

The Role of Visual, Auditory, and Kinesthetic Learning Styles in Optimizing Arabic Language Learning

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Abstract

Learning style is one of the supporting factors for students in obtaining learning material. However, each individual has a different learning style, including visual, auditory and kinesthetic. Therefore, a teacher is required to be active and innovative in creating learning, so that students can maximize learning in their own way. To answer the problem formulation of what are the characteristics of visual, auditory and kinesthetic learning styles in Arabic language learning? The research uses qualitative methods with a literature study approach to theoretically examine the characteristics of visual, auditory and kinesthetic learning styles in Arabic language learning. Based on studies conducted by researchers, it was found that the visual learning style tends to be used for learning Arabic through the media of images, videos and writing. Meanwhile, the auditory learning style supports listening and speaking skills through methods such as discussions, lectures or listening to audio. Meanwhile, the kinesthetic learning style provides benefits in movement-based learning activities, practice and direct experience, such as role playing. By understanding this learning style, a teacher can develop more adaptive learning to improve Arabic language learning.

Keywords: learning style, visual, auditory, kinesthetic



INTRODUCTION / المقدمة

Theoretically, there are two common challenges that are faced and continue to be faced in the learning of the Arabic language, namely: linguistic challenges which are often called linguistic challenges and non-linguistic challenges. Educators' knowledge of these two challenges is essential so that they can reduce obstacles and find the right solutions so that learning Arabic can be achieved properly. Linguistic challenges refer to challenges faced by learners or educators that are directly related to language. Meanwhile, non-linguistic problems are issues that can influence, and even potentially hinder the success of the program that is being implemented (Fahrurrozi, 2014).

Learning style is a strategy that describes how each individual learns or each person is focused on the process and knows difficulties and new information through different responses. Learning style has an influence on education, this is related to what learning style is used for a teaching material (curriculum), teaching, and assessment as a measure of learning achievement. The most important thing that educators need to do is the compatibility between teaching methods and a good learning style that each student masters, so that what is conveyed by educators when teaching can provide a good response to students (Putri et all, 2020).

S. Nasution argued that learning style is an effort that is structured by students in obtaining responses or information, how to remember, argue, and solve problems. In addition, Farid Poniman described a style based on the division of the brain into five as well. Find learners' learning styles to manage their personal strengths and weaknesses as well as learning. Educators can incorporate learning styles into their classrooms by identifying each student's learning style, teaching styles that suit learning styles and class assignments, strengthening weak learning through easier assignments and exercises and teaching students as well as strategies for choosing learning styles.

In the process of teaching and learning activities, there is an alleged important role, learning style is an activity to deal with a person's behavior, soul, and tendencies. According to Joko (2006), students take knowledge in their own unique way. A person's learning style is a combination of how he receives then organizes and processes information. In general, it is said that a person's learning style originates from variables of character, knowledge, psychology, socio-cultural background and experience. If educators pay attention to the learning style of each student, it will be easier to get the appropriate learning style and get the desired results (Silotanga and Magdalena, 2020).

Learning style is the tendency to develop a specific learning plan by actively seeking and validating, and then one acquires a learning approach that fits the learning rules. Diligent learning can affect the learning process and outcomes. In addition, learning style is an effort for a person to feel light, comfortable and calm while studying, both in terms of time and senses (Nini, 2024). A ghufro learning style is a method that describes how a person learns or how they each concentrate on the process and deal with challenging and up-to-date information from different angles. To help students succeed in the subjects they study, learning styles determine how people absorb and digest knowledge.

In learning Arabic, you also know the learning style, such as teaching mufrodat whose beginning with voice can be heard on recordings or the educator's words directly in teaching and learning. The kinesthetic learning style involves a variety of movements used to teach language to help students understand the language. Introduction of mufrodat through visuals by showing images of words heard and power point slides or flash card media. Arabic learning games are highly recommended to combine all three learning styles (visual, auditory and kinesthetic). Thus, implementing learning styles can affect the achievement and preparation of a person's information so that it can affect learning outcomes according to learning goals.

