

THE ANALYSIS OF ENGLISH LEARNING STYLES OF 10TH GRADE STUDENTS IN IMPLEMENTING THE MERDEKA CURRICULUM AT SMA N 1 KINTAMANI

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Abstrak

Penelitian ini bertujuan untuk mengetahui bagaimana gaya belajar siswa kelas 10 H di SMA N 2 Kintamani dalam implementasi Kurikulum Merdeka. Penelitian ini dilakukan dengan pendekatan kualitatif dan metode studi kasus. Penelitian ini dilakukan di SMA N 1 Kintamani, dengan jumlah 37 siswa. Data penelitian dikumpulkan melalui kuesioner, wawancara, observasi dan dokumentasi. Analisis data menggunakan menggunakan teknik dari Miles dan Huberman yakni mengumpulkan suatu data, reduksi suatu data, menyajikan suatu data dan menarik kesimpulan. Hasil dari penelitian ini yaitu gaya belajar siswa kelas 10 H di didominasi oleh gaya belajar Kinestetik sebesar 43% dengan jumlah 16 siswa. Gaya belajar Kinestetik berada di angka 41% dengan jumlah 15 siswa. Sedangkan gaya belajar Read/Write berada di angka 11% dengan jumlah 4 siswa dan Gaya Belajar Visual berada di angka 5% dengan jumlah 2 siswa. Dalam implementasi Kurikulum merdeka guru seyogyanya melakukan tes diagnostik awal dan memberikan proses pembelajaran berdiferensiasi.

Kata Kunci: Gaya Belajar, Kurikulum Merdeka, Bahasa Inggris

Abstract

This study aims to determine the learning style of grade 10 H students at SMA N 1 Kintamani in implementing the Merdeka Curriculum. This research was conducted using a qualitative approach and a case study method. This research was conducted at SMA N 1 Kintamani with 37 students. Research data were collected through questionnaires, interviews, observation and documentation. Data analysis uses techniques from Miles and Huberman, namely collecting, reducing, presenting, and drawing conclusions. The results of this study show that the learning style of class 10 H students was dominated by the Kinesthetic learning style of 43% with a total of 16 students. Kinesthetic learning style was at 41% with 15 students. Meanwhile, the Read / Write learning style was at 11% with 4 students, and the Visual Learning Style was at 5% with 2 students. In implementing the independent curriculum, teachers should conduct initial diagnostic tests and provide a differentiated learning process.

Keywords: Learning Styles, Merdeka Curriculum, English.

INTRODUCTION

Now Indonesia's curriculum is the Merdeka Curriculum. Merdeka Curriculum is a curriculum that utilizes a diverse intracurricular learning model in which the utilization of content is optimized so that students or students can have more time to absorb and explore topics and build competencies. The implementation of this curriculum, combined with the

construction of the Pancasila learner profile, is intended to help students develop their character. In the practice of the Merdeka Curriculum, teachers have more flexibility in selecting various learning tools to carry out the learning process, which can be adjusted to students' learning needs and interests, with specific themes from the government, to achieve the Pancasila strengthening project. The initiative is not intended to achieve specific student learning outcomes; hence, it will not be linked to academic content (Kemdikbud, 2022). Furthermore, the Merdeka Curriculum is a curriculum that gives schools the freedom to create their own Merdeka curriculum based on the needs of their school as well as the needs and characteristics of their students. The Merdeka Curriculum, particularly in English sessions, can give teachers more leeway to develop learning opportunities.

The freedom that teachers have in developing learning also occurs in English language learning. English is one of the subjects that involves all learning activities carried out at school, both practical and theoretical, in class. In addition, English lessons also involve all aspects of education, which include cognitive (knowledge), affective (attitude), and psychomotor (skills) aspects. English lessons were only applied to elementary school children in 1994 through local content for fourth-grade students. This is a good step because English can be introduced from elementary school. The previous policy of English was only taught during the first semester in grade VII or grade 1 of junior high school. The status of English lessons in primary schools is only as an elective subject where not all primary schools can implement English as local content. In 2013, *Permendikbud No. 67* of curriculum 2013 deleted English from the primary school curriculum. This was done with the aim that elementary school students were better at mastering Indonesian than learning foreign languages. Essential Meanwhile, at higher levels, English is made a compulsory subject (Sutardi, 2011). Now, in the Merdeka Curriculum, English has become a compulsory subject in both primary schools and higher levels.

