

Student visual learning style activities in javanese script writing learning

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Abstract

The learning activities undertaken by students are essential to be known as the basis for teachers to determine suitable teaching methods and media according to the characteristics of the students. The implication of this research is that teachers can create effective learning experiences by aligning teaching methods and media with the visual learning preferences of students. The research subjects were eighth-grade students at SMP Darussalam Bergas who have a visual learning style. The data for the research included all activities of students with a visual learning style. Data analysis was conducted using Miles and Huberman's data analysis model, which includes data reduction, data presentation, and drawing conclusions. The data analysis results revealed that the characteristics of visual learning style predominantly dominated the students' learning preferences. The activities of visual learners include the following: they find it easier to comprehend what they see rather than what they hear, pay attention to PowerPoint presentations, are more organized and neat, prefer reading to being read to, are meticulous and detail-oriented, have good spelling skills, tend to doodle without specific meaning, are not easily distracted by noise but may be disrupted if the visual display is unclear, visual learners tend to copy everything written by the teacher on the chalkboard, and they prefer to sit near the front of the classroom to have a clear view.

Keywords: learning activities, Javanese script, visual learning style

Abstrak

Aktivitas pembelajaran yang dilakukan oleh siswa penting untuk diketahui sebagai dasar bagi guru untuk menentukan metode dan media pembelajaran yang sesuai dengan karakteristik siswa. Implikasi dari penelitian tersebut adalah bahwa guru dapat menciptakan pembelajaran yang efektif yaitu dengan menyesuaikan metode dan media pembelajaran yang sesuai dengan preferensi gaya belajar visual siswa. Subjek penelitian siswa kelas VIII SMP Darussalam Bergas dengan gaya belajar visual. Data penelitian seluruh aktivitas siswa dengan gaya belajar visual. Analisis data

menggunakan model analisis data dari Miles dan Huberman yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil analisis data ditemukan bahwa karakteristik gaya belajar mendominasi tipe gaya belajar siswa. Aktivitas siswa dengan gaya belajar visual antara lain: lebih mudah memahami apa yang dilihat daripada yang didengar; memperhatikan tampilan powerpoint; lebih rapi dan teratur; suka membaca daripada dibacakan; teliti dan detail; pengeja yang baik; suka mencoret-coret tanpa arti; tidak mudah terganggu oleh kebisingan, tapi akan terganggu jika tampilan visual tidak terlihat dengan jelas; pelajar visual menyalin semua yang ditulis guru di papan tulis; duduk dekat dengan bagian depan kelas agar mereka dapat melihat dengan baik.

Kata Kunci: aktivitas belajar, aksara Jawa, gaya belajar visual

Introduction

The Javanese language is a regional language spoken by people in Central Java, East Java, and the Special Region of Yogyakarta. Besides being a regional language, Javanese is also taught as one of the local content subjects at every educational level. The basic competencies in the Javanese language subject include etiquette in using the language, sentence structures, traditional Javanese poetry, and writing in Javanese script (Pratiwi & Sumilah, 2020). The Javanese script is included as one of the basic competencies in Javanese language learning not only to comply with regional regulations regarding the Javanese language, literature, and script but also as a means of preserving the cultural heritage passed down from our ancestors.

The Javanese script itself poses some challenges for learners (Wangsaputra et al., 2019). This is based on the observations of some students during research, which indicated that the shapes of Javanese script letters tend to be similar, making it difficult for students to differentiate between them. The difficulty in learning the Javanese script discourages students from engaging with and reading materials related to Javanese script writing (Pratiwi & Sumilah, 2020).

The advancement of technology has led to the development of various applications to aid the teaching of the Javanese script effectively. However, some students still perceive the Javanese script as a challenging subject to grasp and comprehend. According to a Javanese language teacher at SMP Darussalam Bergas, various teaching methods, including the use of supportive media, have been employed to ensure effective learning of Javanese script writing. However, in reality, there are still students who receive scores below the Minimum Competency Criteria (KKM).

