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## Differences in the Learning Styles of High-achieving Students in Junior High School in West Aceh

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### Abstract

The study aimed to discover high-achieving students' learning styles, similarities and differences, and the most prominent learning styles at MTsN Meureubo and SMPS Darul Aitami. This research uses a comparative method approach. The results showed that the learning styles of outstanding students at MTsN Meureubo were auditory and kinesthetic. Meanwhile, at SMPS Darul Aitami, the learning styles of exceptional students consist of visual, auditory, and kinesthetic learning styles. Students who excel at the two schools receive adequate motivation from their parents or boarding school caretakers, have the habit of reciting before and after sunset prayers, and participate in quizzes or the Olympics. Meanwhile, the difference in the learning styles of outstanding students at MTsN Meureubo and SMPS Darul Aitami is a visual learning style. Students with this visual learning style habitually study before dawn and read classic books at night. The most prominent learning styles of outstanding students at MTsN Meureubo are auditory and kinesthetic. The most prominent learning style at SMPS Darul Aitami is the visual learning style.

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## Introduction

The quality of learning outcomes is determined by a learning process that goes well. There are many determining factors for the success of learning. In general, these factors are related to students, teachers, curriculum, facilities and infrastructure. Learning styles include factors related to students. Studies related to student learning styles are not as much on the study of student motivation. This section needs to be explored more deeply as a trigger that students' learning styles also need to be a concern of education practitioners.

Student learning outcomes in the form of cognitive, affective, and psychomotor, are holistically called learning achievement. Cognitive learning success is the academic success of students above the minimum mark. If a student exceeds the minimum mark, then the student excels academically. Academic achievement indicators are determined by subject achievement scores.

For this reason, a teacher needs to know his students and needs to understand the characteristics of each student's personality in the learning process. There are many efforts that teachers can do, namely by paying attention to each difference in student learning styles. Because when the teacher knows the learning style of each student it will make it much easier to provide

information for students to manage. In addition, new discoveries can also be made for students. Therefore it is very important to understand student learning styles, each student has a different learning style. This is very influential on student achievement and confidence.

The delivery of learning material uses many styles to suit the needs of students. Students who learn by paying attention to their teacher explain more visually. Students whose learning focuses on listening are more dominant in audio, while students who always like physical contact are more dominant in kinesthetic. (Yusri Wahyuni, 2017)

Learning style is the main factor for achieving learning effectiveness, as suggested by Kolb and Kolb in Nur Gufron's book (Ghufron & Rini Risnawati, 2014). Therefore, if the teacher can recognize each student's learning style, it will be easy to provide a better learning experience. So that active and effective learning will be created.

Research related to student learning styles will provide a new perspective in the world of education regarding the study habits of outstanding students. The research results are expected to provide an overview to educational practitioners in observing students regarding the learning styles used. Of course this is not absolute. It is possible that there will be many variations in the learning styles of outstanding students depending on the region and the atmosphere in which they study. Outstanding students with all the unique learning styles can be a reference for other students in improving their ability to maximize learning outcomes. Basically, every student is unique with their own characteristics. The teacher's task is to maximize each student's learning style in order to find their best performance.

## **Method**

This research uses a qualitative approach with a comparative method. This study compares the findings from two different data sources and then analyzes the differences, similarities, and causal factors. The research also aims to explore the phenomena found, then studied more deeply using relevant theories. Sources of research data are people, events, and relevant documents. Determination of sources using purposive sampling technique. The purposive sampling technique is to determine research sources based on certain predetermined criteria. In the field, researchers get help from fellow informants in using this purposive sampling technique.

Data collection uses in-depth interview techniques, observation and document study. Observations were made at schools where students carried out learning activities. The document study that was carried out was to examine reports on student learning outcomes issued by schools every semester. From the report on learning outcomes, the researcher can determine whether the resource person is an outstanding student and his achievement fluctuations over several semesters. The research was conducted at two educational institutions, namely MTsN Meureubo and SMPS Darul Aitami. The selection of these educational institutions is based on the consideration that the two are different in terms of institutional form, but have similarities in curriculum orientation which places more emphasis on Islamic religious learning materials. One of these educational institutions is also in the form of a dormitory, although it does not use the madrasah nomenclature. Data obtained from the field were analyzed using data reduction, data presentation and drawing conclusions.