In a Merdeka curriculum, teachers need to understand who their learners are as a whole so that they can carry out a thorough and Merdeka learning process for learners. This is in line with the essence of implementing a Merdeka curriculum at all levels of education in Indonesia. Teachers need to carry out an initial analysis of students. The importance of applying an initial analysis on students or what is called a diagnostic test in the Merdeka curriculum is to find out how students' learning styles are so that teachers have an initial reference regarding what learning methods and content will be designed and what will be applied in providing English learning. By knowing students' learning styles, teachers can help students learn according to their needs by applying various types of learning, such as models, strategies, methods, and learning-appropriate media, and ensure that they can meet how students' needs are in the learning process and facilitate student creativity following students' learning styles (Hafizha et al., 2022).

Understanding learning styles and providing appropriate learning is essential for teachers and students. Understanding their learning style will help students learn better to improve their achievements in education. For teachers, understanding their students' learning styles is the best way to provide quality learning and facilitate all students' needs in absorbing the learning provided. So, when teachers and students can understand each other's characteristics, the learning process will be more enjoyable (Wiedarti, 2018). However, in reality, many teachers still have not conducted initial diagnostic tests to find out students' learning styles, so the application of learning is only monotonous by using the same teaching method every time (Dea Alifia Fitri et al., 2023). Moreover, it is very detrimental to students because students' learning styles are different; some are visual, some are kinesthetic, some are audio, and some are reading / writing. In addition, in absorbing

learning, some students are fast in absorbing a lesson, some are moderate, and some are even very slow (Widayanti, 2013)

Learning style, according to Alhafiz, (2022) refers to the method used by each individual in absorbing or processing information quickly, tailored to their respective abilities. The learning styles of each student vary greatly. Diversity in learning styles facilitates teachers in building and structuring efficient, safe, and creative classes for the students. According to Kolb, (1984) learning styles are general differences in learning orientations based on the extent to which individuals emphasize the four learning process modes. Fleming, (1992) states that learning styles are individual characteristics and preferred ways of gathering, organizing, and thinking about information. VARK falls into the category of instructional preferences related to perceptual modes and focuses on how we receive and give information. Smell and taste are the only senses not discussed. Although each student has a relative preference for one of the four perceptual modes, the VARK Inventory provides metrics for each mode, and each student can learn to function in different ways.

There have been many studies on learning styles, such as research on learning styles conducted by Himmah & Nugraheni, (2023) in their article entitled "*Analisis Gaya Belajar Siswa untuk Pembelajaran Berdiferensiasi*", this study raised the issue of how students' learning styles in differentiated learning. This research was conducted in class VI of SDN Pesantren, Mijen District. Ayuningtyas and Minarti (2021) in their article titled "*Analisis Gaya Belajar Terhadap Hasil Belajar Siswa Kelas X Di SMA Institut Indonesia Semarang*," researched the issue of learning styles, learning outcomes, and the influence of learning styles on 10th-grade students at SMA Institut Indonesia Semarang. Nabela et al., (2021) in their article "*Analisis Gaya Belajar Peserta Didik Berprestasi selama Pandemi Covid-19 dalam Pembelajaran Tematik di Sekolah Dasar*," addressed the problem of understanding the learning styles of outstanding students during the COVID-19 pandemic in thematic learning at SD Hang Tuah 8 Surabaya.