The reason for this is that during observations at SMP Darussalam Bergas, it was found that the Javanese language teacher conducted lessons without

considering each student's characteristics. Student characteristics refer to the differences in how students receive, absorb, and process information provided by the teacher (Lisa Ilina et al., 2020). These differences are referred to as learning styles, which describe how each person learns or focuses on the process and understanding of difficulties or new information through different perceptions (Ahmad, 2020a; Suryanto, 2018). Students' learning styles are categorized into three types: visual, auditory, kinesthetic, or a combination of several learning styles (Azzahrah Putri et al., 2021).

The success of students in learning is determined in part by how well students learn according to their learning style (Lisa Ilina et al., 2020; Thalmann, 2014; Truong, 2016). Each student has different characteristics in receiving learning materials, depending on their internal and external aspects. Therefore, it can be said that an appropriate learning style is the key to the success of students in learning (Icha Putri et al., 2022).

Understanding each student's learning style is crucial for effective classroom learning (Retno et al., 2019). However, in practice, most teachers do not fully understand their students' characteristics, resulting in students not being able to receive and remember the material as expected.

The research was conducted involving eighth-grade students at SMP Darussalam Bergas as research subjects. At the eighth-grade level, students are generally experiencing the development of their understanding and acceptance of more complex learning materials, which can be related to their learning styles. The observation results indicate that eighth-grade students at SMP Darussalam are predominantly visual learners, which is relevant to the researcher's study topic.

The research findings show that the majority of SMP students are dominated by visual learners, in line with the findings of Pardede et al (2021) that senior high school students are predominantly visual learners. Visual learners are those who primarily rely on visual perception, with a focus on sharp visual acuity (Alfi Khairi Siregar & Dahniar Fitri, 2022).

Based on the observations conducted in the eighth-grade class at SMP Darussalam Bergas, the researcher discovered several facts related to the writing abilities of Javanese script among students with a visual learning style. The first fact is that students with a visual learning style tend to find it easier to understand what they see rather than what they hear during the presentation of Javanese script writing materials. These students enjoy learning when visual media is used.

The second fact is that students with a visual learning style are more organized and neater, especially when writing Javanese script. Having neat handwriting can support visual learners in retaining the material effectively.

Furthermore, the researcher found that students with a visual learning style are very detail-oriented and meticulous when observing visual displays. Another fact is that, in addition to having difficulty receiving information presented verbally, students with a visual learning style also struggle to express their ideas verbally.

Based on the presentation of these facts, the researcher became interested in describing the characteristics of learning for students with a visual learning style. Therefore, this research focuses on observing how students with visual characteristics engage in activities when learning to write the Javanese script. The activities of students with a visual learning style encompass all the actions they undertake during the process of receiving Javanese script writing materials.

The purpose of this research is to describe how students with visual characteristics, both from the perspective of the students themselves and the Javanese language teacher, engage in activities during the process of learning to write the Javanese script. A significant body of research indicates that visual cues greatly aid in understanding and remembering information more effectively because words are abstract and challenging for the brain to remember, while visuals are more concrete and easier to recall (Aisami, 2015). Additionally, almost every study conducted on visual learners in education has emphasized the positive impact of visuals on memory, motivation, and student performance.

Learning to write the Javanese script fundamentally relies on visualizing each Javanese script letter. It is not possible to teach Javanese script writing through purely auditory (verbal) or kinesthetic means. This is because the Javanese script consists of specific visual characters with a unique grammatical system (Miyosa, 2019). Therefore, Javanese script writing cannot be effectively conveyed through oral instruction alone, and students cannot rely solely on touch to explore the forms of Javanese script.

