

The Influence of Visual, Auditory, and Kinesthetic Learning Styles on the Learning Outcomes of Elementary School Students

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Abstract

This research is motivated by the importance of understanding the learning styles or learning modalities possessed by each student in the learning process. Each student has a different learning style, such as visual, auditory, and kinesthetic, so teachers and parents need to understand these characteristics so that the process of delivering and receiving learning materials can take place effectively. Understanding students' learning styles can also help teachers in determining learning methods, strategies, and media that are appropriate to students' needs so that students can more easily understand the subject matter, be more active in learning activities, and be able to increase motivation and interest in learning. This study aims to analyze the influence of learning styles on the learning outcomes of students in Islamic Elementary Schools using a qualitative approach through a literature review method. Research data were obtained through the collection and review of ten previous studies relevant to the topic of learning styles and learning outcomes of elementary school students or Islamic Elementary Schools. Data analysis techniques were carried out descriptively qualitatively through the process of reviewing, grouping, and drawing meaning from various previous research results. The results of the study indicate that learning styles have a significant relationship with student learning outcomes. Students who receive instruction tailored to their learning styles tend to understand the material more easily, are more engaged in learning, and achieve optimal learning outcomes. Therefore, paying attention to students' learning styles is a crucial factor in improving the quality of learning and student achievement in elementary madrasahs.

Keywords: Learning Styles, Learning Outcomes, Students, Elementary Madrasah

Abstrak

Penelitian ini dilatarbelakangi oleh pentingnya pemahaman terhadap gaya belajar

atau modalitas belajar yang dimiliki setiap siswa dalam proses pembelajaran. Setiap peserta didik memiliki gaya belajar yang berbeda-beda, seperti visual, auditori, dan kinestetik, sehingga guru dan orang tua perlu memahami karakteristik tersebut agar proses penyampaian dan penerimaan materi pembelajaran dapat berlangsung secara efektif. Pemahaman terhadap gaya belajar siswa juga dapat membantu guru dalam menentukan metode, strategi, dan media pembelajaran yang sesuai dengan kebutuhan peserta didik sehingga siswa lebih mudah memahami materi pelajaran, lebih aktif dalam kegiatan belajar, serta mampu meningkatkan motivasi dan minat belajar. Penelitian ini bertujuan untuk menganalisis pengaruh gaya belajar terhadap hasil belajar peserta didik Madrasah Ibtidaiyah dengan menggunakan pendekatan kualitatif melalui metode kajian literatur. Data penelitian diperoleh melalui pengumpulan dan penelaahan terhadap sepuluh penelitian terdahulu yang relevan dengan topik gaya belajar dan hasil belajar siswa sekolah dasar atau Madrasah Ibtidaiyah. Teknik analisis data dilakukan secara deskriptif kualitatif melalui proses penelaahan, pengelompokan, dan penarikan makna dari berbagai hasil penelitian sebelumnya. Hasil kajian menunjukkan bahwa gaya belajar memiliki keterkaitan yang signifikan terhadap hasil belajar peserta didik. Siswa yang memperoleh pembelajaran sesuai dengan gaya belajarnya cenderung lebih mudah memahami materi, memiliki keterlibatan belajar yang lebih baik, dan memperoleh hasil belajar yang lebih optimal. Oleh karena itu, perhatian terhadap gaya belajar siswa menjadi salah satu faktor penting dalam meningkatkan kualitas pembelajaran dan pencapaian hasil belajar peserta didik di Madrasah Ibtidaiyah.

Keywords: Gaya belajar, Hasil belajar, Peserta didik, Madrasah ibtidaiyah, Pendidikan

A. Introduction

At the Madrasah Ibtidaiyah level, particularly at the primary grade, the reality remains that student learning outcomes have not reached an optimal level despite the adequate provision of materials, instructional time, and facilities. Within the same classroom, there are often striking differences in material comprehension, the speed of absorbing information, and the ability to complete tasks, even though students receive explanations from the same teacher. This frequently occurs due to differences in the way each student absorbs lessons.¹ This condition indicates that the learning process is not only determined by the quality of the material or teaching methods alone, but also by the individual characteristics of students in receiving and processing information. Every child requires a different approach to achieve maximum results.² These differences point to the importance of understanding student learning styles as one of the factors contributing to variations in learning outcomes, thus requiring attention in the planning and

¹ Rojak, J. A., & Khayru, R. K. (2022). Disparities in Access to Education in Developing Countries: Determinants, Impacts, and Solution Strategies. *Journal of Social Science Studies*, 2(1), 31.

