the learning styles of students by using various strategies and methods in learning activities.

Keywords: *Teacher Role; Learning Styles; Kindergarten.*

Copyright (c) 2022 Chaterine Nuzzahara Shakiila, Apit Fathurohman.

✉Corresponding author:

Email Address: chaterinenuzzaharashakiila25@gmail.com

Received 06 August, 2022. Accepted 23 November, 2022. Published 15 December, 2022.

INTRODUCTION

Education is a form of recognizing the potential to develop human resources through learning activities. In early childhood, education is obtained to optimize the welfare they have in the future. Providing a severe quality of experience for early childhood can assist their development and growth so that they are ready to face things at a higher level. Each child has their strengths and weaknesses. These advantages and disadvantages are unique, and each child has differences. Early childhood's peculiarity is its diversity in development which has many variations. Children have many differences and similarities as well. The various experiences that children have previously impacted each of their results. It is stated in Law No. 23 of 2002 Article 9 Paragraph 1, which reads, "the development and personal intelligence of the child are obtained from preschool education and teaching to each child to increase creativity according to the interests and talents of the child." According to Munisah (2020: 75) educators' role is significant in translating learning programs into units of activity that align with the needs of children. One of the needs of students is to get excellent and comprehensive learning according to their level of ability of students. From the diversity of students' achievements and skills, teachers also play a role in recognizing the learning styles of each student in the classroom.

The inequality of learning styles of each student sometimes makes it a little tricky for educators to provide learning activities that match the abilities of their students. That is why educators need to improve their skills and hone themselves so that they can be more professional in providing education and knowledge to students who have diversity. Teachers play a role in improving the quality of their learning in the classroom so that the objectives of learning can be achieved optimally. In line with the opinion Cholifah (2018: 65) for the quality of learning to improve, one of the things that need to be given attention is that teachers should know their students' learning styles. This learning style is very diverse, namely learning techniques through the sense of expression, learning styles through the mind of vision, and learning styles through limb movements.

Now it could be that educators and parents are still not very aware of the children's learning styles. According to Priyatna quoted by Saputri and Afifah (2019: 31) learning styles can be a driver of talents and strengths that exist in children, but if they are not given support, they can become disruptors in the learning process when various areas of weakness of children who need to be met cannot be met. The great benefits that can be obtained if the child implements the right learning style are that he will be able to gain new knowledge and information during the learning process quickly. This can make it easier for educators to plan programs to assist children while learning, and their development is effectively maximized if educators recognize the inequality of learning styles in children. With the urgency of getting to know students learning styles, educators can then make a variety of learning systems and methods suitable to be implemented in the learning process. Excerpted from Zagoto dkk (2019: 259) as educators, they must be able to make their choices in various ways/techniques that can accommodate various differences of students individually and optimize them for the progress and interpersonal abilities of each student in the long term, especially when viewed from the learning style they have which then the learning process is created optimally.

Efforts to know children's learning styles are significant because children tend to imitate different learning styles so that they can easily and quickly manage the information that has been given. A good learning style works optimally until it pays off in improving learning outcomes (Asriyanti and Janah, 2019). This has a significant impact on the achievement and confidence of its students. When carrying out the learning process in the delivery of the material, different learning styles must be used to meet the needs of students. Learning styles include three types: (1) Visual, especially in learning: learners obtain information quickly when they see or hear. (2) Auditory, where the learner is provided with facilities for his hearing; (3) Kinesthetic, in which the learner is provided with facilities for his physical activity (Azis, Pamujo, and Yuwono, 2020). Students who give their attention to the instructor are usually more towards the visual type, while those who give their attention to the teacher's voice are more directed to using the auditory type, as well as those

who like to make physical contact usually tend to kinesthetic (Sutriani, Syahrilfuddin, and Noviana, 2018).

The phenomenon in kindergartens is still the presence of teachers who carry out the classical learning process without paying attention to the right learning style for students. Generally, educators still implement the ceramic method in the learning process. This results in students being divided into those who focus on their deterrents and some who are not. Some students are walking and busy themselves during ongoing learning activities. This happens because teachers ignore students' learning styles. Then, some educators may not know or understand the students' character. Not knowing the learning style of each student, not even knowing how to teach correctly according to their students' characteristics and learning styles. Understanding students' learning styles is a very important form and influences receiving information on students from teachers.

Based on the problem above, the problem can be formulated, namely "how important it is to recognize student learning styles, how the teacher's role is in recognizing diverse student learning styles, and how teachers teach according to student learning styles." About this issue, the author raised an article entitled "The Role of Teachers in Recognizing Student Learning Styles in Kindergarten".