## **Findings**

One of the learning styles found in students is the auditory learning style. This learning style is indicated by the habits of students who use their sense of hearing more when studying. Students tend to be more interested in the teacher's verbal explanations, sound media, and lectures.

*SR said "I remember the material by remembering the teacher's explanation and studying it again."*

*MA also said: "I remember the material by studying again, remembering the teacher's explanation, repeating and understanding the material provided".*

*"I remember the teacher's explanation and repeat the material taught by the teacher at home," said AF.*

Students remember the material presented by the teacher by recalling the teacher's explanation and repeating it at home. Then, when carrying out direct interactions with SR, MA, AS and AF several things can be noticed. The three informants spoke at a rather fast tempo and with clear pauses when the authors met. In addition, the informant also recited the questions on the interview sheet. However, when there are sounds from outside, the informant often diverts his attention towards the sound.

Pangesti Wiedarti said that one of the characteristics and constraints of children with an auditory learning style is not being able to learn in a noisy or noisy atmosphere (Pangesti Wiedarti, 2018). Thus it can be concluded that the three informants have an auditory learning style.

This is reinforced by the following interview answers. SR as an outstanding student in his class said "I prefer to listen to the teacher when explaining. Because listening can summarize to learn the material provided or can also listen".

MA said "I prefer the teacher's explanation because it is more understandable and easy to understand and discussion". Meanwhile, AF prefers to listen to the teacher. "The teacher's explanation because we understand better, especially if it is interspersed with useful humor." [10] Based on the answers given by the informants, it can be seen that the informants prefer to listen, discuss, or use humor when studying. This learning style is an auditory learning style. This was confirmed by interview answers with teachers at MTsN Meureubo.

*"In my opinion, the learning style of students who excel at MTsN Meureubo is a learning style by utilizing various methods. Such as lectures, then notes important parts of the lesson, a small part of class discussions. Mr. Rahman further said: "In my opinion, the most prominent learning style here is the auditory learning style. This can be seen from the focus of students when using the lecture method, some students who excel more often take notes when the teacher explains."*

Furthermore, the supporting factor for continuing to excel is by means of active learning. MA said the influencing factor was by means of enthusiasm for learning. AF said that what drives him to continue to excel are his parents, family, friends, and other closest people.

Factors supporting the learning styles of outstanding students at MTsN Meureubo include the students' self-interest, the influence of morals, the motivation of the teacher, the activeness of students asking the teacher, and sufficient textbooks. In my opinion, the supporting factors for the learning styles of students who excel in this school are student learning interests, supportive learning media, and teacher motivation.

Second, the kinesthetic learning style. Students with this learning style learn by moving, doing, and touching. A child with mobility will be satisfied and easily remember what they have learned and are learning if they are directly involved and move their limbs as a way of stimulation to get

the information they need. One of the things that teachers can do in the teaching and learning process is to practice the material being taught.

The way I remember the material taught by the teacher is by practicing the material, learning and understanding again at home. Furthermore, DF said he preferred hands-on learning.

*"I prefer learning by hands-on practice. The reason is that it is easier to understand and we can see it right away."*

WD also said the same thing. "I prefer practice because I can demonstrate it directly and can show it more clearly and in detail. If the practice covers everything, it depends on whether we focus or not".

Then when WD was asked how to remember the material, he gave the answer "By listening while the teacher is giving an explanation and focusing on repeating it again and again when he is at home". As for the way SA remembers the material taught by the teacher by "repeating the material that has been taught by the teacher at home". Meanwhile, what is preferred when learning is direct practice because it is fun and the teacher's explanation because we understand better.

Based on the interview results above, it can be seen how students remember the subject matter by listening, practicing the material, and focusing on the teacher. As for writing down the interview answers, the researcher paid attention according to the observation list that WD tapped his finger when reading and wrote down the interview answers while occasionally pointing at the reading. DC and SH tapped their pens on the table, pointed at the reading, and rolled their eyes downward. The similarity of the three informants is that when they speak their hands move or make gestures according to the conversation.