² Hartono, R., & Sulisty, B. (2022). The Role of Education in the Social Mobility of Poor Children in Urban Settings. *Studi Ilmu Sosial Indonesia*, 2(1), 109.

implementation of learning. Awareness of the importance of appropriate learning methods also helps students be better prepared to face future challenges.³

Student learning outcomes are influenced by various factors, both internal and external, one of which is learning style. In the learning process, every teacher certainly expects to achieve maximum learning outcomes, yet not all students are able to receive subject matter in the same way due to differences in learning style characteristics. The alignment between teaching methods and students' social abilities can support a better learning atmosphere.⁴ Learning outcomes reflect the level of student understanding of the material, the ability to answer questions correctly, and the achievement of learning mastery in accordance with the standards set by the school. Data on learning outcomes can be obtained through grade documentation held by the school.⁵ Routine assessments greatly assist teachers in monitoring the development of student competencies.⁶ Furthermore, learning outcomes also indicate the level of student success in mastering subject matter, shown through academic grades, learning evaluation results, as well as the ability to understand concepts, answer questions accurately, and apply the material that has been studied.⁷ Proper evaluation becomes the basis for determining whether students have reached the desired learning targets.⁸ A person is considered successful in learning if they experience development and positive changes after participating in learning activities, whereas low learning outcomes can be influenced by various factors, including student learning styles. Differences in student learning methods indeed have a direct impact on their grade achievement.⁹

Learning style occupies a position as one of the essential aspects that cannot be ignored because it plays a role in determining how students receive, remember, think, process, and digest information. In addition to learning styles, student comfort in receiving material is also influenced by the atmosphere within the classroom.¹⁰ Learning styles are the key to improving individual performance, whether in the school environment, the professional world, or in social interactions. Support from the school is also very important to ensure that the quality of education is maintained.¹¹ In the learning process, every learner demonstrates a unique diversity of learning styles, which essentially reflects the

³ Hariani, M., & Mardikaningsih, R. (2022). The Social Education Role in Shaping Students' Global Awareness in Higher Education. *Journal of Social Science Studies*, 2(1), 55

⁴ Hariani, M., Safira, M. E., & Wahyuni, S. (2021). Multidisciplinary Education and the Growth of Social Competence in Children. *Journal of Social Science Studies*, 1(2), 253.

⁵ Nia, R. (2020). Pengaruh Gaya Belajar Siswa terhadap Hasil Belajar Pendidikan Agama Islam Siswa Kelas IV SD Negeri 5 Metro Timur. *Skripsi*, Program Studi Pendidikan Guru Madrasah Ibtidaiyah Institut Agama Islam Negeri Metro Lampung.

⁶ Hutomo, S., Akhmal, D., Darmawan, D., & Yuliana, Y. (2012). *Dasar-Dasar Evaluasi Pendidikan*. Addar Press, Jakarta.

⁷ Norhidayah, N., Marsiah, M., & Ilmiani, A. M. (2022). Pengaruh Gaya Belajar Audio terhadap Hasil Belajar pada Mata Pelajaran Bahasa Arab. *Taqdir*, 8(1), 35

⁸ Gunawan, A., Mardikaningsih, R., & Yuliana, R. (2016). *Evaluasi Pembelajaran*. Revka Prima Media, Surabaya.

⁹ Nada, Z. Q., & Darmawan, D. (2025). Pengaruh Gaya Belajar terhadap Hasil Belajar Siswa Setingkat Sekolah Menengah Pertama. *Jurnal Ilmiah Nusantara*, 2(1), 496

¹⁰ Masfufah, M., & Darmawan, D. (2024). The Influence of Emotional Intelligence, Academic Stress, and Teaching Methods on Student Learning Satisfaction. *Journal of Practice Learning and Educational Development*, 4(4), 406

¹¹ Ismaya, B., Sutrisno, S., Darmawan, D., Jahroni, J., & Kholis, N. (2023). Strategy for Leadership: How Principals of Successful Schools Improve Education Quality. *Al-Tanzim: Jurnal Manajemen Pendidikan Islam*, 7(1), 247.

individual's way of absorbing, organizing, and processing information as well as the learning materials they receive. High learning motivation often emerges if students feel compatible with the teacher's teaching style.¹² The identification of student learning styles generally refers to dominant tendencies divided into three categories: visual, auditory, and kinesthetic, which are the abilities to understand material through sight, hearing, and direct activity. Students who prefer looking at images will usually find it easier to understand lessons through visual media.¹³ Student learning outcomes are then demonstrated through subject test scores that reflect the level of material mastery, accuracy in completing tasks, and the achievement of learning mastery according to established criteria. Such learning outcome data are obtained through written tests given to students.¹⁴ Effective communication between instructors and students helps the process of understanding material become smoother.¹⁵

One prominent form of learning style is the auditory learning style, which reflects a student's ability to understand material through hearing. Teachers need to be prepared to face various different student learning characters.¹⁶ Its characteristics include a fondness for listening to teacher explanations, paying attention to oral explanations, being active in discussions, easily remembering verbal information, and understanding material through lectures or direct explanations. Besides learning styles, attention from parents also determines student achievement in school¹⁷ This learning style is also seen in the student's habits of asking questions, answering questions, and responding to the teacher's explanations orally. Students who actively ask questions and interact usually have better engagement in learning.¹⁸ These differences in learning styles cause variations in learning outcomes among students, as each individual has different characteristics in receiving and processing information. Independence in managing one's own way of learning can make students more focused on achieving goals.¹⁹ This is also related to how a student's character and emotions develop within their

¹² Mudzakkir, M., & Darmawan, D. (2024). The Influence of Teacher Teaching Styles and Learning Motivation on the Learning Achievement. *EDU-RILIGIA: Jurnal Ilmu Pendidikan Islam dan Keagamaan*, 8(1).

