

## Analysis of the Eleventh Grade “APHP” Students’ Learning Style to Their Reading Competence at SMK Negeri 6 Kendal

Dea Rahma Azhura<sup>1\*</sup>, Siti Lestari<sup>1</sup>, Sri Wahyuni<sup>1</sup>

<sup>1</sup>Universitas PGRI Semarang, Semarang, Indonesia

[rahmadeal26@gmail.com](mailto:rahmadeal26@gmail.com)\*

| Received: 15/01/2025 | Revised: 30/01/2025 | Accepted: 31/01/2025 |

Copyright©2025 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

### Abstract

This study examines the learning styles of eleventh-grade APHP students at SMK N 6 Kendal and their impact on reading competence. The research seeks to address the following questions: What are the dominant learning styles among the students, and how do these styles influence their reading comprehension? Using a descriptive qualitative method, data were collected through questionnaires, interviews, and reading tests involving 18 students from class B. The findings reveal that visual learning styles are the most dominant, with students demonstrating a strong preference for visual aids such as diagrams, videos, and PowerPoint presentations to enhance comprehension. Auditory learners, the second largest group, benefit from verbal explanations and group discussions, while a smaller number of kinesthetic learners excel in activity-based learning, such as practice and simulations. The study highlights the significant impact of aligning teaching methods with students’ learning styles to improve engagement and academic performance, emphasizing the need for varied and inclusive teaching strategies to accommodate diverse preferences.

Keywords: Learning styles, Visual learning, Auditory learning, Kinesthetic learning, and reading competence.

### 1. Introduction

Learning a language certainly requires high concentration and focus, especially if the language is a foreign language. Foreign languages have recently become popular because currently there are many jobs and activities related to foreign languages, especially English. English is required as a requirement to apply for jobs. Therefore, many people learn English through courses or continue their education in the field of English.

Learning is a process of changing behavior as a result of the interaction between stimulus and response. Budiningsih (2005) explains that learning is a form of change experienced by students in terms of their ability to behave in new ways as a result of interaction. Psychologically, learning can be defined as a process of changing a person's individual behavior based on new practices or experiences, the changes that occur are not due to natural changes or due to becoming mature which can happen by itself, but what is meant

by behavioral changes here are changes that are made consciously, from the situation at hand. Sahyan (2017) revealed that learning is based on life experiences and practices, so that these life experiences will have an impact as a change in attitudes and behavior. From the explanations above, it can be concluded that learning is a process of changing behavior based on new practices and experiences that occur automatically, so that it will have an impact on attitudes and behavior.

Learning a language certainly requires high concentration and focus, especially if the language is a foreign language. Foreign languages have recently become popular because currently there are many jobs and activities related to foreign languages, especially English. English is required as a requirement to apply for jobs. Therefore, many people learn English through courses or continue their education in the field of English. However, many people, especially students, experience problems understanding English. This could be because the material is too difficult or the explanations are not understood by students. Therefore, students usually use learning styles to be able to understand the material presented. Each student has a different learning style in absorbing and processing information.

According to the Big Indonesian Dictionary, the word style means character, attitude, and movement. Student learning style is the way students react and use the stimuli they receive in the learning process. Meanwhile, the meaning of learning is a process marked by changes in a person's self. Learning is the process of changing a person's behavior due to experience. Learning is an original change in behavior through experience and practice. Learning style is a consistent way used by students in capturing stimulus or information, how to remember, think and solve problems. Learning style is the way we prefer to think, process and understand information. According to Jeanete Ophili and Neleke Huliselan (2016), learning style is the way a person chooses to use their abilities. Learning style is a combination of a person's way of absorbing knowledge and how to organize and process the information or knowledge obtained. Susilo (2006) states that learning style is the way a person tends to choose to receive information from the environment and process that information. From the definitions above, it can be concluded that learning style is the way each person absorbs new information, how to concentrate, process and accommodate information that enters the brain.

Understanding learning styles and the role of learning styles in the teaching and learning process is a key component in effective teaching. According to Sarasin, "teaching cannot be successful without knowledge of learning styles and a commitment to matching them with teaching styles and strategies." Utilizing learning style theory in the classroom is beneficial at all levels of education for many reasons. Several studies have found a relationship between job preferences and learning style types. Additionally, students' learning styles have been shown to be influenced by their educational experiences, particularly at the postsecondary level. Individuals who pursue careers in information technology (IT) typically encounter professional work environments that utilize extensive problem solving take advantage of their abilities with a kinesthetic learning style. Therefore, knowledge about learning styles is useful in designing classroom activities that support the development of these learning styles.