Thus, DC, WD, and SH are concluded to be dominant using kinesthetic learning styles. Learning styles that involve gestures or direct practice. This is corroborated from answers to interviews with teachers and parents of students. RNZ, a teacher said the following:

*"In my opinion, the learning styles of students who excel in this case who rank one to three in class are kinesthetic and auditory learning styles. Yes, they listen to the teacher's explanation and then practice it. Either in discussions or practical lessons. If answering the teacher's question, it's a bit long. The most prominent or dominant learning styles of students who excel are seen from their students. Some are auditory and some are kinesthetic. Some of my students pay attention to being more kinesthetic, like WD".*

The head of MTsN Meureubo, SM said that in recent times, especially during the Covid period, students' memory was reduced due to learning that was not like before Covid. medium likes *smartphone* and frequently used internet. Now, you can see that the learning style is more listening and practicing. Maybe it has something to do with being bored during the Covid period."

The factors that support students to continue to excel are quite diverse. DC said "Factors that support continued achievement are studying hard to achieve goals and make your family proud". WD also said, "Firstly my parents because without parental support everything is in vain because I want to achieve my goals". SH said "Study harder, parents, friends, friends, and teachers". Thus the supporting factors can be from outside and within the student.

Based on the results of interviews and observations at MTsN Meureubo, information was obtained regarding the learning styles of outstanding students. The Head of SMPS Darul Aitami, ASN said that "The learning style depends on the teacher's motivation. Teachers can use good

methods, and want to make their parents proud. Mrs. NH said "Students excel actively in class". The learning styles of outstanding students are more competitive (competitive) because their motivation and learning intentions are higher.

Visual learning style. Students with a visual learning style tend to learn by what they see. Students with visual learning pay more attention to the teacher while teaching. Because visuals are very organized, pay attention to everything and maintain appearances, remember visually/images, prefer to read rather than read, need a complete picture and remember what is seen, whether in the form of pictures or diagrams, shows, demonstrations or videos. This can be seen from the interview answers. RFM says "Reading notes and books, over and over again". MF says "View notes and read". Then UQ said "Read notes written in class".

Furthermore, the informants were asked which subject they liked the most, the answers varied. UQ, a student participating in the Mathematics and Quiz Olympiad in the field of Islamic religious education, said "Teachers use infocus because it is easy for the teacher to remember and explain too". RFM said "Prefer to see explanations with infocus because it's easier and less complicated". The same thing was conveyed by MF "I prefer visuals, seeing. It can be recorded and read back at night or at dawn."

Based on the results of the interview above, it can be seen that it is easier for students to remember by looking. This can be seen from the answers given. Take notes and prefer the teacher to use the media projector. In addition, students' answers tend to be short and prefer to read.

According to Ms. NH, what is dominant among the students at SMPS Darul Aitami is the visual learning style. "Visual, I noticed that the ranking students didn't talk too much and took lots of notes even though their auditory presence was still present. Some stand out in the practice section as well". Then Pak RS also said that the students' learning styles were more visual. "They take a lot of notes from what they listen to, read. Their learning style is mostly visual. Limited auditory and kinesthetic learning styles or practices still exist". This can be seen in the interview, the three informants were not good at choosing long words or sentences. Even though he immediately answered the question, the informant stopped long enough to find the right sentence. In addition, informants like to answer briefly.

The principal also said that the supporting factors for students to continue to achieve "Those that support learning styles can be in the form of the use of the digital world, projectors/infocus, visuals. However, what supports it more in my opinion is visual availability. Thus, based on the results of the interviews and observations above, UQ, RFM, and MF informants have characteristics in children with a visual learning style.

This type of auditory learning is learning that prioritizes the senses of the listener. Learn by listening to something, perhaps audiotapes, lectures, discussions, debates and verbal instructions. As AH said "I remember the subject matter by asking friends again when I was in the dormitory. Or focus on remembering the teacher's explanation, then writing it down. Or listening to audio lectures, discussions also helps to remember lessons".

Then followed the next question about which learning style is preferred among the three existing learning styles, AH answered "I prefer listening to the teacher's explanation than seeing ppt. Listening to an explanation makes it easier to understand and makes it easier to take notes."

