

## Analysis of The Learning Style of Outstanding and Non-Performing Students in PKN Class IV SDN 1 Baiya



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**ABSTRACT:** This study aims to describe the learning styles of outstanding and non-performing students in the subject of Civic Education (PKN) in grade IV of SDN 1 Baiya. This study uses mixed methods with quantitative and qualitative approaches, but the final results are presented qualitatively. The subjects in this study were three outstanding students and three non-outstanding students who were selected based on the results of the Mid-Semester Assessment (PTS) of the PKN subject. The results showed that outstanding students tended to have visual and auditory learning styles, while non-performing students were dominated by kinesthetic learning styles. Understanding this learning style is important to assist teachers in designing appropriate learning strategies, so that they can improve the quality of the teaching and learning process and support students' academic success.

**KEYWORDS:** Learning style, Outstanding students, Non-achieving students, PKN.

### I. INTRODUCTION

Learning is a complex and dynamic process of interaction between students, educators, and learning resources in a supportive environment. This process aims to create significant changes in students, both in terms of knowledge, skills, attitudes, and values that shape their character (Yestiani & Zahwa, 2020). Learning is a dynamic process that allows individuals to experience significant changes in themselves through interaction with the surrounding environment. This process includes transformations in cognitive, affective, and psychomotor aspects, which are reflected in the improvement of knowledge, skills, attitudes, and personal values. Through direct and indirect experience, individuals gain a deeper understanding, develop practical skills, and form more mature attitudes (Widiatmaka, 2021). An active, interesting, fun, effective, and conducive learning process is very important in improving the quality of student learning outcomes to achieve this, teachers need to have skills in managing variations in learning activities. These variations can include changes in teaching styles, the use of diverse learning media and tools, and dynamic patterns of interaction between teachers and students.(Ansar & Rahmah, 2023), The quality of human resources has improved through education starting with elementary education, secondary level to the university level is the key to being able to follow the development of the Industrial Revolution 4.0 (Rahmah, 2023). To develop an effective learning environment, teachers must carefully define learning objectives.

Teachers conduct classroom activities carefully and methodically, taking into account all educational objectives. As a result, teachers must educate and use methods tailored to the characteristics of students so that they can absorb learning. Thus, a teacher must know the learning style of students (Fitriana et al., 2021), Learning style is a crucial element that affects students' academic achievement. Each individual has unique preferences in the way they absorb and process information, known as learning styles, Therefore, it is important for educators to recognize and tailor learning strategies to each student's learning style in order to maximize their potential. With the right approach, students can not only improve their academic achievement, but also develop more effective and independent study skills (Putri et al., 2021). Learning style is a distinctive pattern that each individual has in absorbing, processing, and remembering information. Despite being in the same educational environment, each student exhibits a unique way of learning, reflecting differences in their learning preferences and strategies. These differences can include a tendency to prefer visual learning through pictures and diagrams, hearing through lectures and discussions, or kinesthetics through hands-on experience and practice. It cannot be considered the same for one student and another. Each student has a different learning style, this learning style is unique for each student in observing the learning material delivered by the teacher, therefore, Understanding a person's learning style is very important for student learning achievement (Taufik et al., 2023),

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Learning achievement is a learning outcome achieved after going through the process of teaching and learning activities. Learning achievement can be shown through the grades given by a teacher from the number of fields of study that have been studied by students, every learning activity of course always hopes for the achievement of maximum learning outcomes (Syafi'i et al., 2018). In the process of achieving it, learning achievement is greatly influenced by various factors. One of the factors that comes from within the individual itself and factors that come from outside the individual, students are expected to improve good and quality learning achievements, so that all students become intellectual, creative graduates and become professional and personal educator candidates who are responsible for every learning situation, assessment and work (Kurniati et al., 2024).

Based on observations made by the researcher on June 25, 2024 at SDN 1 Baiya Central Sulawesi in the teaching and learning process in grade IV where there were 19 students, the researcher observed students during the PKN learning process. It was found that some of the learning methods of students who excel and do not excel in the PKN learning process also have different ways of learning in the classroom.

## II. METHOD

This study uses mixed methods with an explanatory sequential design approach, which is a research design where quantitative data is collected and analyzed first, then followed by the collection and analysis of qualitative data, in order to analyze the learning styles of outstanding and non-achieving students to gain a deeper understanding of the learning styles of outstanding and nonachieving students. According to Waruwu, (2023) Qualitative research is a research technique that uses narratives or words to explain and describe the meaning of each specific social phenomenon, symptoms, and situation. In qualitative research, researchers are the key instruments for interpreting and interpreting each particular social phenomenon, phenomenon and situation. Therefore, researchers need to master theory to analyze the gap that occurs between theoretical concepts and the facts that occur.