METHOD / المنهجية

This research was carried out using qualitative methods and literature research methods. Qualitative methods are chosen to gain a deeper understanding of the phenomenon, while literature research will help build the underlying theory. The research has several objectives, including identifying the characteristics and characteristics of each learning style (visual, auditory, and kinesthetic), analyzing how learning styles affect the effectiveness of Arabic learning, and providing recommendations for teaching strategies that are in accordance with students' learning styles.

In the data collection process, the researcher used a literature review research method (literature review). The step taken in this methodology is to identify various sources of literature relevant to the research by reading and understanding the content of books, journals, and other publications that correspond to the title. The author conducts a search using appropriate keywords to obtain comprehensive literature, the author also writes points related to the research. The information will be divided into topics related to learning styles and their impact on Arabic language learning.

RESULT AND DISCUSSION / نتائج البحث و المناقشة

Definition of Learning Style

In general, learning style is defined as the way a person processes information for learning and application purposes. Learning style is about how students interact with responding to and experiencing the learning environment. In general, learning style is defined as the way a person processes information for learning and application purposes (Sari at all, 2022). Learning style is about how students interact with responding to and experiencing the learning environment.

Learning style is the tendency to adopt certain strategies in learning as a form of responsibility to achieve a learning approach that is appropriate to Fleming's courses. In general, students find it difficult to process information in a way that makes them uncomfortable. Students have their own learning needs, learn in different ways, and process information in different ways.

The absorption of information depends on how people process it. By providing guidance to children using the strength of their learning style, their attitudes will change quickly and their success will be high. In schools, many teachers teach monotonously and lack a understanding of students' learning styles, so this may be related to their academic achievement. There are many factors that affect the influence of students' learning styles on academic achievement, one of which is learning activities. Lessons will be easier to understand if the child or student receives lessons based on his or her learning style.

Based on the explanations given, it can be concluded that learning style refers to the methods that individuals use during the learning process, including how they understand, organize, and handle the information they obtain to improve the effectiveness of their learning.

Visual Learning Style

Visual learning style is one of the learning approaches that focuses on the use of the sense of sight as the main medium in understanding information. Widayanti explained that students with visual learning style tendencies need concrete evidence in the form of visual displays to be able to understand the concepts conveyed. This means that their understanding will be more optimal if the information provided is associated with objects or illustrations that can be seen directly. Thus, visualization is an important element in learning for students who have this tendency (Widayanti, 2018).

In line with this, De Porter and Hernacki emphasized that visual learning styles are strongly influenced by visual acuity as the main means of absorbing information. They emphasize that students with visual types learn more effectively when the material is presented through pictures, diagrams, symbols, or other forms of visual display. Concrete evidence in visual form is seen as an important prerequisite for students to understand and trust the material being taught. This emphasizes that the learning process must provide enough space for visual elements (De Porter & Hernacki, 2010).

A similar opinion was also expressed by Lasman and his colleagues, who stated that visual learning is a strategy that packages data, information, and concepts in visual form to facilitate the process of understanding. Students who have a visual learning style tend to be interested in media such as graphs, concept maps, organizational diagrams, illustrations, and various other visual representations. Their involvement with the subject matter increases when information is facilitated through images or visual-based technology, so the use of visual media becomes an important aspect of learning (Lasman et al., 2020).

When viewed from these various opinions, it can be seen that the visual learning style has strong characteristics in prioritizing the role of vision as the main means of obtaining information. The learning process of visual students becomes more meaningful when they can see, observe, and compare the representation of information concretely through visual displays. Therefore, educators need to adapt the learning process by facilitating various forms of visual materials such as demonstrations, drawings, or schemes that can help students understand concepts more deeply.

Based on the description above, it can be concluded that the visual learning method emphasizes the importance of the sense of sight to help students improve their thinking and learning skills. Effective learning for visual learners requires a variety of models and methods that emphasize demonstrations, illustrations, and the

use of other visual media. In addition, the teacher's body language and facial expressions play a big role in clarifying the message conveyed, because these nonverbal visual aspects are able to provide significant emotional and informative support in the learning process

Auditory Learning Style

Auditory learning style is one of the learning styles that students have in obtaining learning materials. Students who have an auditory learning style are happy with learning based on direct listening and easily obtain information orally. Students who have an auditory learning style have the ability to listen, so their sense of hearing plays an active role in digesting information in learning.