When observing, AH activity is observed carefully. AH answer interview questions at a rather fast pace, but with clear pauses when speaking. In addition, they like to repeat the questions that are asked and are slightly disturbed by sounds from other directions (the focus is diverted). The

supporting factors for continuing to excel according to AH are the aspirations to make parents proud, motivation from family and teachers, and the convenience of a place to study. Based on interview answers and observation results, it can be seen that AH learn by listening. Either from the teacher's explanation or from other sources. The answer is quite long which indicates AH talkative. Thus, AH including students with auditory learning styles.

Kinesthetic learning styles. Students with this learning style learn by moving, doing, and touching. A child with mobility will be satisfied and easily remember what they have learned and learned if they are directly involved and move their limbs as a way of stimulation to get the information they need. AFM said "I remember it by looking at the notes, remembering what was exemplified in class". AS said "I remember lessons from previous practices or from repeating material after school/out of class". "I remember lessons from previous practices or from repeating material after school/out of class."

When asked which one is preferred, listening to the teacher's explanation / listening to the teacher using infocus / direct practice. Aulia said, "I prefer to take part in practice because I directly learn or practice it". The same thing was said by AS "I prefer to learn by direct practice because it's easier to understand and remember".

The supporting factors that make you continue to excel according to AF are "Keep studying because you want to make your parents happy, motivation from various parties". AS said the supporting factors for continued achievement were "Motivation, learning after midday prayers, support from parents and teachers".

When the writer interviewed AF and AS, the writer observed several things according to the observation list. AF answered the question while pointing at the paper, while AS tapped his foot and lowered his head slightly. Sometimes AF and AS move their hands when answering questions. Thus, it can be concluded that AF and AS have kinesthetic learning styles, as seen from the suitability of the results of interviews and observations on the characteristics of kinesthetic learning styles.

## **1. Learning Style**

Learning style is the tendency of students to adapt to certain learning strategies by actively seeking and trying, so that these students ultimately have learning methods that meet the learning requirements. DePorter and Hernacki argue that learning styles are a combination of how students absorb and then organize and process information. The learning style in question consists of kinesthetic learning styles, visual consists of auditory, visual, and kinesthetic learning styles (Bobbi DePorter & Mike Hernacki, 2010). Wiedarti argues that learning styles are sometimes defined as cognitive, affective, social, and psychophysiological behavioral characteristics that serve as relatively stable indicators of how students perceive, interact, and respond to the learning environment (Pangesti Wiedarti, 2018).

Winkel defines learning style as a unique way for students to learn. Not everyone has the same learning style, even if they attend the same school, the same class, or even the same family (W.S. Winkel, 2005). Therefore, everyone has different abilities in understanding and absorbing knowledge from these lessons. This proves that everyone has a different method or way of understanding and assimilating subject knowledge.

Each student often has to follow a different way of understanding the same information or lesson. Some students prefer the teacher to teach by writing everything on the blackboard. This way they can read it and then try to understand it. However, some other students prefer the

teacher to give oral lectures and they listen to understand the lesson. So far, there are students who like to form small groups to discuss issues related to the lesson.

The importance of knowing learning styles is as follows:

- a. For students, knowing how to learn is expected to be able to absorb information optimally based on learning that occurs in their own way;
- b. For teachers, so that teachers can facilitate learning in their classes in a way that students like. In other words, every subject teacher must understand that information often comes in the form of words and pictures, and much is lost from someone who does not exercise these two skills well. In the context of classroom learning, if the teacher teaches in a less attractive style, students will feel uncomfortable. On the other hand, if teachers only teach using certain learning styles that only students enjoy, it can prevent these students from developing the mental agility they need to excel in class or reach their potential as professionals (adult students: Masters students/advanced teachers). have a professional career). Therefore, the purpose of education should be to help students develop their abilities in both preferred and less preferred ways of learning (S. Nasution, n.d.).

Gunawan revealed that there are three approaches to identifying student learning styles that are commonly used today, namely:

- a. Approach based on sensory preferences: visual, auditory, and kinesthetic;
- b. Profile *multiple intelligence* developed by Howard Gardner viz *linguistics, logic/matematics, interpersonal, introspective, musical, natural, spatial and intellectual*;
- c. Cognitive preferences developed by Dr. Anthony Gregorc divides mental abilities into four categories, namely concrete sequential, sequential abstraction, random concrete, and random abstraction (Gunawan Adi W, 2003).