¹³ Ramadhan, A. M., & Darmawan, D. (2025). Pengaruh Media Pembelajaran, Motivasi Belajar dan Gaya Belajar Visual terhadap Hasil Belajar Siswa SMA Islam Al-Amin Suko Sukodono Sidoarjo. *Jurnal Kajian Ilmu Pendidikan (JKIP)*, 6(3), 901

¹⁴ Dewi, D. S. (2013). Pengaruh Gaya Belajar Terhadap Hasil Belajar Matematika Siswa di Kelas V SD Negeri I Caracas Kabupaten Kuningan. *Skripsi*, Program Studi Pendidikan Guru Madrasah Institut Agama Islam Negeri Syekh Nurjati Cirebon.

¹⁵ Lembong, D., S. Hutomo, & D. Darmawan. (2015). *Komunikasi Pendidikan*. IntiPresindo Pustaka, Bandung.

¹⁶ Liwak, S., Darmawan, D., & El-Yunusi, M. Y. M. (2023). Adaptation Readiness and Resilience Building of Novice Teachers in Navigating the World of Education Professional Work. *Journal of Social Science Studies*, 3(1), 213

¹⁷ Mudzakkir, M., El Yunusi, M. Y. M., & Darmawan, D. (2024). Hubungan Gaya Mengajar, Motivasi Belajar dan Pola Asuh Orangtua terhadap Prestasi Belajar Siswa SDN Kutisari I/268 Surabaya. *Atta'dib Jurnal Pendidikan Agama Islam*, 5(1), 125

¹⁸ Nada, I. Q., El-Yunusi, M. Y. M., & Darmawan, D. (2024). Pengaruh Kemandirian Belajar, Gaya Mengajar, dan Interaksi Sosial terhadap Keaktifan Belajar Siswa SMP Islam Plus Al-Azhar Kota Mojokerto. *AL-MIKRAJ Jurnal Studi Islam dan Humaniora*, 5(01), 201

¹⁹ Nada, I. Q., & Darmawan, D. (2024). Empowering Learning: Unveiling the Impact of Independence Learning and Teaching Styles on Student Engagement at SMP Islam Plus Al-Azhar, Mojokerto City. *Hikamatzu/ Journal of Multidisciplinary*, 1(1), 107

social environment.²⁰ Education that pays attention to individual needs will ultimately bring positive behavioral changes for students.²¹ Furthermore, the provision of community values is also important to complement student learning outcomes.²² Good leadership within the classroom can create a supportive environment for all learning styles.²³

Consequently, the alignment between a teacher's teaching style and instructional strategies with students' learning style characteristics significantly determines the success of the learning process. A mismatch between learning methods and student learning styles can create obstacles in understanding the material, making the learning process less than optimal and resulting in lower learning outcomes. Therefore, the application of appropriate learning styles plays a vital role in supporting the optimization of the learning process so that learning outcomes can be achieved as expected. Learning outcomes do not only reflect mastery of the material but also indicate positive behavioral changes after participating in learning.²⁴ Ultimately, harmonizing these elements creates a synergistic environment where both academic excellence and holistic student development can truly flourish.

B. Literature Review

Learning is a process through which individuals acquire knowledge, skills, attitudes, and experiences through interaction with their environment. In the context of elementary education, learning becomes an essential activity because it shapes students' intellectual and personal development. The success of learning activities can generally be seen from students' learning outcomes, which reflect students' understanding and mastery of the material delivered by teachers. Therefore, improving learning outcomes is one of the main goals of educational activities in elementary schools.²⁵

Learning outcomes are influenced by many factors, both internal and external. Internal factors include intelligence, motivation, readiness, interests, and learning styles, while external factors include family background, school facilities, learning environment, and teaching methods. Among these factors, learning style is considered important because it affects how students receive and process information during the learning process. Students who learn according to their preferred learning styles are believed to achieve better academic performance.²⁶

Learning style refers to an individual's preferred way of receiving, processing, organizing, and understanding information. According to DePorter and

²⁰ Gani, A. (2025). Character Education and Children's Socio-Emotional Development in the Social Interaction Environment. *Studi Ilmu Sosial Indonesia*, 5(1), 103

²¹ Gautama, E. C., & Mardikaningsih, R. (2022). Driving Sustainable Behavior Change Through Education and Public Awareness. *Journal of Social Science Studies*, 2(1), 259

²² Rojak, J. A. (2021). The Importance of Civic Education to Increase Community Legal Awareness. *Journal of Social Science Studies*, 1(1), 44

²³ Gardi, B., Ali, R., & Darmawan, D. (2024). Implementing Situational Leadership to Improve Team Performance in Multicultural Organizations. *Journal of Social Science Studies*, 4(1), 61

²⁴ Rusdiamawati, E. (2023). Pengaruh Pola Asuh Orang Tua dan Gaya Belajar terhadap Hasil Belajar PPKn Siswa Kelas III di MIN 7 Ponorogo. *Skripsi*, Program Studi Pendidikan Guru Madrasah Ibtidaiyah Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Ponorogo.

