



Analysis of Learning Styles of Fourth-Grade Students at SDN 1 Sumber

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ABSTRACT

This study aims to identify the learning styles of students visual, auditory, and kinesthetic types the teacher's teaching style in the learning process, and students' perceptions of the teacher's teaching style in class IVB at SDN 1 Sumber. The research employs a qualitative approach with a descriptive method. The research subjects consist of the classroom teacher and IVB students, with data collected through observation, interviews, and documentation, and analyzed using data reduction, data presentation, and conclusion drawing. The results show that students exhibit diverse learning style tendencies, with a dominance of kinesthetic style, followed by visual and auditory. The teacher tends to use methods that more strongly accommodate the visual style, resulting in less optimal facilitation for students with other learning styles. Students' perceptions of the teacher's teaching vary; most respond positively to the visual explanations but are less satisfied with lessons that lack physical activities and discussions. It is concluded that aligning teaching strategies with the diversity of learning styles can enhance student engagement and understanding.

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INTRODUCTION

Education in the 21st century demands students to master critical thinking, collaboration, problem solving, and the ability to adapt to rapid changes. Basic education plays a strategic role in shaping students' character, knowledge, and skills to meet these challenges. Teachers are therefore required to adapt their teaching strategies to students' individual characteristics so that learning becomes more meaningful and effective. One important factor that influences students' learning achievement is their learning style. Learning style refers to the way individuals absorb, organize, and process information (Rudini & Saputra, 2022).

Previous studies (Indriana, 2011; Hasanah, 2021) have emphasized that aligning teaching strategies with students' preferred learning styles visual, auditory, or kinesthetic can improve student engagement and outcomes. However, in practice, teachers often apply monotonous methods that tend to favor only one type of learning style, thus leaving students with other learning tendencies less optimally facilitated. This issue is also found at SDN 1 Sumber, particularly in class IVB, where observations indicate that teachers predominantly accommodate visual learning styles, while auditory and kinesthetic students are less supported. This gap shows the urgency of examining the diversity of students' learning styles and how teacher teaching styles can be better aligned.

Therefore, this study aims to analyze the learning styles of fourth-grade students at SDN 1 Sumber (visual, auditory, and kinesthetic), explore the teaching style applied by teachers, and investigate students' perceptions of the teacher's teaching style. This research seeks to contribute by providing a clearer picture of the dominant learning styles among students and how alignment between teaching styles and learning styles can enhance the learning process. In doing so, this study positions itself in relation to previous research by offering empirical evidence from a different context and emphasizing the importance of addressing diverse learning styles.

METHODS

This study employed a descriptive qualitative approach. The research was conducted at SDN 1 Sumber from November 4, 2024, to June 5, 2025. The participants consisted of one classroom teacher and 20 fourth-grade students in class IVB. Data were collected through three techniques: (1) observation of classroom learning activities, (2) interviews with the classroom teacher and students, and (3) documentation of relevant records. The instruments were designed to obtain information regarding students' learning styles (visual, auditory, kinesthetic), the teacher's teaching style, and students' perceptions of teaching practices. The data analysis process followed the qualitative procedure, which included data reduction, data display, and conclusion drawing. Triangulation was applied to validate the findings and ensure the credibility of the research results.

RESULTS AND DISCUSSION

The findings reveal that fourth-grade students at SDN 1 Sumber demonstrate diverse learning styles, with visual and kinesthetic tendencies appearing more dominant compared to auditory. Visual learners show stronger comprehension when material is supported by pictures, charts, and other media, while kinesthetic learners are more engaged through physical activities and practical tasks. Although auditory learners are fewer, they benefit from structured verbal explanations and discussions. The teacher's teaching style was observed to be largely visual-oriented, with some integration of kinesthetic strategies. This partial alignment creates positive engagement for students whose learning styles are supported, but leaves auditory learners less optimally facilitated. Students' perceptions reflect this situation—they appreciate when teaching matches their preferred style, particularly when lessons involve visuals or active practice, yet some report reduced satisfaction when methods remain monotonous or overly focused on a single modality. These findings are consistent with prior studies (Indriana, 2011; Hasanah, 2021) that highlight the importance of matching instructional methods with students' learning styles to enhance engagement and outcomes. The dominance of visual and kinesthetic preferences aligns with Rudini & Saputra (2022), who emphasize that students absorb and retain information more

effectively when their dominant modality is accommodated. However, the limited support for auditory learners suggests a gap that requires attention, as underscored in previous research showing that unbalanced approaches risk leaving certain student groups underserved. Overall, the study underscores the need for teachers to employ a more balanced, multimodal teaching strategy to accommodate the full spectrum of learning styles. This not only improves inclusivity but also strengthens student engagement, comprehension, and long-term learning outcomes.

CONCLUSION

Based on the results of research regarding the learning styles of class IVB students at SDN 1 Sumber, it can be concluded as follows: Learner Learning Styles (Visual, Auditory, Kinesthetic) The learning styles of class IVB students at SDN 1 Sumber are diverse, consisting of three main types: visual, auditory and kinesthetic. The visual learning style is the most dominant, followed by kinesthetic and auditory. Each student has a certain tendency to absorb information according to the characteristics of each learning style. This shows the importance of recognizing the learning style of each student to support successful learning. The teaching style of teachers in class IVB shows a variety of visual, auditory and kinesthetic approaches. Teachers predominantly use visual and auditory styles, such as the use of image media, verbal explanations, and an orderly classroom atmosphere. However, the kinesthetic approach is still not optimal in implementing learning. Even though some students showed interest in direct practical activities. Students' Perceptions of Teachers. Students feel they understand the material better and are comfortable learning when the teacher's teaching style matches their learning style. Visual students feel helped by visual media, auditory students like verbal explanations, and kinesthetic students are happy when activities involve physical activity. However, the perceptions of kinesthetic learners indicate the need for increased physical involvement in learning.

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