Teachers must be able to identify each student's characteristics to achieve the goal of teaching Javanese script writing. However, in reality, some students still struggle to differentiate one character from another (Pratiwi & Sumilah, 2020). Visual aids are needed to clearly convey the shapes of the Javanese script characters. The purpose of this visualization is to allow each student to directly see and remember the form of each Javanese script character, aligning with the characteristics of students with a visual learning style who prefer learning through their sense of sight.

This research is essential as it serves as a basis for teachers to determine the most suitable teaching methods and strategies for achieving the objectives of teaching Javanese script writing. This is because the research provides a more specific insight into learning activities that align with the visual learning style,

offering detailed and valuable information for teachers in selecting appropriate teaching methods and strategies. Additionally, this research can contribute to prior studies that have shown the prevalence of visual learning styles among junior high school students in general.

Methods

This research employs a qualitative descriptive approach, which aims to describe the activities of students with a visual learning style during their learning process of writing Javanese script. The study was conducted at SMP Darussalam Bergas, involving eighth-grade students with a visual learning style as the research subjects.

The data for this research were collected through the analysis of learning style questionnaires and interviews conducted with both the Javanese language teacher and eighth-grade students who exhibited a visual learning style. Data collection commenced with the distribution of questionnaires, with the objective of determining the dominant learning style among students during Javanese script writing instruction. The results from the questionnaire analysis served as the foundation for the subsequent research phase, which involved interviews with students who exhibited the dominant visual learning style.

The data analysis was conducted following the data analysis model proposed by Miles & Huberman (1994) encompassing data reduction, data presentation, and drawing conclusions. The questionnaire analysis results indicated that the dominant learning style during Javanese script writing instruction was the visual learning style. Consequently, the researcher proceeded to conduct more in-depth observations of the activities of students with a visual learning style.

Results and discussion

The analysis of the learning style questionnaire results indicates that among the 100 eighth-grade students at SMP Darussalam Bergas, there are varying learning styles. The questionnaire categorizes students into three learning style categories: visual, auditory, and kinesthetic. The categorization results align with the viewpoint of Irham & Wiyani (as cited in Retno et al., 2019), which suggests that differences in students' learning styles can explain the individual variations in learning, even in the same learning environment. This is because not all students in one class have the same learning style, even when they are exposed to the same environment and teaching methods.

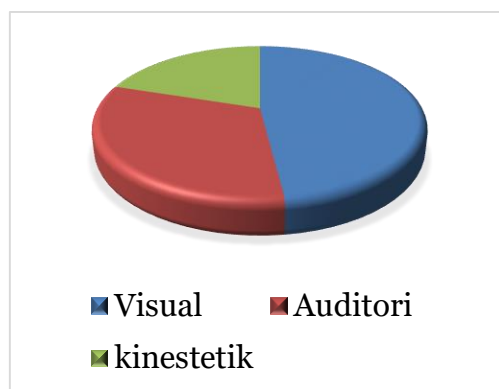


Figure 1. The Learning Styles of Eighth-Grade Students at SMP Darussalam Bergas

Based on the categorization results, the dominant learning style during the learning of Javanese script writing is the visual learning style. The questionnaire test results can be observed in Table 1 as follows.

Table 1. Percentage of Class VIII Students' Learning Styles at SMP Darussalam Bergas

Learning Style	Students	Percentage
Visual	48	48%
Auditory	32	32%
Kinesthetic	20	20%

According to Table 1, most students (48%) have a visual learning style, with 48 students, 32% have an auditory learning style, with 32 students, and the remaining 20% have a kinesthetic learning style, with 20 students. Therefore, it can be concluded that eighth-grade students at SMP Darussalam Bergas are predominantly visual learners.

These results align with the findings of a study by (Nabela et al., 2021), which discovered that 94% of participants at SD Hang Tuah 8 Surabaya demonstrated a visual learning style. Additionally, research by Rahmah (2022) also stated that in the case of fourth-grade students learning science, the predominant learning style was visual. These relevant studies can be used to analyze the activities that reflect students with a visual learning style.

