



Styles of Learning in Elementary Schools Learning the Indonesian Language: Application of Content Differentiation

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Abstract. The distinctiveness of students contributes to the diversity inside the classroom. The purpose of differentiated learning is to cater to the diverse needs of pupils, thereby providing them with the best possible learning experiences. Forty grade 5 pupils from a primary school in Bandung City were selected as participants in the investigation. The approaches employed for data collection encompassed interviews, observation, and documentation. The data analysis technique employs the Milles and Huberman model, which consists of distinct steps including data reduction, data display, and generating conclusions. The research findings indicate that differentiated learning in content pertains to students' individual learning preferences, which has been demonstrated to enhance students' comprehension in identifying the central concept of a paragraph. The advances that took place exhibited a wide range of diversity, with students demonstrating various learning styles. Out of a total of 40 students, 37.5% displayed a preference for visual learning, 30% for auditory learning, and 32.5% for kinesthetic learning. This learning approach exerts a substantial impact on differentiated learning. This study proposes implementing diverse approaches to differentiated instruction, encompassing modifications in content, instructional methods, and student outcomes, with the aim of enhancing teaching effectiveness at an appropriate level.

Keywords: Differences in learning styles and comprehension of key concepts

1 Introduction

The educational framework will persistently evolve in response to technological and scientific advancements, as well as contemporary demands. Preparation for present and future challenges continues to be the principal objective of education. Nevertheless, human education will always be necessary [1]. As [2], expected education is that which is grounded in educational objectives and progresses through suitable learning stages. To ascertain the quality of teaching and learning activities, it is necessary to examine learning quality indicators. The educational structure will continue to change over time to meet the demands of the times, advances in technology and science. The primary goal of education remains to prepare students to face future and current difficulties. However, the need for human education will never disappear. The expected education is education that is based on educational objectives with a process through appropriate

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learning stages, agreeing with that learning quality indicators must be studied to determine the level of learning quality in teaching and learning activities. At each stage of development, children are very heterogeneous [3].

Students exhibit a variety of cognitive, affective, and psychological behaviors that influence how they comprehend, organize, and maintain their learning experiences, as well as how they solve problems [4]. Consequently, in the context of elementary school language instruction in Indonesia, the significance of comprehending student learning styles grows. Every pupil learns in a unique fashion, which includes how they comprehend and employ language. Although there are individuals who prefer visual or kinesthetic learning styles, learning styles are crucial for enhancing academic, professional, and interpersonal performance. One can facilitate learning through communication when they have an understanding of how they and others assimilate and process information [5].

According to [6], a person's unique approach to understanding information during the learning process is their learning style. Both educators and students should not undervalue the significance of learning styles because they have a big impact on academic achievement. To ensure that students can actively and effectively learn, instructors must be aware of the unique learning styles of each pupil. An effective educator is reputed to possess knowledge of their pupils' requirements and tailor their approach to instruction accordingly, including learning methodologies. Hence, it is imperative for educators to ascertain the learning style tendencies of their pupils by identifying their individual learning styles [7]. In order to comprehend the optimal learning style of elementary school pupils, one must acknowledge that every student possesses distinct inclinations and predilections with regard to information acquisition and comprehension. The learning styles of individual students may differ, and it is not uncommon for students to possess a blend of multiple learning styles [8]. Motivation is the essence of human action. Every individual is different in their level of interest, persistence, and engagement when performing different tasks [9]. From an educational perspective, it is important for teachers to know children's level of understanding about physical activity and how their bodies respond to different intensities [10].

Therefore, in order to accommodate various learning styles, it is optimal to provide a variety of teaching methods that are adaptable and flexible. A number of frequently recognized learning approaches incorporate kinesthetic, auditory, and visual components. In the realm of Indonesian language acquisition, it is an established fact that courses are primarily focused on providing information and that the learning process is centered around the instructors.

This implies that students solely receive information from instructors and employ traditional methods that are centered around the teacher, resulting in a diminished level of comprehension among the students [11]. This type of learning process does not require students to comprehend lesson concepts; therefore, the information presented will only cause students to forget it or become bewildered. The reality in the field in the field of Indonesian language learning, the fact is that one of the context components that can affect motivation is the way teachers interact with others. Lessons are delivered informatively and teacher-centred learning (teachers oriented) That is, students only get information from the teacher and use conventional approaches, which are teacher-centred, so that the level of student understanding is low [12]. This kind of learning process does not involve students in mastering the concept of the lesson, so the

information provided will only make students forget and confusion about what they are learning. So, students should be given the freedom to develop potential in receiving learning based on students' styles and interests in the learning process with learning styles that match their interests and talents, so that students are able to explore their abilities in learning. In accordance with the opinion [13] that the new paradigm learning requires teachers to be creative in managing their learning. This learning is based on the needs and characteristics of students. Differentiated learning is a learning that is designed to fulfil and assist the diversity of learners in a class which includes readiness, interest, and learning style [14]. Relevant research to investigate differentiated learning was conducted by [15] that two main themes emerged from the data:

(1) common problems in teaching in mixed ability classrooms, and (2) lack of differentiation training and identification of SGLDs. In addition, researcher [16] found that limited resources and non-conducive school environment, lack of teacher motivation and commitment, inflexible curriculum structure, overwork, lack of commitment and devotion of school leadership, poor background knowledge of students, lack of parental support for student learning. So, the implications of aggressive behaviour of understanding school-based socialisation on education [17]. Based on the results of previous research, the implementation of research on student needs in learning styles in learning Indonesian language on the theme of finding the main idea in a paragraph based on their interests and talents with a process differentiation model based on a variety of variables, different methods.

Therefore, in order for students to investigate their learning capabilities, they should be permitted to develop their potential to receive knowledge in accordance with their learning styles and interests during the learning process. This should be accomplished through the use of a learning style that complements their talents and interests. As stated by [13], the implementation of the new learning paradigm necessitates that educators employ innovative approaches to effectively oversee student learning. This learning is tailored to the requirements and qualities of the students. Differentiated learning, encompassing readiness, interests, and learning styles, is an instructional approach that aims to accommodate and support the diversity of students in a classroom. Please note that the first paragraph of a section or subsection is not indented. The first paragraphs that follows a table, figure, equation etc. does not have an indent, either.

2 Method

The primary rationale for researchers selecting a qualitative descriptive research strategy was to accurately depict the observed conditions in the field with greater specificity, transparency, and depth. This research aims to provide a comprehensive description of occurrences or events in order to collect data that is descriptive in nature, enabling the identification of both the internal and external environment.

This is qualitative research employing a descriptive methodology. According to [18], qualitative research is that which seeks to comprehend the phenomena that research subject's experience. Forty tenth-grade students from Class five School participated in this study. This research was conducted on 5th grade elementary school students because children between the ages of 7 and 12 (1st to 6th grade) are at the stage of concrete operational thinking, and at this age, 5th grade students have strong

mental activity abilities associated with thinking, knowing, and remembering. From a characteristic perspective, elementary school children are inclined to enjoy playing, being active, working in groups, and experiencing or doing things directly. Additionally, they exhibit various unique aspects of the learning process at school. For example, there are students who are highly active, diligent in note-taking, diligent in completing assignments, frequently ask questions, and so on. The selection of the research subject related to learning styles in determining the topic idea of a paragraph, deemed appropriate for 5th grade elementary school students, is driven by the characteristics and uniqueness of the students.

The technique used for subject sampling is purposive sampling, defines purposive sampling as a method of data collection that incorporates specific criteria. Data for this study was gathered through the utilization of document analysis, interviews, and observations. Researchers spoke with forty fifth-grade students to learn more about their preferences and needs for instructional models that support the development of a paragraph's main idea. Following the interview activity, the researcher proceeded to conduct the subsequent activity, which took the form of observation. Questionnaires used for observation activities ask about each student's preferred method of learning. Following this, an analysis is conducted on the data gathered via interviews, observation, and document examination. The author employs the Milles and Huberman model, which consists of three stages: data reduction, data presentation, and conclusion drawing, when conducting data analysis.

it is often necessary to utilise multiple instruments in research to obtain valid data. The main instrument in this study is the researcher as an active instrument in collecting data in the field. Therefore, the research instrument in this study is the researcher themselves, as in qualitative research the researcher is the main instrument who plans, executes data collection, analysis, and interpretation. In practice, the researcher directly immerses themselves in the field to observe and examine the learning process in elementary schools. Many tools and documents, other than researchers, can support the validity of research findings as data collection instruments, although they function as supporting instruments.

3 Result and Discussion

From the interviews conducted with 5th grade elementary school students, the following data was obtained: The data obtained from observations, interviews, and questionnaires indicates the identification of learning styles, the ability to determine main ideas, and the importance of differentiated learning.