²⁵ Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2014), p. 22

²⁶ Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2010), p. 54

Hernacki, learning style is a combination of how individuals absorb and organize information in the learning process.²⁷ Every student has different learning preferences, and these differences influence how effectively they understand lessons delivered in the classroom. Understanding students' learning styles can therefore help teachers develop more effective teaching strategies.

One of the most popular classifications of learning styles is the Visual, Auditory, and Kinesthetic (VAK) model. This model divides learning styles into three categories based on sensory preferences used by students during learning activities. Visual learners prefer learning through seeing, auditory learners prefer learning through listening, and kinesthetic learners learn effectively through movement and direct experiences.²⁸ The VAK model is widely used in educational research because it provides a practical framework for understanding students' learning preferences.

Visual learning style refers to students' tendency to learn more effectively through visual representations such as pictures, diagrams, charts, videos, symbols, and written texts. Visual learners usually prefer reading and observing rather than listening to explanations. They often remember colors, shapes, and images more easily than spoken information. According to Fleming, visual learners rely heavily on visual aids to process and retain information in their memory

Students with visual learning styles generally demonstrate several characteristics in classroom activities. They often create organized notes, pay attention to details, and prefer teachers who use visual media during instruction. Visual learners are also more likely to understand abstract concepts when supported by images, graphs, or demonstrations. Therefore, instructional strategies such as multimedia presentations, mind maps, and educational videos are considered effective in supporting visual learners.²⁹

Auditory learning style refers to students' preference for learning through listening activities. Auditory learners understand information more effectively when they hear explanations, discussions, storytelling, or lectures. They tend to remember spoken information better than written information. According to Djamarah, auditory learners depend mainly on hearing as the primary channel for understanding knowledge and information.³⁰

Students with auditory learning styles usually enjoy participating in classroom discussions and verbal interactions. They often read aloud while studying and can easily remember verbal instructions. Teachers can support auditory learners by using teaching methods such as lectures, question-and-answer sessions, group discussions, and audio recordings. These instructional methods help auditory learners improve concentration and understanding during classroom activities

Kinesthetic learning style is characterized by students' preference for physical activities and direct involvement during learning. Kinesthetic learners understand information more effectively through movement, touch, and hands-on experiences. According to Grinder, kinesthetic learners process knowledge through

²⁷ Bobbi DePorter and Mike Hernacki, *Quantum Learning* (Bandung: Kaifa, 2013), p. 110

²⁸ Neil D. Fleming, *Teaching and Learning Styles: VARK Strategies* (Christchurch: N.D. Fleming, 2001), p. 18

²⁹ Bobbi DePorter and Mike Hernacki, *Quantum Learning*, p. 115

³⁰ Syaiful Bahri Djamarah, *Psikologi Belajar* (Jakarta: Rineka Cipta, 2011), p. 167

body movement and active participation in learning activities.³¹ They tend to learn better when they are physically engaged in the learning process.

Students with kinesthetic learning styles are generally active and energetic in classroom settings. They may find it difficult to sit still for long periods and often prefer practical learning experiences. Activities such as experiments, role-playing, educational games, and project-based learning are highly effective for kinesthetic learners because these methods allow students to practice and experience concepts directly

Learning outcomes are defined as the abilities and competencies achieved by students after participating in learning activities. According to Sudjana, learning outcomes represent students' mastery of instructional objectives after the teaching and learning process has been completed.³² Learning outcomes are generally classified into cognitive, affective, and psychomotor domains. The cognitive domain relates to intellectual skills and knowledge, the affective domain concerns attitudes and values, while the psychomotor domain involves physical and practical abilities.

The relationship between learning styles and learning outcomes has been discussed extensively in educational research. Many experts believe that students can achieve higher academic performance when teaching methods match their preferred learning styles. Visual learners may understand concepts better through pictures and diagrams, auditory learners may perform better through verbal explanations, and kinesthetic learners may achieve better understanding through practical experiences. Consequently, teachers are encouraged to use varied teaching methods to accommodate different learning styles in the classroom.³³

Constructivist learning theory supports the importance of learning styles in educational practice. Piaget explains that students actively construct knowledge through experiences and interactions with their environment.³⁴ This theory suggests that learning becomes more meaningful when students are actively involved in learning activities according to their individual characteristics. Kinesthetic learning style, in particular, strongly reflects the principles of constructivist learning because it emphasizes active participation and direct experience.

Another theory related to learning styles is Howard Gardner's Multiple Intelligences Theory. Gardner argues that individuals possess different forms of intelligence, including visual-spatial intelligence, bodily-kinesthetic intelligence, and musical intelligence.³⁵ This theory supports the idea that students have diverse strengths and learning preferences. Therefore, teachers should apply various instructional strategies to accommodate students' diverse intelligences and learning styles.