At SMAN 1 Kintamani, the Merdeka curriculum has been implemented from 2022 to 2024. Especially in English language learning, implementing the Merdeka curriculum certainly challenges teachers' ability to organize learning that could meet all students' needs and still achieve English language learning outcomes. English language learning at SMAN 1 Kintamani received more attention because the school is in a tourism area. SMAN 1 Kintamani is in Bayung Gede village, a traditional tourist destination famous for its Bali Aga culture. In the vast Kintamani sub-district, SMAN 1 Kintamani is the only high school that is the destination of students from the Kintamani sub-district. This naturally leads to a very different background of English proficiency among the students. This research will focus on grade 10th students at SMAN 1 Kintamani to find out more about the students' learning styles so that it will be easier to learn. For grade 10th students, English was undoubtedly one of the lessons that was difficult to learn and understand for some or more students. This was due to the different backgrounds mentioned earlier, and students and teachers need to recognize students' learning styles. Therefore, teachers teach using the same learning method, so students will find it difficult to understand because it may differ from their learning style. The importance of conducting a diagnostic analysis of learning styles is to help teachers prepare lessons thoroughly and consider students' learning styles in the class.

After knowing the background above and to support the implementation of the Merdeka curriculum properly in class 10 H, especially in English Language Lessons, the researcher wishes to conduct research on learning styles with the title "**The Analysis of English Learning Styles of Grade 10 Students in the Context of Implementing the Merdeka Curriculum at SMA N 1 Kintamani**".

RESEARCH METHOD

This research uses a descriptive qualitative approach with a case study method. According to Moleong (2014), qualitative research is a type of research that aims to understand the phenomena experienced by research subjects, such as behavior, perceptions, motivations, and actions, holistically and descriptively, using various natural techniques. Sukaridi (2014), describes descriptive research as a research method that aims to describe the situation or phenomenon as it is when the research is conducted. Case Studies are considered a challenging and appropriate research method to reveal hidden things in social and cultural phenomena to be brought to the surface so that they become public knowledge (Prof. Dr. H. Mudjia Rahardjo, 2017).

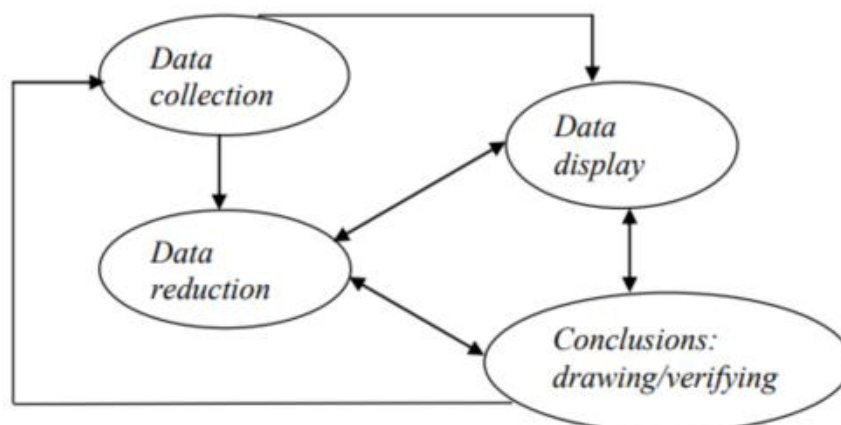
This study's data collection techniques involve distributing questionnaires, interviews, and observations to 10th-grade students at SMA N 1 Kintamani. A questionnaire consists of several written questions filled in according to the facts (Siyoto & Sodik, 2015). The questionnaire was distributed via *Google form* and completed by 37 students in class 10 H. An interview is a conversation between two or more people during which the researcher asks questions about the study topic to collect information (Danim, 2002). The interview was conducted with the English teacher who teaches in Class 10 H. In qualitative research, observation is one of the most critical data collection methods, especially in the social sciences and human behavior (Adler & Adler, 1987). Morris (1973) says observation is recording symptoms with the help of instruments and recording them for scientific or other reasons.

This study used the theory put forward by Fleming (1992), where there are four learning style modalities owned by people, namely VARK (Visual, Aural, Read/Write, and Kinesthetic). Each of these learning style modalities has different characteristics. These characteristics can be seen in the following table:

Table 1. Activities that accommodate VARK learning styles.