The learning styles that are most widely used in understanding material are Visual, Auditory and Kinesthetic (VAK). The visual learning style makes it easier for students to

understand the material by looking at pictures, videos, graphs, illustrations, PowerPoint and articles. The visual learning style helps students understand because they can imagine it through pictures or what they see. The auditory learning style makes it easier for students to understand the material through videos, podcasts, group discussions, oral presentations. Students will easily understand the material through oral explanations. Meanwhile, the kinesthetic learning style helps students understand the material through direct practice activities, walking, meetings, role playing, and taking notes. Students will more easily grasp information if they act. With so many types of learning styles, this means that it can be a challenge for teachers in dealing with each student so that the learning carried out can accommodate all students' learning styles even though their learning styles are different.

The learning experiences that occur in the classroom are closely related to learning styles. In teaching, teachers should be able to communicate learning and convey information using various methods so that each student can understand and so that students can convey back the knowledge gained when necessary. Previous research related to the relationship between learning styles and learning outcomes was conducted by Febi Dwi Widayanti (2013) that learning styles are one way to make it easier for teachers to provide infrastructure that supports and makes it easier for students to absorb information optimally, so that by knowing a person's learning style then will be able to help themselves in learning more quickly and easily. The conclusion of this research is that there is a relationship between visual, auditory and kinesthetic learning styles and student learning outcomes in class.

According to Munif (2012), many students fail to receive information because of a mismatch between the teacher's teaching style and the student's learning style. Teachers' understanding of students' learning styles is one of the keys to the success of a learning process. Apart from that, it is very important for students to know their own learning style, because by knowing the styles that exist in their own learning, they are expected to be able to absorb information maximally effectively depending on the learning that takes place in accordance with each student's learning style, with this it is hoped that able to make students more active and enthusiastic in the learning process. The way teachers deal with various types of student learning is also what determines the success of the learning process carried out. Learning success can be seen from two aspects, namely the process aspect and the product aspect, Wina Sanjaya (2008).

Learning success seen from the process side can be interpreted as students' success in developing skills when following a series of learning processes. Each individual has a learning style. This is also owned by a student when learning in class. The learning style possessed by all humans is an approach, regarding how individuals learn or the method used by each person to concentrate on the process, and master difficult and new information through different perceptions. SMK Negeri 6 Kendal, located at Jl. Soekarno-Hatta No.99, Pucangrejo Village, Gemuh District, Kendal Regency, is a vocational school renowned for its quality education. The school offers various vocational programs designed to equip students with practical skills relevant to industry needs. One of its flagship programs is Agribusiness Processing of Agricultural Products (APHP), which focuses on processing agricultural products into value-added goods. This program aims to train students in processing technology, agribusiness management, and agricultural product marketing. Additionally, students are equipped with

basic communication skills, including English proficiency, which is essential in the professional world.

Initial observations indicate that the eleventh-grade of Agribusiness Processing of Agricultural Products (APHP) students at SMK N 6 Kendal exhibit significant diversity in their learning styles. Some students understand material better through visual aids such as diagrams and videos, while others prefer auditory or kinesthetic methods. These differences pose a challenge for teachers in designing effective and relevant teaching methods.

This study aims to analyze the learning styles of eleventh-grade of Agribusiness Processing of Agricultural Products (APHP) students at SMK N 6 Kendal and their impact on their reading competence in English. By understanding students’ learning style profiles, this research is expected to contribute to the development of more inclusive teaching strategies, support academic success, and prepare students for future professional challenges.

Research conducted by **Jeanete Ophilia Papilaya and Neleke Huliselan** with the title “Idenifikasi Gaya Belajar Mahasiswa” Universitas Pattimura, 2016. This research aims to identify the learning styles of students in the Guidance and Counseling Study Program, FKIP, Pattimura University. The majority of students were found to have an auditory learning style, followed by visual and kinesthetic learning styles. It is important for teachers to understand students' learning styles to make the learning process more effective. Additionally, students were found to have a variety of learning styles, including visual, auditory, and kinesthetic, with most students leaning towards an auditory learning style. Improved understanding of students' learning styles is necessary to enhance learning achievement. Based on the research conducted, it was found that the majority of students in the Guidance and Counseling Study Program at Pattimura University have a tendency towards an auditory learning style, with 20 out of 39 students exhibiting this preference. Additionally, 6 students showed a tendency towards a visual learning style, 1 student towards a kinesthetic learning style, and 12 students had a mix of visual and auditory learning styles.