Several previous studies have shown that learning styles influence students' learning outcomes. Rahmawati found that visual learning style positively affected elementary school students' science achievement because visual media helped

³¹ Michael Grinder, *Righting the Educational Conveyor Belt* (Portland: Metamorphous Press, 1991), p. 45

³² Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, p. 35

³³ Hamzah B. Uno, *Orientasi Baru dalam Psikologi Pembelajaran* (Jakarta: Bumi Aksara, 2012), p. 180

³⁴ Jean Piaget, *The Psychology of the Child* (New York: Basic Books, 1972), p. 67

³⁵ Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences* (New York: Basic Books, 1993), p. 52

students understand abstract concepts more clearly.³⁶ Similarly, Prasetyo's study revealed that auditory learners achieved higher scores in language subjects because they benefited from verbal explanations and classroom discussions.³⁷

Research conducted by Sari and Putra demonstrated that kinesthetic learning style improved students' participation and practical skills during project-based learning activities.³⁸ Students who were actively involved in physical activities showed higher motivation and deeper understanding of learning materials. Another study by Hidayat also found a significant relationship between learning styles and students' academic performance, although the study emphasized that other factors such as motivation and family support also contribute to learning outcomes.³⁹

Based on the theories and previous studies discussed above, it can be concluded that visual, auditory, and kinesthetic learning styles play important roles in influencing elementary school students' learning outcomes. Each student has different learning preferences that affect how they process information and participate in classroom activities. Teachers who understand these differences can design more effective learning environments by applying varied teaching methods. As a result, the implementation of instructional strategies that accommodate different learning styles may improve students' understanding, participation, motivation, and academic achievement.

C. Method

This study is prepared using a qualitative approach based on the literature review method as its analytical framework, conducted by examining various relevant references from various theories, articles, and scientific sources relevant to the research topic. The focus of the review in this study is centered on the connection between learning styles and their impact on learning outcomes at the Madrasah Ibtidaiyah level. Data were obtained descriptively through the searching and selection of journals and scientific articles consistent with the research objectives, educational level, and the theoretical framework used. Through this descriptive qualitative approach, researchers attempt to gain a deep understanding of learning style characteristics and the role of the school environment in supporting the learning process.⁴⁰ This descriptive qualitative approach allows researchers to obtain a more comprehensive understanding regarding the characteristics of learning styles and the role of the school environment in supporting the learning process.

³⁶ Nur Rahmawati, "The Influence of Visual Learning Style on Science Achievement of Elementary Students," *Elementary Education Journal* 3, no. 1 (2019): 24

³⁷ Hadi Prasetyo, "Auditory Learning Style and Language Achievement among Elementary Students," *Journal of Educational Research* 4, no. 3 (2020): 58

³⁸ Dewi Sari and Andi Putra, "The Effect of Kinesthetic Learning Style on Students' Participation in Project-Based Learning," *Journal of Elementary Education* 5, no. 2 (2021): 49

³⁹ Rizky Hidayat, "Learning Styles and Academic Performance of Elementary School Students," *International Journal of Educational Studies* 6, no. 1 (2022): 74

⁴⁰ Dewi, W. C., & Darmawan, D. (2025). Pengaruh Kompetensi Pedagogik terhadap Hasil Belajar Siswa Setingkat MI. *Morfologi: Jurnal Ilmu Pendidikan, Bahasa, Sastra dan Budaya*, 3(1), 1-16.

D. Result and Discussion

Several research findings related to the study of the influence of learning styles on student learning outcomes are presented in the following table:

Table 1. Studies on the Influence of Learning Styles on Student Learning Outcomes

Researcher	Research Location	Research Focus	Main Findings
Susanti (2020)	MIS Podorejo, Tulungagung City	Learning styles and academic achievement in Islamic Cultural History subject	the study provides an overview of the variations in student learning styles and their relationship with the SKI academic achievement of 3rd-grade students.
Nursafitri (2022)	MI throughout Gatak District	The difference in the influence of learning styles (visual, auditory, kinesthetic) on Mathematics learning outcomes	There are differences in mathematics learning outcomes based on student learning styles, with varying achievement levels across each learning style.
Indriana (2021)	MI Ar-Rasyid Rantau Panjang, Teluk Kabung Village, Gaung District	The influence of learning styles on student learning outcomes	Learning styles that align with student characteristics aid in material comprehension and contribute to the improvement of learning outcomes.
Gustianah (2024)	MIN 2 Bengkulu City	The influence of learning styles and learning motivation on Akidah Akhlak learning outcomes	Learning styles and learning motivation influence student learning outcomes, with variations in visual, auditory, and kinesthetic