Furthermore, based on the results of observations, the activities of students with a visual learning style include:

Table 2. Student Activities with Visual Learning Styles

No.	Student Activities with Visual Learning Styles
1.	It is easier to understand what is seen than what is heard.

No.	Student Activities with Visual Learning Styles
2.	Observing the Javanese script display on the PowerPoint screen.
3.	Neat and orderly.
4.	Prefers reading on their own rather than being read to.
5.	Meticulous and detail-oriented.
6.	Good speller.
7.	Likes to scribble aimlessly.
8.	Not easily distracted by noise but will be disturbed if the visual display is not clear.
9.	Visual learners copy everything written by the teacher on the whiteboard.

Table 2, which describes the learning activities of students with a visual learning style, was obtained through direct observation of students with a visual learning style during the Javanese script writing instruction. In addition to observations, the data were also gathered through interviews and the analysis of student questionnaires. The student questionnaire contained statements related to various activities that reflect the actions of visual learners during the learning process. The results from observations, interviews, and questionnaire analyses are then formulated in Table 2.

Students with a visual learning style rely more on their sense of vision (eyes) (Alfi Khairi Siregar & Dahniar Fitri, 2022; Sakinah & Avip P, 2021). Children with a visual learning style enjoy observing the teacher's body language and facial expressions when they are taught directly. This aligns with the activities of students with a visual learning style during Javanese script writing instruction, as they tend to pay attention to how the teacher explains things in front of the class.

Learning Javanese script writing essentially involves visual activities to explain the meaning and form of each Javanese script character. Therefore, many students tend to learn using a visual learning style during the Javanese script writing instruction. Visual learning also helps students develop strong visual thinking to understand and retain information by connecting ideas, words, and concepts with images (Jamal, 2016).

It is easier to understand what is seen than what is heard.

Based on the observations, students with a visual learning style prefer learning by seeing visual displays in books and presentations at the front of the class (whiteboard and PowerPoint projection). In general, visual displays can include but are not limited to pictures, signs, symbols, maps, graphs, charts, diagrams, photos, and models (Aisami, 2015).

Results of an interview with student MS (initials of a student with a visual learning style):

"Teacher, when explaining Javanese script only using words, I don't understand it well, but when you explain using pictures or write it on the whiteboard and sometimes use the PowerPoint screen, I can understand the intended message."

In an interview with the subject teacher regarding the tendency of students to understand more from what they see rather than what they hear, the teacher stated:

"I have observed that when I deliver the material through lectures alone, students have difficulty understanding what I mean, but when I use visual media, students immediately grasp the meaning of the material I present."

This is in line with the opinion of Philominraj, Jeyabalan, & Vidal-Silva (2017) that visually depicted material is generally easier to learn and remember compared to material that is less visualizable because visuals, in particular, are more concrete and easier to remember than words.

Students can easily remember and be more engaged when the material is presented by writing on the whiteboard and accompanied by pictures, while they tend to forget easily if the material is only conveyed verbally (Sapitri, 2019).

In agreement with the research conducted by Philominraj, Jeyabalan, & Vidal-Silva (2017), the use of visual objects and visual aids generate a large amount of language input. Visual displays of everything play a significant role in influencing and providing information to students. Students can more easily predict and infer things not only from what they hear and read but also from what they see around them and what has been projected to them previously (Philominraj et al., 2017). Visual displays of everything play a significant role in influencing and providing information to students (Philominraj et al., 2017).

The visual media used by teachers during Javanese script writing instruction is not limited to the use of whiteboards and PowerPoint screens but also includes the utilization of Javanese script cards as a support for learning.



Figure 2. Student Learning Activities Using Javanese Script Cards

The use of Javanese script cards is intended to help students receive and remember Javanese script learning by starting with visual representations of each Javanese script character. As a result, students with a visual learning style find it easier to receive and remember each Javanese script character. This is consistent with the findings of Philominraj, Jeyabalan, & Vidal-Silva (2017) that visual aids can enhance educational content more effectively by improving and sustaining students' learning interest for a longer period of time.