Visual	Aural	Read/Write	Kinesthetic
Diagrams	Database, Argument	Books, Texts	Real-Life Example
Graphs	Discussion	Handouts	Examples
Colors	Conversation	Reading	Guest Lecture
Chart	Audio Tape	Written Feedback	Demonstrations
Written Text	Video + Audio	Note Taking	Physical Activity
Different Fonts	Seminars	Essays	Constructing
Spatial Arrangement	Music	Multiple Chaise	Role Play
Design	Drama	Bibliographies	Working Models

Source: (Fleming, 1992)



Picture 1. Chart of Data Analysis Techniques

The data analysis technique used in this research is qualitative data analysis, a concept initiated by Miles and Huberman; in his theory, analyzing qualitative data is carried out interactively and takes place continuously which is carried out at each stage of the research so that the research can be completed (Sugiyono, 2012) in the concept applied by Miles & Huberman, (1994). Data is analyzed through several stages, namely data reduction, data presentation, and withdrawal, as shown in the chart.

RESULT AND DISCUSSION

This research was conducted at SMA N 1 Kintamani with a total of 37 students in class 10 H in implementing the Merdeka Curriculum. Researchers examined four learning style modalities called VARK, namely visual, aural, read/write and kinesthetic. The number of learning style questionnaires totalling 16 questions where each question in the answer item determines the learning style of each modality put forward by (Fleming, 1992). This questionnaire was taken from the VARK web located on the internet with the link <https://vark-learn.com/the-vark-questionnaire/>. In addition to supporting the data obtained from the questionnaire, the results of interviews with instructors and observations or field notes on students in class 10 H. The results obtained from filling out the questionnaire are as follows:

Table 2. Result of Questionnaire

Name	Learning Styles Modal					Learning Styles
	Class	V	A	R	K	
Informant 1	X H	2	7	6	1	Aural
Informant 2	X H	3	7	3	3	Aural
Informant 3	X H	1	5	0	10	Kinesthetic
Informant 4	X H	1	5	0	10	Kinesthetic
Informant 5	X H	3	2	2	9	Kinesthetic
Informant 6	X H	2	4	2	8	Kinesthetic
Informant 7	X H	4	6	2	4	Aural
Informant 8	X H	6	2	5	3	Visual
Informant 9	X H	1	5	1	9	Kinesthetic
Informant 10	X H	6	3	4	3	Visual
Informant 11	X H	2	10	0	4	Aural
Informant 12	X H	2	7	3	4	Aural

Informant 13	X H	1	7	5	3	Aural
Informant 14	X H	1	5	3	7	Kinesthetic
Informant 15	X H	1	6	2	7	Kinesthetic
Informant 16	X H	2	3	2	9	Kinesthetic
Informant 17	X H	1	5	3	7	Kinesthetic
Informant 18	X H	0	3	3	10	Kinesthetic
Informant 19	X H	4	6	5	1	Aural
Informant 20	X H	0	8	2	6	Aural
Informant 21	X H	3	3	4	6	Kinesthetic
Informant 22	X H	2	5	4	5	Aural
Informant 23	X H	3	3	3	7	Kinesthetic
Informant 24	X H	2	8	3	3	Aural
Informant 25	X H	3	7	4	2	Aural
Informant 26	X H	2	7	4	3	Aural
Informant 27	X H	1	6	4	5	Aural
Informant 28	X H	0	5	6	5	Read/Write
Informant 29	X H	3	4	2	7	Kinesthetic
Informant 30	X H	2	1	7	6	Read/Write
Informant 31	X H	4	5	1	6	Aural
Informant 32	X H	3	6	0	7	Kinesthetic
Informant 33	X H	5	2	2	7	Kinesthetic
Informant 34	X H	0	7	4	5	Aural
Informant 35	X H	2	2	4	8	Kinesthetic
Informant 36	X H	1	2	7	6	Read/Write
Informant 37	X H	5	3	7	1	Read/Write

Based on the results of interviews with English language subject teachers in class 10 H conducted on February 5, 2024, Mr. NS (48) stated that:

"saya tau apa itu gaya belajar hanya sepintas saja, seperti visual itu melihat, aural itu mendengar, dan kinestetik itu gerakan. Namun saya tidak mengetahui pasti ciri-ciri gaya belajar dari masing-masing itu. Setiap saya mengajar saya pasti menjelaskan materi itu lalu memberikan sedikit catatan di papan tulis. Namun kebanyakan siswa tidak fokus dan tidak tertarik dalam belajar bahasa inggris malah suka asik sendiri, ribut dan suka beraktivitas atau tidak bisa diam di dalam proses pembelajaran, dimana ada beberapa siswa sering mengerjai teman sebangkunya, bermain dengan bolpoin, bahkan memukul meja dengan jarinya atau penggaris. Namun ada beberapa siswa yang focus mendengarkan apa yang saya sampaikan, dan ada juga yang sangat tertarik dalam belajar bahasa inggris. "

"I know what learning styles are only in passing, such as visual is seeing, aural is hearing, and kinesthetic is movement. However, I need to find out the exact characteristics of each learning style. Every time I teach, I explain the material and then give a few notes on the board. However, most students are not focused or interested in learning English. Instead, they enjoy themselves, make noise, and move or cannot be silent in the learning process, where several students often play pranks on their classmates, play with pens, and even hit the table with their fingers or rulers. However, some students focus on listening to what I say, and some are very interested in learning English. "

Mr. NS's statement also indicated that "Every time I teach, I definitely explain the material and then give a few notes on the board," suggesting that Mr. NS primarily used one

learning method in the teaching and learning process, namely explaining, also known as the lecture method.

Based on the observations made on February 5, 2024, students in class 10 H were observed to be active and productive, exhibiting characteristics indicative of Kinesthetic and Aural learning styles. Building upon this observation and the questionnaire data obtained previously, the researcher continued to observe students who predominantly exhibited visual, aural, read/write, and kinesthetic learning styles, as indicated by the VARK questionnaire results. Six students were identified in each learning style category from VARK. The researcher utilized observation to identify students who tended to align with the VARK model, based on the characteristics associated with each learning style modality proposed by Neil D. Fleming.

The researcher continued the observation of children who tend to have a Visual learning style while filling out the questionnaire with **Informant 8** (16). The results of observations of student **Informant 8** (16) on February 12, 2024, wherein the learning process **Informant 8** always paid attention to what the teacher held in explaining the material and always paid attention to what his friends were using books, pens, bags, and smartphones. He always muttered, "Ouch, it is noisy," he only looked at his friends who were discussing and only paid attention to what his friends wrote.

Researchers continued to observe children who tend to have a Visual learning style when filling out questionnaires with **Informant 10** (17). Based on data from observations on February 12, 2024. It could be seen that this student was quieter and always paid attention to his friends' conversations and what they were doing. During the learning process, he rarely communicated and only looked at the material shared via smartphone. He was cooler with his smartphone and translated through the application. Occasionally, he grunts because he sees his friends who are busy chatting; he feels uncomfortable during the learning process when someone is noisy in the classroom.

Researchers continued to observe children who tend to have an Aural learning style when filling out questionnaires with **Informant 11** (16). Based on data from observations on February 12, 2024. Student **Informant 11** looked focused when listening to the teacher's explanation, but it did not last long. This student asks and talks with his classmates. When receiving material via smartphone and reading the material, this student felt uncomfortable when looking at much writing. **Informant 11** paid attention to what the teacher said while discussing it with his classmates. In speaking forward, this student actively spoke and communicated with his group.

Researchers continued to observe children with Aural learning styles when filling out questionnaires, such as **Informant 24** (16). Based on data from observations on February 12, 2024, **Informant 24** students listened and listened to the teacher's explanation well in providing material. When the teacher gave the material through the smartphone about Giving Opinions in the form of photos from the LKS, where in the photo there was much writing, **Informant 24** felt less like reading and just reading. **Informant 24** is very attentive to the teacher in providing explanations and examples in giving opinions and friends who practice in front of the class.

The researcher continued to observe a child who tends to have a Read/Write learning style while filling out the questionnaire, student **Informant 30** (15). Based on data from observations on February 12, 2024, student **Informant 30** listened and recorded the teacher's explanation well in providing material. When the teacher wrote about Giving Opinion material on the whiteboard, he paid attention well and took notes on the blackboard. After the teacher provided the material via cellphone, it was taken from the teacher's LKS and shared with the WA group of class 10th H. **Informant 30** read the material

while translating the meaning of the material provided. **Informant 30** recorded the meaning of all the material and questions in the giving opinion material.