The following information was gathered through interviews with elementary school pupils in their fifth grade. The questionnaire presents information pertaining to the identification of learning styles, the capacity to discern main ideas, and the significance of differentiated learning, all of which are derived from observations and interviews. Styles Below is an explanation of the differentiation learning style in learning to find topics in paragraphs

Tabel 1. Results of research on student learning styles

Many Students	Indicator	Information
15 students out of 40 students or 37.5%	He remembers what he sees with ease. shows a preference for reading over being read to. She speaks at a moderately rapid rate and has a tendency to observe the instructor's demeanor and movements while instructing. Not readily sidetracked by large groups, Generally, she enjoys sketching on paper.	Visual
12 students out of 40 students or 30 %	Crowds easily distract him; he enjoys reading aloud and listening; he learns more efficiently by listening and remembering what is discussed; he enjoys talking, discussing, and explaining things; and he can recall the instructor's explanation in front of the class or the material discussed in class.	Auditory
13 students out of 40 students or 32,5 %	Appropriate of and eager to learn through the application of practical methods, enjoys physically active pursuits and pastimes that require the use of the body. Memorises visually or while strolling, and is difficult to keep still or remain still; perpetually on the move.	Kinesthetic

Firstly, out of a total of 40 students, 15 students, which accounts for 37.5% of the students, exhibit a learning style that heavily relies on visual perception. This learning style is characterized by the ability to easily remember information that is seen and a preference for reading rather than being read to. Communicate at a high tempo speed, observe the attitude and movements of the teacher who is currently teaching, resist distractions caused by crowds, often enjoys sketching anything on paper. This indication truly demonstrates that the child has a tendency towards a visual learning style.

Additionally, a total of 12 out of 40 students, or more than 30%, rely on their auditory senses to understand and retain the information that the teacher provides. Some characteristics of students' tendency to understand a topic include: having a preference for auditory learning; being easily distracted by noise and commotion; It gives me immense pleasure to both read aloud and listen. It is more effective to acquire knowledge through active attentiveness and retention of the discussed material. I am inclined towards enjoying conversation, examination, and elucidation. capable of retaining the teacher's explanation in front of the class or the material discussed in class effectively. This tendency indicates that the student has an auditory learning style.

Thirdly, 13 out of 40 students, or 32.5% of the students, exhibit a stronger preference and desire for learning through practical methods. participates in bodily-active pursuits, including games and physical activity. capable of walking and gazing while memorizing. constantly having trouble resting or remaining still, with a strong urge to move. The evidence presented above suggests that the student exhibits a predilection for a kinesthetic learning style.

Below are the results of the research, namely understanding the main idea of the paragraph.

Table 2. Understanding the main idea of a paragraph

Number of Students	Instrument	Tools & Advice	Activity	Information
17 or 42.5% of 40 students	Story questions consisting of 2 paragraphs	Markers for coloring in various colors	Students color the sentences in a paragraph which are considered the Main Idea of the Paragraph	Visual
13 or 32.5% of 40 students	Story questions consisting of 2 paragraphs	Tables, chairs for gathering and discussing	Several students gather and discuss to determine the main idea of a paragraph	Auditory
13 or 25% of 40 students	Story questions consisting of 2 paragraphs	Scissors, glue and ruler	Some students cut sentences that show the main idea of a paragraph	Kinesthetic

From the data provided, it is evident that every student's approach to studying content is distinct. This implies that education is tailored to individual students by employing diverse approaches that accommodate varied learning styles, such as visual, auditory, or kinesthetic. Content-different learning refers to a type of learning that is designed to cater to the diverse learning demands of students, such as their readiness, interests, potential, or learning styles.

The content differentiation conducted in this study primarily emphasizes students' preparedness for learning, their interests, and their learning profile, which may encompass visual, aural, kinesthetic modalities, or a mix there of. The research findings indicate that students exhibit diverse learning styles. Specifically, 37.5% of the students (15 out of 40) have a visual learning style, 30% (12 out of 40) have an auditory learning style, and 32.5% (13 out of 40) have a kinesthetic learning style. As the First Group demonstrated, this learning strategy has a significant impact on differentiated learning because it enables students to determine the paragraph's main idea: A total of 17 students, or 42.5%, prefer to use scissors for cutting. Second Group: Up to 13 or 32.5% of students opt to offer colour based on visual perception. The third group consists of 13 pupils, which accounts for 25% of the total number of students.

One educational strategy that aligns with progressivism is differentiated education, which provides children with the tools and maturity to develop their inherent potential 13 Fitra DK

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4 Conclusion

The research findings indicate that students exhibit diverse learning styles. Specifically, out of the total 40 students, 15 (37.5%) demonstrate a preference for visual learning, 12 (30%) exhibit an auditory learning style, and 13 (32.5%) have a kinesthetic learning style. As the First Group demonstrated, this method of learning has a significant impact on differentiated learning because it enables students to determine the paragraph's main idea: A total of 17 students, or 42.5%, prefer to use scissors for cutting. Second Group: Up to 13 or 32.5% of students opt to offer colour based on visual perception. The third group consists of 13 pupils, which accounts for 25% of the total number of students.

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