Research conducted by Isnaeni Wahab & Nuraeni with the title “The Analysis of Student’s Learning Style” Universitas Muslim Maros, Journal, 2020. The research on analyzing the learning styles of students in the English Department at a university in South Sulawesi found that the majority of students were visual learners, followed by auditory learners and visual-auditory learners. It is recommended to use this understanding to tailor teaching methods to better suit students' needs. The study also suggests that educators should develop students' potential based on their learning styles. The references used in the research include books on language teaching, educational psychology, and quantum learning. The results of the learning style analysis of students in the English Department in the academic year 2017 showed that 50% of students were categorized as visual learners, 33% as auditory learners, and 16% as visual-auditory learners.

### **1.1 Statement of the Problems**

Therefore, researchers analyzed grade 11 students majoring in APHP at SMK N 6 Kendal to find out the learning style they used and its influence on reading competency. After the researcher observed the students through discussions with the class teacher, the researcher found three problem formulations as follows;

1. What kind of learning styles do eleventh grade of APHP students at SMK N 6 Kendal have?
2. What learning style do eleventh grade of APHP students have to their reading comprehension?
3. What is the impact of learning style to their reading comprehension?

### **1.2 Objectives of the Research**

Based on the statement of the problem above, the objectives of the research that conducted by the researcher can be stated as follow:

1. To identify the learning styles that eleventh grade of Agribusiness Processing of Agricultural Products (APHP) students at SMK N 6 Kendal have.
2. To find out the eleventh grade of Agribusiness Processing of Agricultural Products (APHP) students' learning styles to their reading comprehension.
3. To analyze the impact of students' learning styles to their reading comprehension

### **1.3 Significances of the Research**

The research is significance for the following reasons:

1. For readers, it is hoped that this research can serve as material for consideration and enrich readers' knowledge about learning styles.
2. For fellow researchers, it is hoped that this research will add to the wealth of information about various learning styles and how learning styles influences learning English. In doing so, they come up with new ideas about how to improve understanding through appropriate learning styles.
3. For teachers, it is hoped that this research can provide important information regarding various teaching methods in the classroom, as well as improve their abilities and provide insight into the teaching and learning process.
4. For students, it is hoped that this research can provide understanding and motivate them to use the right learning style in capturing information and making the good result.

## **2. Method**

A researcher must be having a research method. It utilizes some certain methods or techniques influence the choice of strategy. Data collection techniques used in this research is as follows.

### **a. Questionnaire**

The researcher used adapted VAK (Visual, Auditory, Kinesthetic) learning style questionnaires based on the framework by Victoria Chislett & Alan Chapman. These questionnaires comprised structured questions designed to capture detailed information about students' preferences in learning. The questions encouraged students to reflect on scenarios such as how they prepare for exams, their reactions to teacher instructions, and their preferred environments for studying. This design ensured that the collected data was directly aligned with

the research objectives. To facilitate ease of participation, the questionnaires were distributed in printed form, and students were instructed to select the option that best described their behavior and preferences. Reliability and clarity of the questionnaire were ensured through pre-testing and iterative refinement.

b. Interview

Structured interviews served as a critical component of this study to deepen the understanding of students' learning experiences. The interviews were guided by a set of 15 structured questions designed to elicit detailed responses about students' preferred learning styles, challenges in English learning, and their interaction with teaching methods and materials. These questions aim to uncover both general and specific insights into their learning preferences. The interviews were conducted in a one-on-one setting to ensure privacy and foster an environment where participants felt comfortable sharing their thoughts. Each interview session lasted approximately 5-10 minutes, allowing sufficient time to cover all 15 questions comprehensively. The structured nature of the interviews ensured consistency across participants.

c. Reading test

Giving test will be given to know the impact of student's learning style in reading test. After knowing the student's learning style, researcher will find out the impact of learning style in student's reading competence by seeing the result of their reading test. The researcher gave the reading test after doing the questionnaire and interview to know that the result of their reading test is good as their learning style.