METHODOLOGY

The data used in this journal is sourced from various libraries available, both in the form of articles, journals related to the discussion, and books related to the topic discussed. In addition, sources of information are obtained from various media sources, such as electronic media. This research is a literature study with the type of research, namely descriptive qualitative using library research. Library research can be used to explore additional information to researchers regarding the data obtained and collected (Sugiarti, 2020). The method used in the authorship of this article is the study of literature both in a textual and online form. The literature obtained from various sources is then analyzed and interpreted in the form of writing in this article. By Zed (2008) In library research, library search is the proper as first step in preparing for the research framework and utilizing various literature sources to obtain research data.

RESULTS AND DISCUSSION

The attitude of the learning student style that exists in the students is very much needed in carrying out the learning process because, with this, it will make it easier to achieve goals. Learning styles are individual, where everyone will have different learning styles between each other.

According to Waryani (2021: 22) Learning style is an approach that explains individual learning or how each person takes to concentrate on the process and masters difficult and new information using different perceptions.

Learning style is a cognitive, affective, and psychomotor character as an indicator that acts relatively stable in learning, feels interrelated, and reacts to the learning environment. According to James & Gardner in Ghufon (2014: 42) explained, the learning style is a complex way in which each student considers and feels most active and efficient in processing it, storing it, and calling it back to something he has learned. While according to Sryden & Vos quoted by Sine (2019) learning style is a distinctive force that exists in humans.

Based on these various perspectives, the conclusion that can be drawn is that learning style is a unique ability and strength possessed by individuals in processing new information through different perceptions where students assume and feel most active and efficient in processing, storing, and recalling what has been learned..

Opinions from Syarifudin & Eka (2022) ost students have one dominant type of learning style, but some have two dominant types, and one supplement and some have all the learning styles used depending on the situation. According to Depoter quoted by Mudjiran (2021) Students have dissimilarity learning styles based on sensory preference or abilities that the brain has in absorbing, managing, and delivering information. Then individual learning styles are divided into three types, namely: (1) Visual, especially in learning; learners obtain information quickly when they see or hear.

(2) Auditory, where the learner is provided with facilities for his hearing; (3) Kinesthetic, in which the learner is provided with facilities for his physical activity. Implications in learning the role of educators need to implement learning techniques and models that have variations so that they can accommodate all student learning styles related to alternating. The role of the teacher as a motivator and facilitator for his students in achieving optimal learning goals. Educators need to introduce and understand the different learning styles of their students. This will help and make it easier for teachers or lecturers everywhere to be able to approach various students by delivering information in different styles.

Visual Learning Styles

Visual learning is a learning style with dominance using sight, observation, scenery, and the like. The strength of this style of learning is in the sense of sight. The learner needs to see the body language of a person who conveys information and expressions on his face in order to understand the content of the lesson. Students usually or prefer to sit in front of the class to avoid various things that hinder them a visual (for example, someone's head). According to Cahyani (2016) various characteristics of students with this learning style have a voice tone that tends to be high, speaking fast and not liking to hear others, increasingly liking to talk with a face, wearing neat clothes and regularly, liking reading and being able to read fast, meticulous, often forgetting something, when angry is usually silent, and others.

Teachers play a role in providing learning that is in line with children's learning styles. One of them is children who have a visual learning style, where they use their sense of vision to understand the new information provided. The importance of teachers knowing the learning styles of students that are not the same will make it easier for educators to provide learning activities that align with their student's abilities. In early childhood education, students will actively learn through play activities. A teacher needs to have a variety of self-competence so that in the management of learning activities and mastery of the material needs to be considered and improved so that teachers can create creative and innovative learning activities according to the concept of early childhood education (Wulansuci, Hunafa Lestari, and Munggaraning Westhisi, 2022). Teachers are required to provide exciting learning activities and beautiful visuals for students' vision. For children who have a visual learning style, teachers can display various visual activities in the form of posters, drawing cards, props, interesting classroom environments, and so on. Teachers who have recognized students' learning styles certainly need to prepare their own strategies in learning activities for children with a visual learning style.

In line with the opinion Thobroni (2015) Strategies for providing convenience in the learning process of children with a visual learning style are: (1) using visual material (pictures, diagrams). (2) using maps in marking things of interest. (3) invite students to read books with illustrations. (4) using multimedia (video & computer). (5) invite children to try to illustrate their ideas in a picture.