This research questionnaire and interview is about the learning styles of outstanding and non-performing students in PKN subjects which is made in the form of a list of interview questions. Observation is used to obtain real data in the field in the form of observation of the learning styles of outstanding and non-achieving students in PKN subjects in grade 4 SDN 1 Baiya. The interview sheet consists of several question points to find out the learning style and the questionnaire sheet is shown to outstanding and non-outstanding students to get complete information about learning styles.

The data obtained from observations, questionnaires, interviews, and documentation were recorded in field records which consisted of two parts, namely descriptive and reflective. Descriptive records are natural records, (records of what the researcher sees, hears, witnesses and experiences himself without the opinion and interpretation of the researcher on the phenomena experienced. Reflective notes are notes that contain the researchers' impressions, comments, opinions, and interpretations of the findings found, and are the material for the data collection plan for the next stage.

After the data is collected, then a data reduction is made, in order to select relevant and meaningful data, focusing the data that leads to solving problems, discoveries, meanings or to answer research questions. Then simplify and systematically organize and describe important things about the findings and their meaning. In the data reduction process, only data findings or findings related to research problems are reduced. Meanwhile, data that is not related to research problems is discarded. In other words, data reduction is used for analysis that sharpens, classifies, directs and discards the unimportant, as well as organizes the data, making it easier for researchers to draw conclusions. The presentation of data can be in the form of writing or words, pictures, graphs and tables. The purpose of the data presentation is to combine information so that it can describe the circumstances that occurred. In this case, so that the researcher does not have difficulty in mastering the information either as a whole or certain parts of the research results, the researcher must create a narrative, matrix or graph to facilitate the mastery of the information or data.

Conclusions are drawn during the research process as well as the data reduction process, after the data is collected sufficiently adequately, then a provisional conclusion is taken, and after the data is completely complete, a final conclusion is taken.

## III. RESULT

### A. Description of Research Data Results

This study found out how the learning style of students at SDN 1 Baiya, so the researcher distributed a questionnaire to a sample of 19 students. The questionnaire was distributed on April 14, 2025 as many as 12 question items that had the category of learning styles of outstanding and non-achieving students with the following provisions: Visual learning style is symbolized by the letter (A), while auditory learning style is symbolized by the letter (B) and finally the kinesthetic learning style is symbolized by the letter (C). The results of the respondents' answers about the student's learning style are as follows:

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**Table 1. Student Learning Style Results**

Not	Name	No Instruments												Learning Style
		1	2	3	4	5	6	7	8	9	10	11	12	
1	ASH	A	C	A	A	B	B	A	C	C	A	B	B	Visual
2	JHD	B	C	A	B	A	A	A	C	A	A	B	B	Visual
3	IFR	C	C	B	C	B	C	A	B	A	A	B	B	Hearing
4	KLV	B	C	C	A	A	A	A	C	A	A	B	B	Visual
5	SHK	C	A	A	C	A	A	A	C	C	A	A	B	Visual
6	SKN	A	B	C	C	B	C	B	C	A	C	C	B	Kinesthetic Language
7	FTA	A	A	C	C	A	B	C	B	A	A	C	B	Visual
8	AKK	A	B	C	A	A	A	C	B	C	A	A	C	Visual
9	DN	B	C	B	A	A	A	A	C	A	B	B	B	Mixture
10	ANA	A	C	A	C	B	A	A	C	B	C	A	C	Visual
11	MZ	B	A	B	A	C	A	B	A	B	C	A	A	Visual
12	RZ	C	C	C	A	C	A	A	C	C	A	A	C	Kinesthetic Language
13	I	A	C	C	C	B	A	A	C	A	A	C	B	Kinesthetic Language
14	MT	A	C	A	B	B	A	A	C	B	C	A	C	Visual
15	RP	C	A	B	A	C	B	A	C	A	C	A	C	Visual
16	Thanks	C	A	C	B	A	B	A	B	C	B	C	A	Mixture
17	ABR	B	C	C	C	A	A	A	B	B	B	C	B	Kinesthetic Language
18	NAV	C	A	C	B	B	A	A	C	A	A	C	C	Kinesthetic Language
19	MZ	B	C	A	C	A	C	B	C	A	A	C	B	Kinesthetic Language