Method of Data Analysis in the data analysis session the researcher attempted to carry out analysis of the data has been collected through several stages, including:

a. Data Condensation

Data condensation is an activity of collecting data with methods that have been carried out through questionnaire and interviews. In this case the data collected is still very limited rough, not yet arranged so that later it will need to be sorted again. On this process, all data related to the research problem, is about learning styles of the eleventh grade of APHP students at SMK N 6 Kendal.

b. Data Presentation (Data Display)

Qualitative research, data presentation can be done in the form of short descriptions, charts, relationship between categories, flowcharts and etc. In this case Miles and Huberman stated that most often used to present data in research qualitative is with text that is narrative in nature.

c. Drawing Conclusions (Verifying Conclusions)

The initial conclusions put forward are still temporary, and will change if it is not accompanied by strong evidence to support the next stage of data collection. But if the conclusions put forward at the initial stage are supported strong evidence when researchers return to the field collect data, then the conclusions put forward are credible conclusions. The process of drawing conclusions cannot be done before all data was successfully collected. This

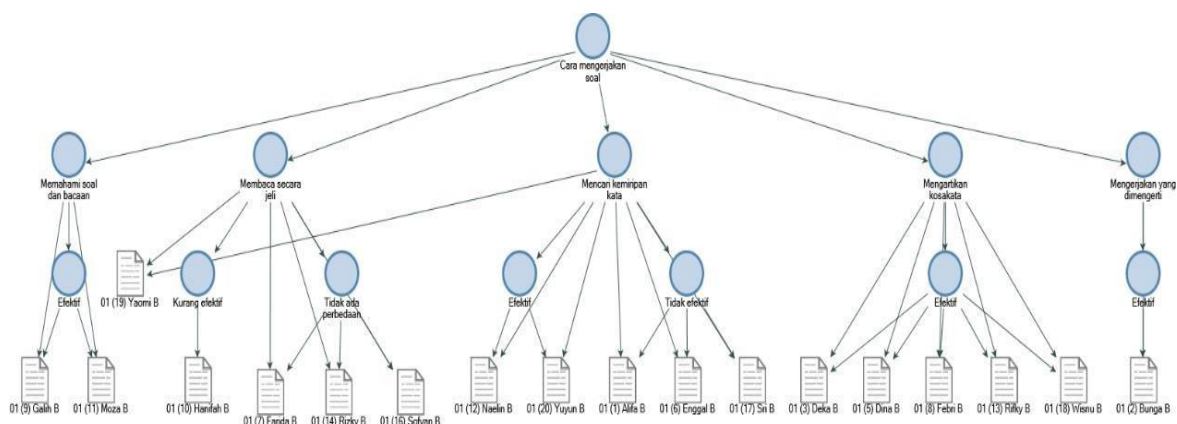
stage is carried out after data analysis is completed starting from data collection, data condensation and data presentation.

### 3. Findings and Discussion

#### 3.1 The learning styles that the eleventh grade of APHP students have at SMK N 6 Kendal

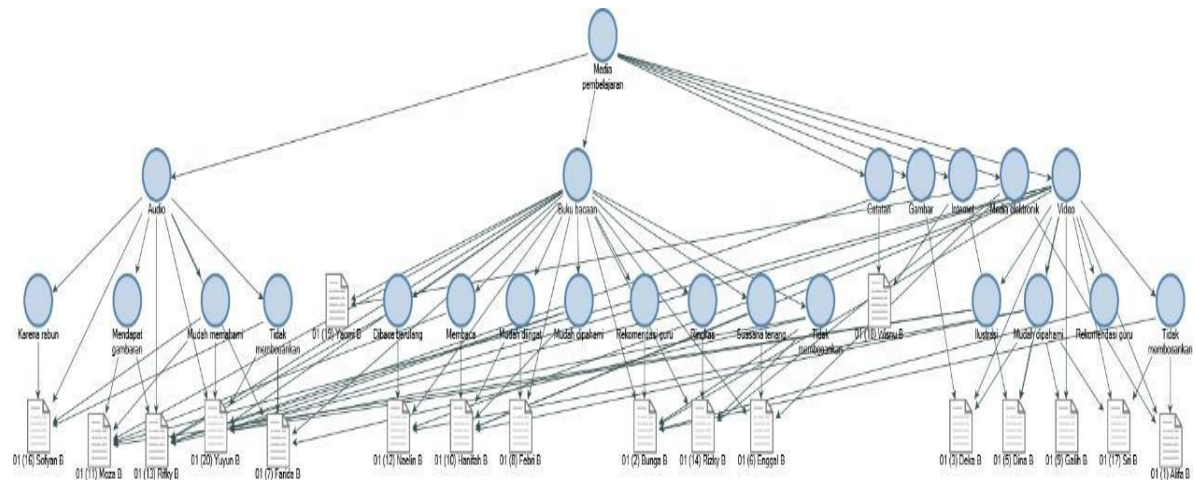
Each student has unique characteristics in absorbing and processing information, known as learning styles. Learning styles encompass how students respond to stimuli and utilize information in their learning process. The VAK theory (Visual, Auditory, Kinesthetic) highlights three primary approaches that can assist students in understanding academic material. Understanding these learning styles is crucial for creating a supportive learning environment, especially in English language learning, which often presents challenges due to its complexity.