In this study, the learning style approach focuses more on sensory preference approaches (learning mode), namely visual learning styles, auditory learning styles, and kinesthetic learning styles.

- a. Visual Learning Style (*Visual Learners*) Sutanto argues "Visual learning style is a type of learning that tends to receive the best and most effective information by using the senses"(Sutanto Windura, 2008). This type of learning method is strongly influenced by the ability to see (witness directly) the information one is learning. This type of visual learner will very easily record information about a subject in the learning process, he observes, sees or reads the subject. Even if he receives information from other people (teachers or friends) if he has not read the information directly from the source, he still feels curious and tries to find documents (library) that contain the desired information. According to Shoimatul Ula, visual learning style is learning by seeing something, in the form of pictures or diagrams, performances, demonstrations or videos (S. Shoimatul Ula, 2011). The characteristics of children with a visual learning style are as follows:
  - 1) It's easier to remember by seeing.
  - 2) Not disturbed by noise while studying.
  - 3) Prefer to read.
  - 4) Prefers to demonstrate something rather than explain.
  - 5) Know what to say but can't put it into words.
  - 6) Interested in art such as painting, sculpture, photography rather than music.
  - 7) Often forgets to convey messages verbally to others.

Obstacles in children with a visual learning style are mostly related to visual motor skills, such as taking notes late from the blackboard, messy handwriting so that it cannot be



read (Pangesti Wiedarti, 2018). Students with a visual learning style tend to learn by what they see. Students with visual learning pay more attention to the teacher while teaching. Because visuals are very organized, pay attention to everything and maintain appearances, remember visually/pictures, prefer to read rather than read, need a complete picture and remember what is seen (Mahfudz, 2011). For this reason, the approach that teachers can use is to provide various graphic forms in conveying information or material.

b. Auditory Learning Style (*Auditory Learners*)

According to Tika "Auditory learning style (*auditory learning*) this learning style relies on hearing to be able to understand and remember it" (Tika Bisono, 2016). A child's auditory memory will be effective if he hears sounds of knowledge information directly or indirectly. In other words, to remember and understand information, children must first hear it. In general, auditory children have difficulty assimilating information directly in written form. Thus, the auditory learning style relies on hearing to understand and remember as the main learning media. What the teacher can do in the teaching and learning process is to explain the material, ask questions, and discuss.

This type of auditory learning is learning that prioritizes the senses of the listener. Learn by listening to something, perhaps audiotapes, lectures, discussions, debates, and verbal instructions (S. Shoimatul Ula, 2011). The characteristics and constraints on children are as follows:

1) Features in children:

- a) Easy to remember from what he heard, easy to remember what was discussed.
- b) Cannot study in a noisy or noisy atmosphere
- c) Happy to be read or listened to.
- d) Prefers to rewrite something, likes to read aloud, and is good at telling stories.
- e) Can repeat what he hears, both tone, rhythm, and others.
- f) Prefer oral humor rather than reading books.
- g) Likes to discuss, talk or explain at length.
- h) Enjoy the art of music (Pangesti Wiedarti, 2018).

2) Obstacles in children: Often forget what the teacher explains, often forget to do tasks instructed by the teacher verbally, often do things wrong as the teacher orders, and have difficulty expressing what is thought (Pangesti Wiedarti, 2018).

c. Kinesthetic Learning Style (*Kinesthetic Learners*)

According to Agus "Kinesthetic learning style is a learning style that involves efforts to move the organs of the body, including recording information about the topic being studied, so that they can remember it well (grasp) the learning material well." (Agus Dariyo, 2013) People with this learning style learn by move, work, and touch (Mahfudz, 2011). A child with mobility will be satisfied and easily remember what they have learned and learned if they are directly involved and move their limbs as a way of stimulation to get the information they need. One of the things that teachers can do in the teaching and learning process is to practice the material being taught. Connections to physical learning processes, such as sports lessons and science experiments. The characteristics and constraints on children are as follows:

1) Features in children:

- a) Use more body language.
- b) Like activities or games that are physically busy.
- c) When reading, point to the words with your fingers.
- d) If you memorize something by walking or looking directly at it.
- e) Learn through direct practice or by manipulation (tricks, demonstrations).
- f) Lots of physical movement and have good muscle development.
- g) Respond to physical attention.