Students with a visual learning style also face difficulties in remembering verbal instructions unless they are presented in written form, often seeking assistance from others to repeat the instructions (Kurniawati, 2013). Observations of students revealed that students with a visual learning style frequently asked their classmates about the meaning of verbal explanations given by the teacher. Student SL (initials for a student with a visual learning style) asked their classmate, "What does the teacher mean?" when the teacher provided verbal explanations without visual aids.

Paying attention to the appearance of the Javanese script from the Powerpoint screen

Students with a visual learning style prefer teachers who use PowerPoint or visuals when explaining the material (Nabela et al., 2021). This opinion is consistent with field observations that students with a visual learning style express a preference for teachers who explain using screen displays such as PowerPoint or other media.

Interviews with students who stated their reasons for liking learning through PowerPoint revealed: "When I learn in school, if I only listen to the teacher's explanations, I don't understand well. But when the teacher uses PowerPoint, I can see the visuals while listening to the teacher's explanation, so I don't just imagine what the teacher is conveying." This aligns with the findings of (Nabela et al., 2021), which explain that one activity of students with a visual learning style is liking teachers who use PowerPoint or visuals when explaining the material.

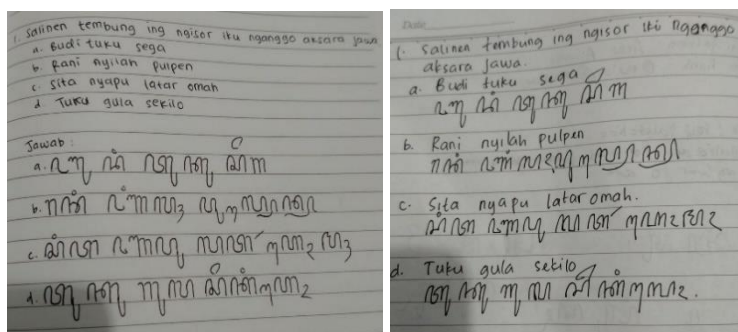
Furthermore, interviews with subject teachers revealed, "Learning to write Javanese script tends to be visual because to achieve the basic competence of writing Javanese script, students need to be introduced to the form of each Javanese script character, and that certainly requires visual media as learning support." Based on the interviews with the teacher, it can be understood that learning to write Javanese script involves visual learning. This is because to introduce each Javanese script character's form, visual representation of the original shape is needed so that students don't just imagine and guess. The use of PowerPoint media is not only for introducing the form of Javanese script characters but also for providing examples of neatly written Javanese script, as students with a visual learning style prefer everything to be neat and organized.

Neat and Organized

Based on observations, students with a visual learning style express their ideas in a neat and organized manner. During Javanese script writing lessons, these students pay close attention to the form of each written character.

In interviews, when asked about the reasons for paying great attention to neatness in writing, a student responded: "When I write, it needs to be neat so that I don't have difficulty reading it again, and if the writing is messy and disorganized, it also confuses me when I look at it." This aligns with the opinion of (Nabela et al., 2021) that students with a visual learning style generally have good handwriting.

Students with a visual learning style mostly have well-organized notebooks and remain focused during learning activities (Retno et al., 2019). This is consistent with their behavior during Javanese script writing lessons. They write each character according to the examples provided by the teacher or directly observe the form of each Javanese script character from a book, attempting to imitate it as closely and neatly as possible.