In this study, the learning styles of eleventh-grade APHP students at SMK N 6 Kendal were analyzed using various instruments such as questionnaires, interviews, and reading tests. The research findings will be supported by data visualization, such as the distribution of methods for answering questions (Figure 1), students' preferences for learning media (Figure 2), and solutions used by students when facing learning difficulties (Figure 3). This data provides a comprehensive overview of how students' learning styles contribute to their success in understanding the English language.



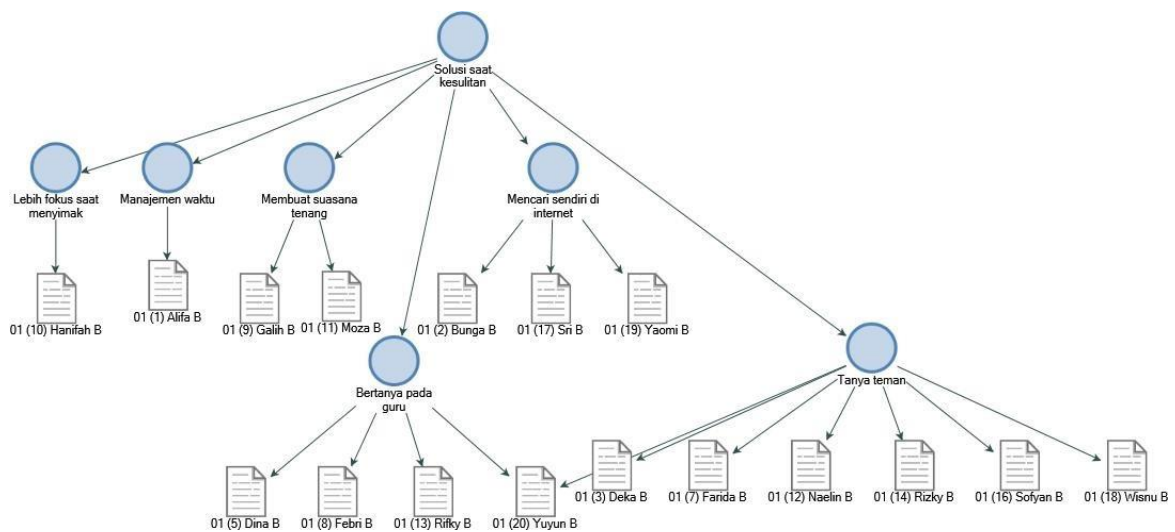
Picture 1 Distribution of students' ways of working on questions

Figure 1 maps the methods used by eleventh-grade APHP students at SMK N 6 Kendal in answering questions, focusing on several key strategies such as understanding questions and texts, identifying word similarities, translating vocabulary, and solving questions they understand. This distribution reflects diverse approaches, which are indirectly related to students' learning styles (visual, auditory, kinesthetic).



Picture 2 Student preferences for learning media

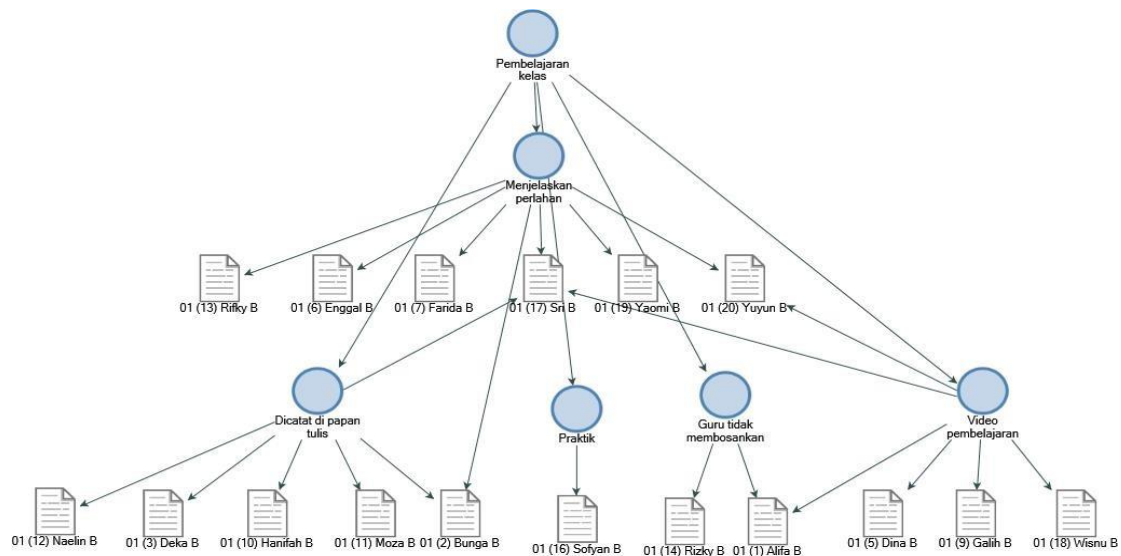
Figure 2 illustrates the preferences of eleventh-grade APHP students at SMK N 6 Kendal regarding various learning media. These findings provide insights into how different media support students' learning styles (visual, auditory, and kinesthetic) during the learning process.