The researcher continued to observe a child who tends to have a Read/Write learning style while filling out the questionnaire, student **Informant 36** (15). Based on data from observations on February 12, 2024, student **Informant 36** did not listen when the teacher explained and was more prepared with her notebook and pen. **Informant 36** recorded the material explained on the blackboard and read the material provided through the WA Group. She noted what was in her mind when making the assignment, namely making a conversation about Giving opinions

Researchers continued to observe children who tend to have a Kinesthetic learning style when completing questionnaires, student **Informant 18** (16). Based on data from observations on February 12, 2024, this student was very active, and it was not easy to be quiet or sit in his seat. He always took things to be used as toys, such as pens, hitting the bench, and joking with his classmates. This student is enthusiastic about practicing in the future even though he is not yet mature but is confident about himself to practice. When using smartphones to learn and digest material, his hands were very good at using smartphones, and he certainly likes games in applications and the real world.

The researcher continued to observe a child who tends to have a Kinesthetic learning style while filling out the questionnaire, student **Informant 4** (15). Based on data from observations on February 12, 2024, when reading, this student moves her hands, is always active in the classroom, likes to ask questions to the back, and disturbs her friends on the side. In the material shared via WA, this student actively finds the meaning and material on her smartphone. Her hands could not stay still, and she always touched her friends when asking questions and giving answers. In practicing at the front of the class, this student demonstrates what will be given opinions by her friends.

DISCUSSION

Learning Style is each person's unique way of processing learning or information. According to N. D. Fleming (1992), learning styles are individual characteristics and preferred ways of collecting, organizing, and thinking about information. According to De Porter & Hernacki (2002), in their book *Quantum Learning*, a person's learning style is a combination of how he absorbs, then organizes, and processes information. According to Saija (2020), a person's learning style is related to cognitive, affective, and psychological behavior. A person's learning style varies depending on how well they understand and organize themselves in solving problems.

Based on the questionnaire data, the following are the results of the questionnaire data processing, which are presented as a table in percentage form. The following are the results of the questionnaire data for class 10 H children:

Table 3. Data processing results from questionnaires

Learning Styles	Number of Students	Percentage
Visual	2	5%
Aural	15	41%
Read/Write	4	11%
Kinesthetic	16	43%
Grand Total	37	100%

Based on the data provided, it was observed that the kinesthetic learning style dominated the learning style of class 10 H students 43% of the time, with 16 students. The Aural learning style was at 41%, representing 15 students. Meanwhile, the Read/Write learning

style stood at 11%, comprising four students, and the Visual Learning Style was at 5%, with two students.

Based on the results of the questionnaire data, two children had a visual learning style. Rusman said the visual learning style is where ideas, concepts, data, and other information are packaged in images. Students who follow a visual learning style like lessons that present images they could see directly. The visual learning style uses more eye senses to process information (Rusman, 2013). The results of observations of students with a visual learning style, namely **Informant 8 and Informant 10**, were carried out on February 12, 2024. In the learning process, **Informant 8** always paid attention to what the teacher was holding when explaining the material and always paid attention to what his friends were using, both books, pens, bags, and cellphones. This student always looked at the pictures and thick writing on his smartphone when the teacher taught the material via smartphone. **Informant 10** seemed quieter and always paid attention to his friends' conversations and what his friends were doing. During the learning process, he communicated rarely and only looked at the material distributed via smartphone. He was more engrossed in his cellphone and translating via the application.