2) Constraints on children:

Children tend not to be quiet. Children with this learning style cannot learn in a normal school where the teacher is explaining and the children are sitting still. Children will integrate and develop more in schools with active learning systems where children are more involved in the learning process. So that the information received can last a long time in the senses and memories of students. One can mostly learn to use one of them. Another possibility that occurs is absorbing information through a combination of: visual-auditory, visual-kinesthetic, auditory-kinesthetic; or a combination of all three equally, or one slightly more dominant than the other (Pangesti Wiedarti, 2018).

Each learning style has its own characteristics, advantages and limitations. The following is a summary of the four learning styles based on research and clinical observations of pattern scores *Learning Style Inventory* : (Kharisma Soraya, 2020)

- a. *Diverging* (Divergent), a combination of the elements of Concrete Experience and Reflective Observation. Individuals with this learning style are able to see concrete situations from various perspectives. He has broad cultural interests and enjoys gathering information. High social interest, tend to be imaginative, and feelings are very sensitive. In formal learning situations, he prefers to work in groups and receive personal feedback. He is able to listen with an open mind.
- b. *Assimilating* (Assimilation), a combination of Abstract Conceptualization and Reflective Observation. This individual is skilled at processing large amounts of information and placing it into a definite and logical form. Less human-focused, more interested in abstract ideas and concepts. In general, he was more concerned with the logical merits of a theory than with its practical value. In formal learning situations, he prefers to read, teach, explore analytical models, and take time to think about things in depth.
- d. *Converging* (Convergent), a combination of Abstract Conceptualization and Active Experimentation. These individuals are best at finding practical uses for ideas and theories. He is able to solve problems and make decisions effectively. Prefers to deal with technical problems and tasks rather than social and interpersonal issues. In formal learning situations, he tends to experiment with new ideas, simulations, and practical applications.
- e. *Accommodating* (Accommodation), a combination of Concrete Experience and Active Experimentation. These individuals have the advantage of learning from hands-on experience. He loves to take action and involve himself in new, challenging situations. When facing problems, he relies more on information from others than on his own technical analysis. In a formal learning situation, he prefer to work with others to complete tasks, set goals, do field work, and test various problem solutions.

## **2. Learning Achievement**

There are two learning styles found at MTsN Meureubo, namely auditory and kinesthetic. The learning style can be seen from the learning process followed. The students in these educational institutions are outstanding students. One of the factors driving students to excel are parents. The parents of one of the students said that improving learning achievement in school is a must. Students will still feel tired by studying every day at school. However, if it is accompanied by an increase in learning, students will get better results than just feeling tired.

Achievement is the potential that each individual or student has. According to Jalaluddin in Dirman and Juarsih, "students are vehicles (objects) and at the same time the subject of education" (Dirman & Cicih Juarsih, 2014). Students are developers, have a certain potential with the help of education, they develop their potential optimally. Therefore, students are considered as objects and subjects of education.

The term achievement in popular science dictionaries is defined as the result achieved. According to Nasution from Wahab, he concluded that learning in a broad sense can be

understood as a process that allows changes in behavior, after the primary response is formed, as long as the change is not due to maturation. or temporary changes for some reason (Rohmalina Wahab, 2015). Thus, academic learning achievement is the result obtained from learning whose results can be seen from changes in behavior. Because a person's behavior includes all aspects, both cognitive, emotional and psychological of a person.

Febrini also stated that aspects of learning achievement were:

- a. cognitive domain (*cognitive domain*), Such as knowledge, understanding, application and assessment.
- b. affective realm (*affective domain*), Includes behavioral traits such as feelings, interests, attitudes, emotions, and values.
- c. psychomotor domain (*psychomotor domain*), Contains behaviors that emphasize skills (Febrini, 2017).