Gambar 1. Student Handwriting with Visual Learning Style

Furthermore, an interview with a teacher stated, "Students who have neat appearance and handwriting usually also pay attention to how the teacher

behaves in front of the class, so it seems to align with the characteristics of visual learners." In addition to having the characteristic of neat handwriting, students with a visual learning style also always maintain their appearance. One of the distinguishing features of students with a visual learning style is their organization and attention to detail in maintaining their appearance (Agung Rinaldy Malik et al., 2020). An interview with a subject teacher explaining the characteristic appearance of students with a visual learning style: "I usually observe some of my students, and if their handwriting is neat, their appearance is also tidy. For example, their clothing and how they arrange the items they bring." Based on the results of the interview, shows that students with a visual learning style, in addition to having the characteristic of neat and organized handwriting, also always maintain their appearance and the items they bring. This is consistent with the opinion of (Nabela et al., 2021) that students with a visual learning style pay great attention to their appearance, both in terms of clothing and overall appearance.

Likes to Read Alone Rather than Being Read to

The observation of visual learners shows that some students appear enthusiastic when the teacher asks for a representative to read aloud from the book. An activity that demonstrates their preference for reading by themselves rather than being read to is when the teacher asks for a student representative to read several Javanese words. Some visual learners are seen eagerly raising their hands, ready to read as instructed by the teacher.

When asked, one student explained their reason, saying, "It seems that when I read by myself, I can understand the material better than just listening to my classmates reading. That's why I like it when the teacher asks us to read the content." This is in line with the opinion of (Larasati, 2017) that visual learners enjoy reading by themselves rather than relying on someone else's reading.

Thorough and Detailed

Students with a visual learning style pay closer attention to details (Ahmad, 2020b). This is because visual learners are accustomed to directly observing things, enabling them to easily find and read with detail.

An activity that demonstrates the meticulousness and attention to detail of visual learners is when the teacher asks other students to write several Javanese letters. Visual learners tend to examine each letter written by their classmates in detail. For example, when student HJ (initials of a visual learner student) comes forward to write the words 'sapu, duku, dituku, sate' on the blackboard, student GH (initials of a visual learner student) corrects that HJ wrote the Javanese letters 'sa ꦱ' and 'da ꦢ' in reverse. GH places the letter 'da ꦢ' where the letter

'sa ꦱ' should be. This error often occurs when writing in Javanese, as the letters 'da ꦢ' and 'sa ꦱ' have similar shapes. However, with their attentiveness, visual learners can easily identify the misplaced letters in their classmates' writing.

Another example is when student HJ writes the word 'sate'. HJ uses the *pepet* (ꦥꦺꦥꦺꦥ) instead of the correct *taling* (ꦠꦭꦶꦁ). Student SL (initials of a visual learner student) corrects HJ's mistake in using the *pepet* and *taling*. This confusion often arises when writing in Javanese, as the use of *pepet* and *taling* can be challenging for some students. They still struggle to differentiate between each character in Javanese script (Pratiwi & Sumilah, 2020b).

A Good Speller

Students with a visual learning style are good spellers (Ritonga & Rahma, 2021). The activities of visual learners demonstrate their proficiency in spelling, particularly during Javanese script writing lessons. Based on observations during the learning process, when the teacher asks students to read several Javanese sentences, visual learners can spell each Javanese letter accurately, although it may take them a bit longer.

An interview with a teacher explains, "I observed that students with a visual learning style, when asked to read Javanese sentences, are generally able to read them, even though they need to spell them out first. Overall, it can be said that visual learners learn to read Javanese letters by spelling them smoothly, either at a slow pace but consistently."

Likes to Scribble Without Meaning

Further observation reveals that students, during Javanese script writing lessons, tend to doodle without any meaningful purpose. When asked about the reason behind their doodling activities in their books, they mentioned that they do it to alleviate boredom while simply listening to the teacher's explanations. An interview with student SL revealed, "When I only listen to the teacher explaining, I quickly get sleepy and bored, so sometimes I like to draw and doodle in my book."

This activity aligns with the findings of (Amrianto & Fazlan, 2021) that visual learners understand through rapid eye movements directed downward and often engage in doodling and organized designing.