Picture 3 Solutions used by students when facing learning difficulties

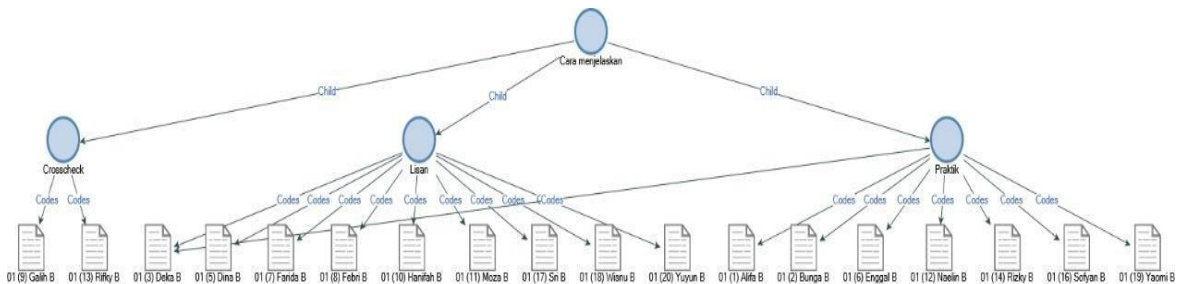
Picture 3 shows various solutions used by grade eleven APHP students at SMK N 6 Kendal when facing learning difficulties. These solutions are divided into several main categories, namely being more focused when listening, time management, creating a calm atmosphere, searching the internet themselves, asking the teacher, and asking friends.





Picture 4 Student preferences for the way teachers explain

Based on Figure 4, there are several teaching methods preferred by APHP grade eleven students at SMK N 6 Kendal. These methods reflect the diverse needs of students in understanding the subject matter, especially in classroom learning.



Picture 5 The students’ way to explain material

Picture 5 shows the various methods used by eleventh grade APHP students at SMK N 6 Kendal to explain the material to their friends. These methods can be grouped into three main methods, namely crosscheck, oral explanation, and direct practice, each of which reflects the students' learning styles based on the Visual, Auditory, and Kinesthetic (VAK) model.

The results of the study showed that the majority of APHP grade eleven students at SMK N 6 Kendal tend to have a visual learning style. More than 50% of students stated that they understood the material better when presented in the form of diagrams, videos, or PowerPoint presentations. Visual media has been shown to help students visualize abstract concepts and strengthen their memory through clear illustrations. This finding is in line with a study conducted by Patintingan et al. (2021), which found that visual learning styles dominate among PGSD UKI Toraja students, with 44.7% of students finding it easier to understand material through visual media.

In addition, students with an auditory learning style, which reaches around 30%, show a preference for sound-based learning methods, such as listening to lectures, group discussions, or using audio learning. They feel more comfortable processing information through hearing. Research by Nuraeni (2020) supports these results, where it was found that students with an auditory learning style tend to perform better in learning English when the teaching method involves verbal interaction and discussion

On the other hand, students with a kinesthetic learning style cover a smaller proportion, which is around 20%. They prefer hands-on activity-based learning such as simulations, practice, or experiments. These results are consistent with the findings of Supit et al. (2023), who stated that students with kinesthetic learning styles often show better understanding when directly involved in the learning process.