Learning that is based on the sense of vision is easier and more interesting when obtaining and understanding information sourced from maps, images, villages, and the like that is used in the presentation of information as a substitute for the form of words. (Widharyanto, 2020). In learning activities in the ECCE classroom, things that teachers can do: (1) provide books with many attractive illustrations of images and colors, (2) Multiply visual material by utilizing existing technological media, (3) Provide clear visualizations to children so that they are easy to remember and encourage and can imagine related to the material provided, (4) Provide an attractive classroom environment both from the layout, lighting and so on, (5) Invite students to try to illustrate various ideas they have into a picture or writing.

Auditorial Learning Styles

In students with auditorial learning styles, they can easily understand information and knowledge through the sense of hearing, so educators should pay attention to students all the way to their hearing devices. According to Papilaya and Huliselan (2016) Learners with this style are more dominant in using their sense of hearing to do activities in learning. Students easily learn and

get stimuli or stimuli if they use their sense of hearing. The characteristics of this learning style are: (1) tend to listen, (2) want to communicate, (3) do not like crowds, (4) convey expressions with vocals, (5) like music, (6) read, and (7) read with moving lips (Putri 2018).

The characteristics of students with an auditorial style were effective learning for students through hearing. The role of the teacher in providing stimulation for students with this learning style can be done by telling and singing methods where learning is delivered orally and received through hearing by students. By Makhmudah (2020: 75) in an effort to develop children's abilities by telling stories or storytelling, this method is appropriate to apply because early childhood prefers something in the form of an interesting story. Using the singing method can provoke students' happiness and pleasure. According to Sa'biati (2016: 11) students face situations and psychological conditions in developing their happy minds and emotion⁴ by expressing them with words and tones. Strategies used to facilitate the auditorial type of learning process are: (1) Invite to be involved in discussions, in class and in their families, (2) Read the subject matter aloud, (3) Use music, (4) Discuss ideas verbally, (5) Record learning materials into tapes and invite them to listen to them before going to bed.

¹ Kinesthetic Learning Styles

The kinesthetic learning style is a process that relies on touch and movement in its learning activities. ¹ Students with this style tend to prefer to perform, touch, feel, move, and experience firsthand. Kinesthetic learning style is one of the learning styles owned by students that influence learning achievement. This learning style is a learning activity with physical activity and involves directly in it, which can take the form of activities with movement, touching and feeling or experiencing it directly (Bire, Geradus, and Bire, 2014).

Students with this learning style show more desire to carry out learning activities directly. Through this learning style, their physical condition becomes one of the important factors, because they will immediately act physically in their learning activities. A person with this learning style has various characteristics, namely: (1) Placing his hand as the main information-receiving device so that he can remember, (2) just holding can get information without the need to read explanations, (3) is classified as a person who can't / can stand sitting for too long in hearing explanations, (4) Ability to coordinate with a team and his ability to control his gestures (Azis, Pamujo, and Yuwono, 2020).

Strategies that can be done to improve learning for students with kinesthetic learning styles are: (1) Increasing field trips, (2) Demonstrating or performing directly in a process, (3) Making models or various examples, (4) Learning does not have to sit like a formal, can be applied by sitting in a comfortable position, even though other students are not able to do it, (6) Allow learning while doing movements, walking, or pacing, (7) Increasing simulation and role play, (8) Allowing students to stand or make movements with their bodies when explaining, (9) Do not force students to study for a long time, (10) Encourage students to use bright colors in marking various important things in their reading (Cahyani, 2016).

The role of the teacher in providing appropriate learning for students with kinesthetic learning styles can be by giving the correct learning methods. The selection of the right learning method, it can give a great stimulus for students to get more meaningful information. Implementing this outbound method becomes a learning activity that makes students one with nature. This method was initiated so that students do not only understand what the teacher conveys. On the other hand, students are invited to be directly involved in paying attention to something previously communicated in class and synchronizing what is presented in the field (Yunaida and Rosita, 2018). Using the game method, many lessons are found related to the moral development of various religious values, such as being willing to give in, cooperating, helping each other, doing a culture of queuing, and having high respect.

¹ Introducing learning styles is very important. For educators to know the learning styles of each student, educators can implement the right techniques, methods, and strategies both in self-development (Cicilia and Nursalim, 2019). By implementing it, the success rate will be higher. Students must also understand the best type of learning style. So the person concerned can know

himself better and know his needs. Recognizing learning styles can be a trigger in providing the right service to what is also how it will be applied so that the learning runs optimally.