It could be seen that students who had a visual learning style had a habit of not being able to learn in the presence of noise or noise in the classroom. Students with a visual learning style also paid more attention to the teacher when explaining and enjoyed looking at objects. Additionally, visual students were more dominant in seeing pictures, pens, books, and other things that the teacher held and their discussion partners. This aligns with Lestari & Widda Djuhan's (2021) research, where students who use a visual learning style must look at their teacher's body language and facial expressions to understand the lesson material. In implementing the Merdeka Curriculum, a method for making visual learning more accessible for children is using visual materials such as pictures, charts, and maps. They can also use colors to highlight important things. Children must be invited to read picture books (Azzahrah Putri et al., 2021). This is in line with the theory stated by N. D. Fleming (1992), where visual learners will prefer to learn with Diagrams, Graphs, Colors, Charts, Written Text, Different Fonts, Spatial Arrangement, and Design. The instructor provides material using picture media and significant writing on the blackboard to support successful learning for visual children; apart from that, differentiated learning can be a solution in implementing the Independent Curriculum. Teachers in differentiated learning must innovate in choosing learning methods, models, and strategies to motivate students to participate in the learning process (Alhafiz, 2022b). The role of the teacher is vital to improve the quality of learning in the classroom. To facilitate students with a visual learning style, their needs are met by playing videos, maximizing images, and teachers writing material more often on the board (Himmah & Nugraheni, 2023).

Based on the questionnaire data, fifteen children have an Aural learning style. Aural learners find and interpret information through listening and prefer reading aloud (Pourhosein Gilakjani, 2011). Aural learning is a learning style in which people use their sense of hearing to analyze and process the information received. Learning with an aural learning style emphasizes the auditory function. They may need to remember lighting through strong reading or moving their lips when learning something (Perumal et al., 2022).

The observation of **Informant 11 and Informant 24** was conducted on February 12, 2024. **Informant 11** looks focused when listening to what the teacher explains, but it only takes a short time for this student to ask and talk to his classmates. When receiving material through a cellphone and reading the material, this student feels uncomfortable looking at much writing. Informant 24 listened well to the teacher's explanation when providing the material. When the teacher provides material about giving Opinions via smartphone in the

form of photos from LKS, where there is much writing in the photo, **informant 24** feels less like reading and just reading. However, he tells his friend to read and find the meaning of the material given, in line with research conducted by NURIYATIN (2020), where by reading the problems given by researchers repeatedly, making a little noise, and writing down information that is considered necessary, aural subjects can understand information. Judging from the results of observations, Informant 11, the practice of speaking forward, this student is quite active in speaking and communicating with his group. Informant 24 paid more attention to what the teacher and his friends said in the practice of giving opinions. This aligns with research from Nursafitri et al., (2022), where aural learners, or audio, use the auditory sense channel. Learners learn more by listening to sounds.

In implementing the Merdeka Curriculum, an exemplary method is applied to help students with auditory learning styles: teachers use lectures, questions and answers, and group discussions and use smartphones to play songs to students (Hafizha et al., 2022). Students with aural learning style will learn more effectively through their sense of hearing, hearing the teacher's explanation verbally or through audio recordings, and even listening and talking to their friends. Students with this learning style prefer to avoid reading books (Saija, 2020). This is in line with the data table made by N. D. Fleming (1992), for people with aural learning styles will prefer to learn with Databases, Argument, Discussion, Conversation, Audio Tape, Video + Audio, Seminars, Music, and Drama. In addition, differentiated learning can be a solution to implementing the Merdeka Curriculum. Where teachers in differentiated learning must innovate in choosing learning methods, models, and strategies so that students are more motivated to take part in the learning process (Alhafiz, 2022a). To facilitate students with auditory/aural learning styles by making teachers more active in creating group discussions and asking students to read aloud (Himmah & Nugraheni, 2023).

Based on the questionnaire results, four students tend to have a Read/Write learning style. Those who have a Read/Write learning style prefer to process information that was written down. They tend to better understand and remember information by reading and writing notes or summaries. The read/write learning style relied on writing and reading or using words to process information (Fleming, 1992). According to Khusnul and Iqbal (2023), the Read/Write learning style is learning in which a person learns by taking notes and reading whatever he hears and gets from the surrounding environment.

Based on the results of observations on February 12, 2024, of **informant 30 (15)** and **informant 36 (16)**, informant 30 listened and recorded the teacher's explanation well in providing material. When the teacher wrote about the Giving Opinion material on the blackboard, he paid close attention and took notes on the blackboard. In line with research conducted by Khusnul and Iqbal (2023), read/write learning is achieved by recording and reading what they listen to and get from the surrounding environment. Informant 30 read the material while translating the meaning of the material provided. Informant 30 recorded the meaning of all the material and questions in the giving opinion material.