## **Discussion**

Based on the results of the research above, it can be seen that the learning style similarities of outstanding students at MTsN Meureubo and SMPS Darul Aitami are auditory and kinesthetic learning styles. The auditory learning style consists of three students at MTsN Meureubo and one student at SMPS Darul Aitami. The kinesthetic learning style consists of three students from MTsN Meureubo and two students from SMPS Darul Aitami. Students who excel at the two schools both get the best motivation from their parents or pesantren caregivers, have the habit of reciting recitations both before dawn and after sunset, and participate in quizzes or the Olympics.

Meanwhile, the difference in the learning styles of outstanding students at MTsN Meureubo and SMPS Darul Aitami is a visual learning style. There are three outstanding students at SMPS Darul Aitami who have a visual learning style, but none at MTsN Meureubo. Students who have this visual learning style have a habit of studying before dawn and reading books at night. In addition, what is the difference between learning at MTsN Meureubo and SMPS Darul Aitami is that at SMPS Darul Aitami there are recitations together after congregational prayers and the use of the most prominent learning styles of outstanding students at MTsN Meureubo is auditory and kinesthetic learning styles. Each of the three students of the six students studied. Meanwhile, at SMPS Darul Aitami the most prominent learning style was the visual learning style which consisted of three of the six students studied. very limited so there is no time to play smartphone. Meanwhile, Meureubo MTsN students more often use the most prominent learning styles of outstanding students at Meureubo MTsN, namely auditory learning styles and kinesthetic learning styles. Each of the three students of the six students studied. Meanwhile, at SMPS Darul Aitami the most prominent learning style was the visual learning style which consisted of three of the six students studied. for living in their own homes.

Based on the results of the research, it can be seen that the student learning styles are the most prominent of the outstanding students in each school. At MTsN Meureubo the most prominent learning styles are auditory learning styles and kinesthetic learning styles. Each of the three students of the six students studied. Students with an auditory learning style like to tap objects or fingers on the table while studying, are more focused on learning when the atmosphere is quieter, and study at night, before or after dawn. Meanwhile, students with a kinesthetic learning style study with a more flexible time (morning, afternoon or evening) because they are not disturbed by crowd noise.

The learning styles of outstanding students at MTsN Meureubo are thought to be influenced by schools that have more complete facilities for carrying out learning practices. So that in

learning students can directly practice the material provided by the teacher. Learning also uses a lot of practice. In addition, outstanding students at MTsN Meureubo are also more free to access information and use study facilities at their respective homes.

Meanwhile, at SMPS Darul Aitami the most prominent learning style was the visual learning style which consisted of three of the six students studied. Students with this visual learning style tend to study before dawn because it is easier to concentrate when reading books or repeating lessons. As for the class, students with a visual learning style prefer to take notes and see *power point* provided by the teacher.

The learning style of high achieving students at SMPS Darul Aitami is motivated by the integrated learning system of Islamic boarding schools and schools. A learning system that requires students to study the book every day, whether reading the book or listening to the ustad's explanation makes students interested in visual learning in class. The tendency to repeat lessons before dawn is also caused by students studying books at night, so they take advantage of the time before dawn to study. In addition, studying in the morning before dawn is also easier to digest. Both MTsN Meureubo and SMPS Darul Aitami have their own learning styles and are able to excel both academically and non-academically.

The results of the research of Ali Murfi and Noneng Siti Rosidah with the title *Analysis of Learning Styles of Students with Achievement A Comparative Study of Students with Achievements in SMAN 1 and MAN 1 Yogyakarta in Class XI* shows (1) the learning styles of students who excel in MIPA class XI at SMA N 1 and MAN 1 Yogyakarta vary. This is evidenced by the results of the data processing obtained showing that student learning styles have their own uniqueness and tend to lead to individual personality. Based on the results of the analysis of the learning styles of high achieving students, it was shown that 4 students of SMA N 1 Yogyakarta who were the research subjects had an Assimilator learning style, 3 students had a Converger learning style, 1 student had an Accommodator learning style and 1 other student had a Diverger learning style. While the outstanding students at MAN 1 Yogyakarta who were the research subjects, as many as 4 people had the Accommodator learning style, 2 students each had the Assimilator and Diverger learning styles, then 1 student had the Converger learning style. (2). Differences in learning styles that occur are individual habits that are unique to them. High achieving students at SMA N 1 Yogyakarta dominate the Assimilator learning style, while students of MAN 1 Yogyakarta dominate the Accommodator learning style (Ali Murfi & Noneng Siti Rosidah, 2016).