Based on opinion Nabela, et.al (2021) The inequality of learning styles that students choose shows that each individual has the fastest way as well as the best way to absorb information from outside himself. Learning styles are closely tied to successful academic achievement, which then exerts a significant influence on the success of its students. Teachers play a role in recognizing students' learning styles to facilitate the selection of appropriate learning activities and can provide stimulation to develop knowledge and skills in students. Teachers provide interesting learning by adjusting and paying attention to the characteristics of students' learning styles, efficient methods, and strategies to be used during the learning process.

CONCLUSION

From the discussion, the conclusion is that learning style is an individual's way of receiving and managing the information he obtains. Everyone's learning style is different from others. Learning styles are categorized into three types: visual, auditorial, and kinesthetic. Visual learning style is a type of learning that relies on the sense of vision. As for the auditorial learning style, it relies on his sense of hearing. While in the kinesthetic learning style with movements. Learning style becomes an essential thing in the learning process. Teachers have a big role in recognizing students' learning styles. Recognizing student learning styles can make it easier for educators to provide excellent and effective learning. Teachers who have recognized the learning styles of their students also easier to choose learning activities that are in line with their students' abilities so that students will be easier to receive information. Teachers play a role in providing learning activities that are in line with the learning styles of students by using various strategies and methods in learning activities.

ACKNOWLEDGMENTS

The researcher thanked God Almighty. The author would like to thank the big family of Al-Parsi, friends of PPG Prajabatan 2022 Sriwijaya University, Early Childhood Education Teacher Education for giving each other endless enthusiasm. The author would like to thank the Lecturer of Apit Fathurohman, S.Pd., M.Si, Ph.D. for providing the motivation to write this paper.

REFERENCES

- Asriyanti, Frita Devi, and Lilis Ariantun Janah. (2019). Analisis Gaya Belajar Ditinjau Dari Hasil Belajar Siswa. *Ilmu Pendidikan: Jurnal Kajian Teori dan Praktik Kependidikan* 3(2).
- Azis, Fitriani Rahmat Nur, Pamujo, and Pratik Hari Yuwono. (2020). Analisis Gaya Belajar Visual, Auditorial, Kinestetik Siswa Berprestasi Di SD Negeri Ajibarang Wetan. *Jurnal Mahasiswa BK An-Nur : Berbeda, Bermakna, Mulia* 6(1).
- Bire, Arylien Ludji, Uda Geradus, and Josua Bire. (2014). Pengaruh Gaya Belajar Visual, Auditorial, Dan Kinestetik Terhadap Prestasi Belajar Siswa. *Jurnal Kependidikan* 44(2).
- Cahyani, Ika Suci. (2016). Pentingnya Mengenali Gaya Belajar Siswa dalam Kegiatan Pembelajaran. *Jurnal Ilmiah Universitas Negeri Malang*.
- Cholifah, Tety Nur. (2018). Analisis Gaya Belajar Siswa Untuk Peningkatan Kualitas Pembelajaran. *Indonesian Journal of Natural Science Education (IJNSE)* 1(2).
- Cicilia, Yayuk, and Nursalim Nursalim. (2019). Gaya Dan Strategi Belajar Bahasa. *Edukatif: Jurnal Ilmu Pendidikan* 1(3).
- Makhmudah, Siti. (2020). Penanaman Nilai Keagamaan Anak Melalui Metode Bercerita. *J-PAI: Jurnal Pendidikan Agama Islam* 6(2).
- Munisah, Eny. (2020). Proses Pembelajaran Anak Usia Dini. *Edukasi Lingua Sastra* 18(2).
- Nabela, Diana, Suharmono Kasiyun, Dewi Widiana Rahayu, and Akhwani Akhwani. (2021). Analisis Gaya Belajar Peserta Didik Berprestasi Selama Pandemi Covid-19 Dalam Pembelajaran Tematik Di Sekolah Dasar. *Jurnal Basicedu* 5(4).
- Nur Ghufroon, M. (2014). Prokrastinasi Akademik Mahasiswa Ditinjau Dari Regulasi Diri Dalam