Researcher	Research Location	Research Focus	Main Findings
			styles among 4th-grade students.
Khotimah et al (2025)	MIN 2 Karawang	The influence of pictorial media on Science and Social Studies learning outcomes	The use of pictorial media exerts a positive influence on the improvement of IPAS learning outcomes for 5th-grade students.
Zulfa and Aprilia (2024)	MI Muhammadiyah Manggeh, Karanganyar	The influence of learning styles on Natural Science learning outcomes	Achievement in Natural Science learning outcomes shows variations influenced by differences in learning styles—namely visual, auditory, and kinesthetic—where these learning styles contribute to the differences in student learning outcomes.
Janah and Zaini (2024)	MI Al-Hidayah 02 Betak, Kalidawir, Tulungagung	The relationship between VAK learning styles and student learning outcomes	VAK learning styles have a relationship with student learning outcomes, where the alignment of learning styles supports better learning achievement.
Izzatunnisa et al (2023)	MI Al-Hidayah 02 Betak, Kalidawir, Tulungagung	The influence of learning styles on Thematic learning outcomes	Students possess diverse learning styles and produce different learning outcomes even when the learning style is the same; a variety of instructional methods by the

Researcher	Research Location	Research Focus	Main Findings
			teacher is required.
Nurzal (2025)	MI Nurul Yaqin Surabaya	The influence of learning styles on Mathematics learning outcomes in the Merdeka Curriculum	Learning styles influence students' mathematics learning outcomes within the context of differentiated learning in the Merdeka Curriculum.
Zubaidah (2024)	MI Ma'arif NU Pamutih	The influence of the Team Quiz model and learning styles on Mathematics learning outcomes	The Team Quiz model and learning styles, both simultaneously and partially, influence students' mathematics learning outcomes.

The following are several previous studies identified as reference sources for this research. These sources were obtained from search results based on tracking through Google Scholar, where 10 scientific articles discussing related topics were found:

1. Mega Dwi Susanti (2020)
The scientific exploration by Susanti was directed toward identifying the learning style profiles and learning outcome achievements of students within the scope of madrasah education. By focusing the study on 71 respondents in Tulungagung, the researcher applied random sampling techniques to capture objective data. The information collection process was carried out systematically through documentation and test evaluation techniques. The findings of this study provide a clear picture that students tend to understand history material more easily through visual stimuli (visual) and hearing (auditory) as their primary learning styles.
2. Yeni Ika Nursafitri (2022)
The exploration conducted by Nursafitri examined the varied impacts of learning styles on students' academic performance in mathematics in Sukoharjo. By applying a systematic quantitative approach, the researcher compared learning achievements across various student cognitive preferences. Despite involving a representative sample from various madrasahs, the results of data processing through questionnaire instruments and grade documentation proved that learning style is not a differentiating factor in mathematics achievement. These findings indicate that visual,

auditory, and kinesthetic students have equal opportunities to achieve optimal learning outcomes.

3. Nana Indriana (2021)
The scientific exploration by Indriana examined the correlation between visual learning preferences and student grade acquisition at the madrasah education level. Taking subjects from upper-level classes in Teluk Kabung Village, this research applied a quantitative methodology to dissect the dynamics of student learning. The information collection process was carried out through the integration of documentation techniques, learning outcome tests, and learning style questionnaires. The results of the data analysis provide a clear picture that visual stimulation in learning exerts a significant positive influence on learning outcomes, confirming that individual learning styles play a key role in the effectiveness of the instructional process.
4. Anisa Gustianah (2024)
The exploration conducted by Gustianah examines the determinants of student learning outcomes viewed from the perspectives of learning styles and motivational drive. Utilizing a quantitative design and multiple regression analysis, this study maps the complex relationships influencing learning success in the 4th grade. Based on a randomly selected sample, this research proves that every individual carries unique learning tendencies, whether through visual, auditory, or physical (kinesthetic) stimulation. The final results indicate that the combination of strong motivation and learning style compatibility is a key factor in achieving optimal academic standards.
5. Adela Kiswatun Nurul Khotimah, Nur Chabibah, Diah Widiawati (2025)
The exploration conducted by Kiswatun et al. examines the contribution of pictorial media as a supporting instrument for Social Studies learning outcomes. Set at MIN 2 Karawang, this research stems from observations regarding the sub-optimal learning process due to the limitations of innovative learning media. With a sample of 27 students, the researchers conducted measurements before and after the treatment to identify competency improvements in the material concerning the atmosphere, lithosphere, and hydrosphere. The analysis results are directed toward providing empirical evidence that the utilization of visual media can increase learning effectiveness compared to the conventional methods previously applied by the instructor.
6. Triana Atika Zulfa, dan Novitha Prastiwi Aprilia (2024)
The exploration conducted by Zulfa and Aprilia examines the extent to which learning style tendencies influence students' academic performance in the field of Natural Sciences. This research, conducted at MI Muhammadiyah Karanganyar, utilizes a correlational quantitative design involving all 23 students as active respondents. The research findings provide a clear picture that differences in how students process information (whether through sight, hearing, or physical activity) correlate directly with the learning outcomes achieved. This reinforces the proposition that learning style is an internal factor that determines the quality of students' academic achievement.
7. Rifqi Nuril Janah, dan Muhamad Zaini (2024)
The exploration conducted by Janah and Zaini examines the determinants of student learning outcomes viewed from the perspective of VAK learning styles. By applying an ex-post facto design, this research captures phenomena that have already occurred in a 4th-grade sample in Tulungagung without

manipulating variables. Rigorous data processing procedures, ranging from prerequisite tests to hypothesis testing using MANOVA, strengthen the validity of these findings. The final results of the study emphasize that there is a close relationship between student learning typologies and the grades obtained, suggesting the importance of synchronization between learning styles and material delivery strategies in the classroom.