The data in the table above shows that 10 students have a visual learning style, 1 student has an auditory learning style, 6 students have a kinesthetic learning style while 2 people have a mixed learning style. An analysis of the frequency distribution was carried out for 2 groups, namely outstanding students and non-achieving students. The identification results showed the differences in learning styles that each group had. The following is described as the frequency distribution of the learning styles of outstanding and non-achieving students:

**Table 2. Distribution of Outstanding Students**

Not	Learning Style	Frequency	Percentage (%)
1.	Visual	8	47,05%
2.	Hearing	2	11,76%
3.	Kinesthetic	4	23,52%
4.	Mixture	2	11,76%
5.	Entire	16	100%

It can be seen that of the 17 outstanding students, most of them have a visual learning style of 8 students (47.05%). The next learning style that is quite dominant is kinesthetic 2 students (23.52%), followed by auditory learning style of 2 students (11.76%) and mixed learning style of 2 students (11.76%).

**Table 3. Distribution of Non-Performing Students**

Not	Learning Style	Frequency	Present (%)
1.	Visual	2	66,66%
2.	Hearing	0	0
3.	Kinesthetic	1	33,33
4.	Entire	3	100%

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It can be seen that of the 3 students who did not achieve, the majority had a visual learning style of 2 students (66.66%), while the rest had a kinesthetic learning style of as many as 3 students (33.33%). No non-performing student has an auditory learning style.

### B. Interview Results

The results of the interviews obtained by the researcher conducted interviews with fourth grade students of SDN 1 Baiya, then the results of the meeting were reviewed and described to describe the visual, auditory, and kinesthetic learning styles possessed by outstanding and non-achieving students at SDN 1 Baiya.

**Table 4. Comparison of Student Learning Styles**

Aspects Compared	Outstanding Students	Non-Performing Students
Dominant Learning Style	Visual, Chyaesthetic and Auditory	Visual and Kinesthetic
How to Learn	Like the teacher's explanations with pictures/videos, note-taking, hands-on practice, focus while listening	Loves pictures, videos, props, hands-on practices like role play
Time Management	Be organized, divide your time between study and play, follow a schedule	Less organized, playing more often, learning only when reminded
Material Understanding	It is easy to understand if the teacher explains while writing, while walking to practice directly and show pictures	Easily understand if there are images, videos, or hands-on practice
Learning Difficulties	It is difficult if only oral explanations without visual and practical media.	It's hard if you just listen, get bored quickly without visual/practical media
Learning Strategies	Study before the test, take notes, re-read, ask questions	Study before exams, watch videos, ask friends, be inconsistent
Motivation	Tall, actively trying to understand the material	Low, easily distracted and less focused
Independence	Independent, make your own study schedule, obey the direction of the teacher/parent	Less independent, dependent on external stimuli
Response to Learning	Responsive to visual media, hands-on practice and teacher explanations	Responsive in case of assistive devices or physical activity
Efforts to Improve Performance	Actively studying, reading notes and asking questions if you don't understand	Study with friends, watch videos, but not regularly

Outstanding students who have visual, kinesthetic and auditory learning styles tend to be able to follow PKN learning more effectively. Students are used to paying attention to the teacher's explanations, listening to the content of the material, learning while moving, taking notes on their own, practicing directly, and repeating the material at home by reading or listening Again, Students who do not excel show a tendency to visual and kinesthetic learning styles, but are not able to manage them optimally. The main difference lies in the ability to use learning styles effectively, learning discipline, motivation, and the presence of environmental support the difference in learning styles between outstanding and non-achieving students not only shows a variation in preferences in absorbing information, but also reflects the extent to which students are able to make optimal use of their learning styles in learning activities.

### IV. CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that there is a significant difference between the learning styles of outstanding students and non-achieving students in PKN subjects. Outstanding students tend to have visual, kinesthetic and auditory learning styles, which are in accordance with the learning methods used by teachers, such as lectures, practice, discussions, and the use of visual media. They also show a more structured learning strategy, high motivation, and discipline in completing learning tasks. In contrast, underachieving students tend to have visual and kinesthetic learning styles,

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which are less facilitated by conventional learning methods. Students show less effective learning strategies, low motivation, and minimal involvement in the teaching and learning process. As a result, student learning outcomes tend to be lower than outstanding students.

Thus, it can be concluded that the compatibility between students' learning styles and teachers' learning methods is an important factor that can affect students' learning achievement in PKN subjects.

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