Not Easily Disturbed by Noise, But Will Be Disturbed if the Visual Display Is Not Visible Clearly

The researcher's observation during the learning process revealed that some students tend to talk to their classmates, resulting in a slightly noisy classroom environment. This situation leads to some students feeling disturbed and reprimanding their noisy peers, while others choose to ignore it. Visual learners, on the other hand, seem to tolerate their classmates' noise.

An interview with student SL (initials of a visual learner student) explained, "The voices of my classmates don't bother my concentration as long as they don't obstruct my view of the teacher, the blackboard, and the teacher's PowerPoint presentation." Furthermore, when SL feels obstructed from seeing the blackboard, SL immediately notifies the teacher about the obstruction caused by their classmates.

Students can achieve better performance when they are highly focused on the content and learning activities (Lu & Yang, 2018). This viewpoint aligns with the reason why the student asked their classmates to be quiet when obstructing their visual perception. Students who are unable to concentrate fully tend to struggle in absorbing the learning material to its fullest extent.

Underline and Color Mark

During Javanese script writing lessons, visual learners engage in the activity of underlining important content in their books. In addition to underlining, they also use highlighter pens to mark specific sentences they deem important.

An interview with a student who likes to use a highlighter pen to mark important material explained their reason, saying, "I like to mark important sentences with a highlighter pen so that when I review later, I don't have to read everything again, just the parts I highlighted." This aligns with the viewpoint of (Glazunova et al., 2020) that visual learners perceive information more efficiently when it is represented through underlining or coloring.

Visual Learners Copy Everything the Teacher Writes on the Blackboard

Visual learners tend to copy everything the teacher writes on the blackboard. This is because visual learners have the characteristic of being neat and organized, especially when it comes to note-taking in their books, so they record learning material in detail (Azis et al., 2020).

An interview with a student who mentioned their reason for writing down all the Javanese script material taught by the teacher on the blackboard is to avoid easily forgetting the acquired knowledge. Even if they do forget, they can refer to the notes they previously wrote in their notebooks. The interview with

student SL goes as follows: "I like to write down everything the teacher writes on the blackboard because when I forget the material, I can reread it from my notebook. Moreover, I am forgetful when it comes to remembering the teacher's explanations, so I try to jog my memory by rereading what I wrote".

Sit Close to the Front of the Class So They Can See It Well

Visual learners choose to sit in the front row so they can have a clear view, whether it's to see the teacher or to view the blackboard and LCD screen. This activity is one of the characteristics of visual learners. Visual learners need to observe the teacher's body language and facial expressions to understand the topic, so they choose to sit in the front row for a clear view (Azzahrah Putri et al., 2021).

The interview with visual learner students explained their reasons. They feel unsatisfied when they cannot see the teacher's facial expressions and observe the teacher's lips carefully. Student SL expressed their reason, saying, "I like to observe the teacher's expressions during teaching. Moreover, in learning the Javanese language, some sounds seem the same to my ears, such as the use of 'd' and 'dh,' or the use of 't' and 'th' letters. Many Javanese words use those letters, so I like to observe the teacher's lips carefully to differentiate each sound that comes out from the teacher." This aligns with (Sapitri, 2019) opinion that students during the teaching and learning process strive to sit in the front row to observe the teacher's body language and facial expressions in order to understand the lesson material.

Conclusion

This research aims to describe the activities of students with a visual learning style during the Javanese script writing instruction. The research results reveal several activities of students with a visual learning style, including: finding it easier to understand what they see rather than what they hear; paying attention to PowerPoint presentations; being more organized and neat; preferring reading to being read to; being meticulous and detail-oriented; having good spelling skills; doodling without specific meaning; not easily distracted by noise, but they may be disrupted if the visual display is unclear; visual learners copying everything the teacher writes on the chalkboard; and sitting near the front of the classroom to have a clear view.

This study is limited to data sources consisting of eighth-grade students at SMP Darussalam Bergas. Therefore, further research involving students from various educational levels and regions is needed. Additionally, to implement the research findings, in-depth research on visual methods and media and their impact on students with a visual learning style is required.

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