### **3.2 The most of learning style that used by eleventh grade of APHP students at SMK N 6 Kendal**

The results of the study show that the most dominant learning style used by APHP class eleven students at SMK N 6 Kendal is the visual learning style

Table 1 Result of Questionnaire

No	Name	Learning Style
1	Aliffa Galih Dinanti	Auditory
2	Bunga Rizki Rahayu	Auditory
3	Enggal Damai Artani	Auditory
4	Dinda Moza Asovia	Auditory
5	Moh Rifky Haikal	Auditory
6	Sri Wahyuni Makhfiroh	Auditory
7	Wisnu Andalana Pratama	Auditory
8	Yuyun Tiarawati	Auditory
9	Naelin Widya Awalina	Auditory Kinesthetic
10	Yaomi Fadila	Auditory Kinesthetic
11	Soffyan Ibnu Afriansyach	Kinstetic
12	Deka Sudaryanti	Visual
13	Dina Aulia	Visual

14	Farida Septi Ramadani	Visual
15	Febri Dwi Rahmawati	Visual
16	Galih Lintang	Visual
17	Hanifah Ulfiyanti	Visual
18	Muhammad Rizky Ardiansyah	Visual

Based on the analysis of the questionnaire data in table 1 and picture 1 in the previous sub-chapter, most students stated that it was easier to understand the material when using visual media such as diagrams, pictures, and PowerPoint presentations. This is in line with their preference for learning media that involve visual elements, such as picture books or educational videos as shown in the results in picture 2. This learning style allows students to visualize difficult concepts and strengthen their memory through illustrations.

On the other hand, a number of students also showed a tendency towards an auditory learning style, especially in activities such as group discussions or listening to teacher explanations directly. The interview results in picture 2 show that students with an auditory learning style tend to rely on understanding through hearing, for example when following audio learning or lectures. However, the number of students with this style is smaller than the visual style.

In addition, a small number of students prefer a kinesthetic learning style. They feel more comfortable learning through direct practice or experimentation, as shown in their responses to the interview in picture 5 and table 1. This learning style allows students to be physically involved in the learning process, such as practicing speaking skills or role- playing in learning English.

Thus, these results indicate that visual learning styles are the most dominant among students, followed by auditory and kinesthetic. These findings provide important implications for teachers to integrate richer visual elements in their teaching, while still providing a variety of methods that suit the needs of auditory and kinesthetic students. This integration of learning styles is expected to create more inclusive and effective learning for all students.

### **3.3 The impact of eleventh grade of APHP students’ learning style to their reading competence**

The results of this study indicate that students with certain learning style methods obtain effective, neutral, and ineffective learning outcomes. The following are the results of student transcripts accompanied by the learning styles they use.

Table 2 Students Test-score

No	Name	Test Score	Learning Style
1	Aliffa Galih Dinanti	76	Auditory
2	Bunga Rizki Rahayu	80	Auditory
3	Enggal Damai Artani	68	Auditory
4	Dinda Moza Asovia	84	Auditory
5	Moh Rifky Haikal	76	Auditory
6	Sri Wahyuni Makhfiroh	72	Auditory
7	Wisnu Andalana Pratama	68	Auditory
8	Yuyun Tiarawati	76	Auditory
9	Naelin Widya Awalina	60	Auditory Kinesthetic
10	Yaomi Fadila	92	Auditory Kinesthetic
11	Soffyan Ibnu Afriansyach	68	Kinesthetic
12	Deka Sudaryanti	64	Visual
13	Dina Aulia	64	Visual
14	Farida Septi Ramadani	76	Visual
15	Febri Dwi Rahmawati	72	Visual
16	Galih Lintang	80	Visual
17	Hanifah Ulfiyanti	64	Visual
18	Muhammad Rizky Ardiansyah	80	Visual

Students with visual learning styles show good understanding through visual media such as pictures, diagrams, or videos. The results show that their grades tend to be higher, especially if the learning media used supports their preferences. Overall, students in this category dominate the group with good (81-90) to very good (>90) grades. This indicates that visual media is very effective in improving their learning outcomes.

Students with auditory learning styles tend to rely more on understanding through oral explanations and group discussions. In this study, auditory students were mostly in the category of sufficient (71-80) to good (81-90). The impact can be increased if teachers use interactive methods such as discussions and audio learning

Students who use kinesthetic learning styles show a tendency to learn through direct activities, practice, and experiments. They tend to have challenges in working on text-based tests, but they are able to understand the material better through interactive activities. Their grades generally range from sufficient (71-80), with some reaching the good category when learning is facilitated by direct practice.

Based on the explanation of the interpretation of table 2 above, it can be concluded that:

- a) Less Good (<70): A small number of students show less than satisfactory results, especially those whose learning styles are not well accommodated by existing learning methods.
- b) Sufficient (71-80): Most kinesthetic and auditory students are in this category, indicating that learning strategies can be improved to more effectively accommodate their learning styles.
- c) Good (81-90): Visual students dominate this category, where visual-based learning media greatly influences their results.
- d) Very Good (>90): Some visual students achieve this level, indicating that an approach directed at their needs provides optimal results.