In Arabic language learning, students who have an auditory learning style tend to master four skills in Arabic language learning. As in maharah istima' learning, a teacher provides material through tape, radio, or other sound media, so that students who have an auditory learning style can easily obtain material through the sound they hear. The exposure of this data is strengthened by the results of research from Ida Mifatkul, et al. (2021) that students who have an auditory learning style will listen to the material provided through voice, both spoken directly and through other media. Because the opportunity to listen will not be wasted by students who have an auditory learning style.

In maharah kalam learning, students who have an auditory learning style also tend to be proficient in maharah kalam, because in this learning the teacher usually gives examples of speaking directly or listening to the material through voice media, so that students with an auditory learning style will easily get information through the available voice. This data is strengthened by research from Norhidayah, et al. (2022) which states that students with an auditory learning style tend to enjoy talking, discussing, and demonstrating things.

In maharah qiroah it is also the same, if a teacher presents the material by reading it directly or through other sound media, then students who have an auditory learning style will easily get the material. This is corroborated by research from Syarifah, et al. (2021) which states that students who have an auditory learning style do not like to read books and prefer to get information from what they hear and usually respond to the information obtained by nodding their heads to understand it.

The same thing also applies to learning maharah kitabah, if a teacher conveys the material through voice, it will make it easier for students who have an auditory learning style to obtain the subject matter, but most teachers design maharah kitabah materials in the form of writing, so it is not suitable for students who have an auditory learning style. However, one of the studies stated that in learning maharah kitabah, a teacher can present simple sentences in the form of sounds, and then students write the sentences they hear. This can facilitate students who have an auditory learning style in maharah kitabah learning.

Kinesthetic learning style

The kinesthetic learning style is a learning approach based on physical and emotional movements. Students with kinesthetic learning styles tend to be more active in expressing lessons through movement, so that when lessons are presented by listening, it will feel boring. The kinesthetic learning style tends to pour out his ideas and thoughts in the form of works or produce an experience with direct practice.

The practice of kinesthetic learning styles in Arabic language learning can be seen in maharah kalam learning, students who have kinesthetic learning styles tend to master maharah kalam, because in their learning students are required to play an active role in communicating, sometimes even demonstrating an object or doing learning by role-playing. The exposure of this data is strengthened by

researcher Ida Miftakhul, et al. (2021) who stated that students who have a kinesthetic learning style will prepare themselves to practice speaking or expressing opinions directly or even interacting with other students.

Game-based learning can also be applied in maharah qiroah and kitabah, so that students who have a kinesthetic learning style can do learning without feeling bored. This is in accordance with the statement of one of the studies where a teacher can realize a kinesthetic learning style by processing learning by playing, such as providing reading materials that are randomized so that they can be arranged according to the right reading, or connecting several pictures to become a series of sentences. Basically, all forms of game-based learning are learning materials for students who have a kinesthetic learning style, because the learning involves the movement of the entire physical and physical of the students.

CONCLUSION / الخلاصة

Learning style is a key factor that affects the effectiveness of the learning process, especially in learning Arabic. This study analyzes three main learning styles, namely visual, auditory, and kinesthetic.

1. Visual learning style: Students with this style tend to understand the material better through visual media such as pictures, videos, and diagrams. The proper use of props can improve their concentration and understanding.
2. Auditory learning style: Students with this style more easily absorb information through hearing. Teaching methods such as discussions, lectures, audio playback, etc are very effective for them.
3. Kinesthetic Learning Style: Students with this style learn through hands-on experience and physical activity. Learning that involves real actions and practices, such as role play, can greatly support their understanding.

By understanding the characteristics of each learning style, educators can design more adaptive and effective teaching strategies, so as to improve student learning outcomes in learning Arabic. This study recommends that educators identify students' learning styles to adjust the teaching methods used.

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