The similarities between the results of Ali Murfi's research and the results of this study are that each outstanding student has his own learning style. While the differences in research on research subjects and the terms used are still the same meaning. Ali Murfi's research was at the high school level, while this research was at the junior high school level. The terms used by Ali Murfi are Diverger (in this study Visual), Assimilator (Auditor), and Accommodator (kinesthetic).

Kharisma Soraya's research entitled *Learning Style Profile (David Kolb) at Tasikmalaya Private High School in Biology Subject*. The results obtained from Kharisma's research are that the learning styles of MIPA students at Tasikmalaya Private High School are spread out into 4 varieties according to Kolb, namely diverger, assimilator, accomodator and converger. The learning style that many students have is diverger with a percentage of 83% followed by 10% assimilator learning style, 5% accomodator learning style and 2% converger. There are differences in the distribution of learning styles between classes (Kharisma Soraya, 2020).

The difference between Kharisma's research and this research is in the research subjects and the terms used. Ali Murfi's research was at the high school level, while this research was at the junior high school level. Kharisma research shows significant differences between observing, listening and practicing learning styles. In the research of researchers, the learning styles of high achieving students were quite balanced between visual and kinesthetic learning styles. Then added the uniqueness of studying the book and reading the Koran at night or at dawn.

Arylien Ludji Bire with the title Effects of Visual, Auditorial, and Kinesthetic Learning Styles on Student Achievement in the Building Department at SMK Negeri 5 Kupang shows that there is a significant influence of visual, auditory, and kinesthetic learning styles on learning achievement. Visual learning styles, auditory learning styles, and kinesthetic learning styles simultaneously/together or separately/each of them can affect student achievement in the Building Department of SMK Negeri 5 Kupang Academic Year 2013/2014 (Arylien Ludji Bire et al., 2014).

The similarities between Arylien's research and this research are the use of the term learning styles, namely visual, auditory, and kinesthetic. While the difference is the research method used. Arylien uses a quantitative method, while this research uses a qualitative method. However, both obtained results that outstanding students had their own learning styles and influenced their achievements.

## **Conclusion**

There are two learning styles of outstanding students at MTsN Meureubo, namely auditory and kinesthetic learning styles. As for those who have an auditory learning style, it is unique to study at night or before dawn because the atmosphere is not too noisy. The uniqueness of high achieving students with a kinesthetic learning style is being able to focus on learning even though the atmosphere is crowded and their study hours are more flexible (morning, afternoon or evening). Students with auditory and kinesthetic learning styles have in common that they are always motivated by their parents with the stories of the companions of the Prophet SAW. Whereas at SMPS Darul Aitami the learning styles of outstanding students consist of visual, auditory, and kinesthetic learning styles. The similarities in the learning styles of outstanding students at MTsN Meureubo and SMPS Darul Aitami are auditory and kinesthetic learning styles. The auditory learning style consists of three students at MTsN Meureubo and one student at SMPS Darul Aitami. The kinesthetic learning style consists of three students from MTsN Meureubo and two students from SMPS Darul Aitami. Students who excel at the two schools both get the best motivation from their parents or pesantren caregivers, have the habit of reciting recitations both before dawn and after sunset, and participate in quizzes or the Olympics. Meanwhile, the difference in the learning styles of outstanding students at MTsN Meureubo and SMPS Darul Aitami is a visual learning style. There are three outstanding students at SMPS Darul Aitami who have a visual learning style, but none at MTsN Meureubo. Students who have this visual learning style have a habit of studying before dawn and reading books at night. Apart from that, what is the difference between studying at MTsN Meureubo and SMPS Darul Aitami is that at SMPS Darul Aitami there are group recitations after congregational prayers and the use of smartphones is very limited so there is no time to play smartphones. Meanwhile, MTsN Meureubo students use smartphones more often because they live in their respective homes. The most prominent learning styles of outstanding students at MTsN Meureubo are auditory learning styles and kinesthetic learning styles. Each of the three students of the six students studied. Meanwhile, at SMPS Darul Aitami the most prominent learning style was the visual learning style which consisted of three of the six students studied.

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