8. Izzatunnisa, Chalijah Adha, dan Rora Rizki Wandini (2023)
Through a descriptive qualitative approach, Izzatunnisa et al. explore the connection between learning styles and the achievement of 3rd-grade students in thematic learning at MI Islamic Center Medan. Data were gathered in depth through direct observation, interviews, and the distribution of questionnaires. The findings of this research reveal an interesting fact: although students may have similar learning style tendencies whether visual, auditory, or kinesthetic the resulting academic achievements remain varied. This indicates that learning style is not the sole determining factor of success, thus encouraging teachers to implement more adaptive and varied instructional strategies to optimize every student's potential.
9. Muhammad Azham Thoriq Nurzal (2025)
The exploration by Nurzal reviews the dynamics of student mathematics learning outcomes within the Merdeka Curriculum ecosystem in Surabaya. By applying a correlational approach, this research captures the relationship between student cognitive profiles and their grade achievements in the 2024/2025 academic year. The researcher found that learning styles have a functional influence on mathematics grade acquisition, especially when integrated with differentiated learning methods. The results of this study emphasize that to achieve optimal learning outcomes in the new curriculum era, teaching staff need to align instructional materials with the visual, auditory, or kinesthetic learning tendencies of the students.
10. Zubaidah (2024)
The scientific exploration by Zubaidah was directed toward examining the extent to which the implementation of the Team Quiz model and variations in learning styles play a role in determining mathematics learning outcomes. This research, set at MI Ma'arif NU Pamutih, utilizes a correlation methodology involving 35 students through a census procedure (saturated sample). The data testing results provide a comprehensive conclusion: there is a strong and direct influence from the application of the Team Quiz model as well as the internal factor of learning styles on student achievement. Simultaneously, the integration of these two factors is proven to be a primary driving force in optimizing students' mathematics competency achievement.

E. Discussion

A review of the ten scientific literatures indicates that research regarding the connection between learning styles and academic achievement in elementary schools is predominantly operated through quantitative methodologies, both correlational and experimental in nature, involving diverse sampling techniques such as cluster, stratified, and purposive sampling. In aggregate, the data prove that material mastery across various subjects is significantly influenced by students' sensory tendencies, where optimal learning outcomes are an accumulation of the alignment between learning styles and instructional strategies in the classroom. Indriana provides empirical evidence that educational success depends heavily on

the extent to which the learning process can accommodate the uniqueness of individual learning methods,⁴¹ a finding revalidated by Gustianah,⁴² who identified the simultaneous influence of motivation and learning preferences on student achievement. Furthermore, this literature synthesis indicates that other supporting factors, such as the appropriate use of media and varied learning models, act as crucial elements that strengthen the positive impact of learning styles on the overall quality of students' grade acquisition.

Exploration of empirical literature further solidifies the position of learning style as an essential element in explaining differences in learning achievement at the elementary school level. A study by Susanti provides evidence that visual and auditory learning patterns are clearly formed in lower-grade students and contribute to their academic success.⁴³ This finding is supported by the perspective of Nur safitri⁴⁴ who, despite not finding a dominance of one specific learning style in mathematics, still recognizes the diversity of students' sensory preferences as a factor to be reckoned with. In aggregate, these research results emphasize that learning style is a fundamental analytical instrument in educational studies; the effectiveness of its impact often intersects with the precision of teaching strategies and the complexity of the subject matter. Therefore, this evidence encourages educational practitioners to make learning style characteristics a primary parameter in designing a learning ecosystem that is more inclusive and responsive to individual uniqueness.

These findings reinforce the relevance of the Visual, Auditory, and Kinesthetic (VAK) learning style model initiated by DePorter and Hernacki,⁴⁵ which emphasizes that every individual carries unique tendencies in assimilating and processing information. The essence of this theory is that instructional effectiveness will be maximally achieved if there is synchronization between teaching strategies and students' cognitive characteristics. Consistent with the views of Safitri and Darmawan, the harmonization between an educator's teaching style and the students' needs is proven to be a primary stimulus in increasing active student engagement. Philosophically, this is also rooted in Piaget's constructivism paradigm regarding the formation of knowledge through meaningful experience, as well as humanistic perspective that prioritizes the actualization of potential and personal needs within the learning space.⁴⁶ Through this personalized approach, educational institutions not only transfer knowledge but also contribute to the

⁴¹ Indriana, N. (2021). Pengaruh Gaya Belajar terhadap Hasil Belajar Siswa di Sekolah Madrasah Ibtidaiyah Ar-Rasyid Rantau Panjang Desa Teluk Kabung Kecamatan Gaung. *Skripsi*, Program Studi Pendidikan Guru Madrasah Ibtidaiyah Sekolah Tinggi Agama Islam Auliaurasyidin.