- Belajar. *Quality* 2((1)).
- Papilaya, Jeanete Ophilia, and Neleke Huliselan. (2016). Identifikasi Gaya Belajar Mahasiswa. *Jurnal Psikologi Undip* 15(1).
- Mudjiran. M.S. (2021). *Penerapan Prinsip-Prinsip Psikologi Dalam Pembelajaran*. Prenada Media.
- Putri, Winedar Vovellia Kusuma. (2018). Analisis Kesalahan Siswa Dan Faktor Penyebabnya Dalam Menyelesaikan Soal Cerita Menurut Watson Pokok Bahasan Pecahan. *Universitas Jember Digital Repository Universitas Jember*.
- Sabi'ati, Amin. (2016). Membangun Karakter AUD Dalam Pengembangan Nilai Agama Dan Moral Di RA Masyithoh Pabelan Kab. Semarang. *Al Athfal: Jurnal Pendidikan Anak* 2(1).
- Saputri, Isna Alfi, and Dian Ratyaningtyas Afifah. (2019). Gaya Belajar Anak Usia Dini Kelompok B Tk Margobhakti Kota Madiun. *Jurnal CARE (Children Advisory Research and Education)* 6(2).
- Sine, Hendrick. (2019). Peran Pendidik Dalam Menghadapi Keragaman Gaya Belajar Murid. *Pengarah: Jurnal Teologi Kristen* 1(2): 85–98.
- Sugiarti, Eggy Fajar Andalas, Arif Setiawan. (2020). *Desain Penelitian Kualitatif Sastra*. UMMPress.
- Sutriani, Eling, Syahriluddin, dan Eddy Noviana. (2018). Gaya Belajar Siswa Berprestasi Akademik Pada Kelas V Di Sekolah Dasar Negeri 02 Kecamatan Sabak Auh Kabupaten Siak. *JURNAL PAJAR (Pendidikan dan Pengajaran)* 2(6).
- Syarifuddin & Eka Dewi Utari. (2022). *Media Pembelajaran (Dari Masa Konvensional Hingga Masa Digital)*. Bening Media Publishing.
- Thobroni, M. (2015). Belajar Dan Pembelajaran Teori Dan Praktik. *Ar-Ruzz Media* 6(1).
- Waryani. 2021. *Dinamika Kinerja Guru Dan Gaya Belajar Konsep Dan Implementasi Terhadap Prestasi Belajar*. Penerbit Adab.
- Widharyanto, B. (2020). Gaya Belajar Dan Strategi Belajar Bahasa Mahasiswa Etnis Papua. *I. E. Santosa, Mendidik Generasi Milenial Cerdas Berkarakter* 1(1).
- Wulansuci, Ghina, Ririn Hunafa Lestari, and Sharina Munggaraning Westhisi. (2022). Pemahaman Guru Paud Terhadap Stress Akademik Pada Anak Usia Dini. *Golden Age : Jurnal Pendidikan Anak Usia Dini* 6(1): 41–48.
- Yunaida, Hana, and Tita Rosita. (2018). Outbound Berbasis Karakter Sebagai Media Pembelajaran Anak Usia Dini. *Comm-Edu (Community Education Journal)* 1(1).
- Zagoto, Maria Magdalena, Nevi Yarni, and Oskah Dakhi. (2019). Perbedaan Individu Dari Gaya Belajarnya Serta Implikasinya Dalam Pembelajaran. *Jurnal Review Pendidikan dan Pengajaran* 2(2).
- Zed Mestika. (2008). *Metode Penelitian Kepustakaan*. Yayasan Pustaka Obor Indonesia..

LITERATURE STUDY: THE ROLE OF THE TEACHER IN RECOGNIZING THE LEARNING STYLES OF STUDENTS IN KINDERGARTEN

ORIGINALITY REPORT

9%

SIMILARITY INDEX

6%

INTERNET SOURCES

5%

PUBLICATIONS

5%

STUDENT PAPERS

PRIMARY SOURCES

- | | | |
|---|---|-----|
| 1 | Yolani Erawati, Syahrul Ramadhan. "The effectiveness of the Think Pair Share (TPS) method on explanatory text writing skills in terms of learning styles", BAHASTRA, 2021
Publication | 1 % |
| 2 | Ni Wayan Suardiati Putri, Ni Kadek Suryati. "Analysis of The Style of Learning Based on Visual, Auditorial, Kinesthetic on Students of Computer System", IJECA (International Journal of Education and Curriculum Application), 2020
Publication | 1 % |
| 3 | repository.uinsu.ac.id
Internet Source | 1 % |
| 4 | digilib.uinkhas.ac.id
Internet Source | 1 % |
| 5 | sucicahyaniika.blogs.uny.ac.id
Internet Source | 1 % |
-

6	iopscience.iop.org Internet Source	1 %
7	www.coursehero.com Internet Source	1 %
8	Submitted to President University Student Paper	1 %
9	Andri Wahyu Prasetyo, Nike Mutiara Fauziah, Agung Puja Kesuma. "Pandemic and Social Capital: Synthesis Model for "Jogo Tonggo" Policy Implementation", KnE Social Sciences, 2023 Publication	1 %
10	Submitted to Sriwijaya University Student Paper	1 %

Exclude quotes On

Exclude matches < 1%

Exclude bibliography On