The results of the study show that students' learning styles have a significant impact on their academic achievement in learning English. Based on the data, students with visual learning styles generally get higher grades compared to students with auditory or kinesthetic learning styles. Visual learning styles allow students to understand material more effectively through media such as diagrams, graphs, and videos. These results are in line with Mayer's (2001) findings in the Cognitive Theory of Multimedia Learning, which states that the integration of visual and verbal elements can increase the efficiency of the learning process, especially for complex material.

Students with auditory learning styles show varying results, but are generally in the fair to good category. This learning style supports understanding through verbal explanations and group discussions. A study by Nuraeni (2020) confirms that auditory students are more likely to succeed when teachers use sound-based teaching methods, such as lectures or audio learning. In the context of English learning, this style helps students master aspects of phonetics, intonation, and pronunciation.

The results of this study also show that the mismatch between students' learning styles and teaching methods can have a negative impact on learning outcomes. Munif (2012) explained that when teaching methods are not aligned with students' learning styles, they tend to feel less comfortable and less motivated, which ultimately affects their academic achievement. Therefore, it is important for teachers to design adaptive teaching strategies that can accommodate the needs of students with various learning styles.

The researchers noted that students with visual learning styles dominated the good (81-90) to very good (>90) grade categories, indicating that visual media-based approaches are very effective. However, auditory and kinesthetic students can also achieve optimal results if the teaching methods are adjusted to their needs. For example, auditory students can benefit from interactive group discussions or lectures, while kinesthetic students require hands-on practice or simulations as part of their learning.

Overall, these findings underscore the importance of a variety of teaching methods that include visual, auditory, and kinesthetic elements to create an inclusive learning environment. With integrated strategies, all students can be supported to achieve their maximum academic potential. Researchers recommend that teachers incorporate modern technologies, such as interactive videos and digital-based simulations, to support diverse learning styles and improve students' academic achievement.

#### **4. Conclusion**

Based on the results of the study on the learning styles of grade eleven APHP students at SMK N 6 Kendal, it was concluded that the majority of students use a visual learning style. This learning style allows them to better understand the material presented through media such as diagrams, videos, and PowerPoint. Visualization helps students process and remember information more effectively. In addition, students with an auditory learning style showed sufficient to good results, especially when the teaching method involved verbal explanations or group discussions. Meanwhile, students with a kinesthetic learning style, although fewer in number, showed better understanding through direct activities such as simulations or practices.

This study also shows that learning styles have a significant impact on students' academic achievement. Students with a visual learning style tend to get higher grades when the teaching method supports their preferences. Auditory and kinesthetic students can also achieve optimal results if supported by methods that suit their needs. These findings emphasize the importance of a variety of teaching methods to accommodate the various learning styles of students. An approach that combines visual media, group discussions, and direct activities can create more inclusive and effective learning. By understanding students' learning styles, teachers can design adaptive teaching strategies and support the academic success of all students.

#### **References**

- Cholifah, T. N. (2018). Analisis Gaya Belajar Siswa Untuk Peningkatan Kualitas Pembelajaran. *Indonesian Journal of Natural Science Education (IJNSE)*, 68.
- Deisye Supit, M. E. (2023). Gaya Belajar Visual, Auditori, Kinestetik terhadap Hasil Belajar Siswa. *Journal on Education*, 6997-6999.
- Dunn, R., & Griggs, S. A. (1988). *Learning Styles: Quiet Revolution in American Schools*. Reston, VA: National Association of Secondary School Principals.
- Faizah, d. (2017). Psikolog Pendidikan Aplikasi Teori di Indonesia. *Universitas Brawijaya Press*, 99.
- Hasanah, R. Z. (2021). Gaya Belajar. *Literasi Nusantara*, 55-57.

- Hernacki, B. D. (2012). Quantum Learning: Membiasakan Belajar Nyaman dan Menyenangkan. *Bandung:Kaifa*, 110-112.
- Hernacki, B. D. (2015). Quantum Learning Membiasakan Belajar Nyaman dan Menyenangkan. *Bandung: Kaifa*, 94.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ: Prentice-Hall.
- Mayer, R. E. (2001). *Multimedia Learning*. Cambridge: Cambridge University Press.  
<https://doi.org/10.1017/CBO9781139164603>
- Patintingan, M. L., Lolotandung, R., & Kabanga, T. (2021). Analysis of VAK Student Learning Style PGSD UKI Toraja. *Jurnal Pendidikan Bahasa Inggris*, 8(1), 96-97.  
<https://doi.org/10.12345/jpbi.2021.8.1.96>