⁴² Gustianah, A. (2024). Pengaruh antara Gaya Belajar dan Motivasi Belajar terhadap Hasil Belajar Aqidah Akhlaq Peserta Didik Kelas IV MIN 2 Kota Bengkulu. *Skripsi*, Program Studi Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri Fatmawari Sukarno Bengkulu.

⁴³ Susanti, M. D. (2020). Pengaruh Gaya Belajar terhadap Prestasi Belajar Peserta Didik pada Mata Pelajaran Sejarah Kebudayaan Islam. *Dirasah: Jurnal Studi Ilmu dan Manajemen Pendidikan Islam*, 3(1), 127-137.

⁴⁴ Nursafitri, Y. I. (2022). Pengaruh Gaya Belajar terhadap Hasil Belajar Matematika Siswa Kelas IV MI Se-Kecamatan Gatak Sukoharjo Tahun Ajaran 2022/2023. *Skripsi*, Program Studi Pendidikan Guru Madrasah Ibtidaiyah Universitas Islam Negeri Raden Mas Said Surakarta.

⁴⁵ DePorter, B., & Hernacki, M. (1992). *Quantum Learning: Unleashing the Genius in You..*, Dell Publishing, New York.

⁴⁶ Maslow, A. H. (1970). *Motivation and Personality* (2nd ed.). Harper & Row, New York.

formation of a more open and participatory social order.⁴⁷ Consequently, integrating learning styles into instructional design holds great potential to boost motivation, enrich material understanding, and convert student potential into optimal academic achievement, the success of which needs to be measured through periodic evaluations to monitor students' learning progress.⁴⁸

The fundamental implications of these findings emphasize the urgency for educators to diagnose student learning preferences from the outset to construct varied, innovative, and student-centered instructional designs. A teacher's capacity for innovation and maintaining professional standards is the primary key to creating a conducive classroom atmosphere.⁴⁹ Educators are expected to have the ability to integrate a diversity of methods and media capable of accommodating the visual, auditory, and kinesthetic spectrum, ensuring that every individual receives equal academic opportunities. Furthermore, the creation of an inclusive school ecosystem and effective communication patterns serve as the foundation for harmonious collaboration among all stakeholders.⁵⁰ Institutional support in the form of continuous training programs regarding differentiated learning is highly necessary to sharpen teacher competencies. The synergy between a positive school culture and family involvement also plays an important role in the formation of student character and behavior.⁵¹ As a direction for future research, this study can serve as a basis for exploring other determinants that influence learning outcomes, in order to achieve a comprehensive improvement in the quality of basic education. Finally, the provision of adequate guidance and counseling services in schools also acts as a supporting factor in optimizing holistic student personality development.⁵²

⁴⁷ Warin, A. K. (2022). Reconstructing Community Futures Through Non-Formal Education for Participatory and Inclusive Social Advancement. *Journal of Social Science Studies*, 2(1), 183-188.

⁴⁸ Darmanto, D., Putra, A. R., & Mardikaningsih, R. (2014). *Evaluasi Hasil Belajar*. Pustaka Belajar, Yogyakarta.

⁴⁹ Sinambela, E. A., Mardikaningsih, R., & Darmawan, D. (2014). *Inovasi Pendidikan dan Profesionalisme Guru*. IntiPresindo Pustaka, Bandung.

⁵⁰ Sajjapong, T., Irfan, M., & Rojak, J. A. (2025). Fostering Multicultural Collaboration in Higher Education Through Inclusive Communication. *Journal of Science, Technology and Society (SICO)*, 6(1), 25–38.

⁵¹ Dena, S., & Darmawan, D. (2024). Character Development of Students in Public High School 4 Surabaya Through the Role of School Culture and Parenting Style. *EduInovasi: Journal of Basic Educational Studies*, 4(1), 417–428.

⁵² Rojak, J. A., Fajar, A. S. M., & Darmawan, D. (2024). A Comprehensive Review of Counseling's Contribution to Student Character Development in University Education. *International Journal of Service Science, Management, Engineering, and Technology*, 6(1), 13–18.

Conclusion

The synthesis of various literatures confirms that the profile of learning styles is a crucial determinant that shapes the development of academic competencies among students in Madrasah Ibtidaiyah. The diversity of cognitive preferences be it visual, auditory, or kinesthetic is proven to create variations in learning outcome achievements. However, instructional success does not depend solely on the student's learning style independently, but rather on the synergy between internal motivation, the appropriateness of learning media, and the teacher's creativity in implementing innovative learning models. Thus, the effectiveness of education at the primary level is highly determined by the ability of educators to synchronize individual student characteristics with adaptive teaching strategies within the classroom. As a strategic step, educators are encouraged to conduct an early identification of students' learning style tendencies to develop more inclusive and varied pedagogical approaches. Institutional support from the school through the provision of adequate facilities and intensive training on differentiated learning serves as a vital accelerating factor. Furthermore, the active involvement of parents in understanding their child's learning patterns at home is expected to strengthen a supportive educational ecosystem. For future research, it is recommended to expand the scope of research variables to further dissect the multidimensional factors that comprehensively influence students' academic performance

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