Moreover, **informant 36** listened when the teacher explained that he was more prepared with his notebook and pen. **Informant 36** recorded the material explained on the blackboard and read the material provided through the WA Group. He recorded what was in his mind when making the assignment, namely making a conversation about Giving opinions. This aligns with research conducted by I Komang Angga Sila Dharma (2024), where in English Language Learning, children with Read/Write modality tend to always take notes on what the instructor explains. They will look for relevant sources to find information or learn what they learn. In implementing the Merdeka Curriculum, an exemplary method is applied to help students with learning styles by providing books,

notes, articles, and others. This aligns with the table data made by N. D. Fleming (1992), for people with Read/Write learning styles will prefer to learn with Books, Texts, Handouts, Reading, Written Feedback, Note Taking, Essays, Multiple Choice, and Bibliographies. In addition, differentiated learning can be a solution to implementing the Merdeka Curriculum. Teachers in differentiated learning must innovate in choosing learning methods, models, and strategies to motivate students to participate in the learning process (Alhafiz, 2022b).

Based on the questionnaire results, sixteen students tend to have a Kinesthetic learning style. Kinesthetic learning style is a learning style that is owned by a child or someone who tends to use the movement of kinesthetic learners characterized by reluctance to speak out loud, difficulty in terms of the memory of a place, moving here and there when memorizing, reading with the help of finger markers, uncomfortable sitting still for long, has an untidy writing style (De Porter & Hernacki, 2002). Students with kinesthetic learning styles have many advantages of using a hands-on and active approach and like interactions related to physicality. They also need help with concentrating and achieving consistent targets. They can also receive information directly during the learning process, such as practicing, presenting, and going directly to the field (Kurnia & Iska, 2023)

Based on the results of observations of **Informant 4 (16)** and **Informant 18 (15)** conducted on February 12, 2024, Informant 4 was very active and found it challenging to stay still or sit in his seat. He always took things to be used as toys, such as pens that were hit on the bench, and joked with his classmates. This student is enthusiastic about practicing in the future even though he is not yet mature but is confident about himself to practice. When using a smartphone to learn and digest material, his hands are very good at using smartphones, and he certainly likes games in applications and games in the real world. Informant 16 In reading, this student has his hands moving, is always active in class, and likes to ask questions to the back and disturb his friend on the side. In the material shared through WA, this student actively finds the meaning and material on his cellphone. His hands could not stay still, and he always touched his friends when asking questions and giving answers. In practicing at the front of the class, this student demonstrates what will be given an opinion by his friend. This aligns with research conducted by Perumal et al., (2022), where they like to touch objects because they like something that can give them real-world experience. This is relevant to research conducted by Kurnia and Iska (2023), that students with kinesthetic learning styles can receive information directly in the learning process, such as doing practice, demonstrating, and going directly to the field. Relevant to the table made by N. D. Fleming (1992), people with a Kinesthetic learning style will prefer to learn with Real-Life Examples, Examples, Guest Lectures, Demonstrations, Physical Activity, Constructing, Role Play, and Working Models. In implementing the Merdeka Curriculum, an exemplary method for students with kinesthetic learning styles is a learning pattern with much movement, so they will prefer practicum and observation activities (LATIFAH, 2023).

Based on the results of questionnaires, interviews, observations, and documentation, the learning styles of 10th-grade H students at SMA N 1 Kintamani in implementing the Independent Curriculum have much diversity. Where students have their learning styles, such as visual, aural, read/write, and kinesthetic. In implementing the Independent Curriculum, teachers should conduct initial analysis tests to determine students' interests and talents. Teachers also carry out differentiated learning so that learning is more varied and not boring. The most dominant learning styles in class 10 H were the Kinesthetic and Aural learning styles. There was a slight difference between the two, with Kinesthetic at 43% and Aural at 41%.

CONCLUSION

Based on the results of research and discussion, it can be concluded that 10th H class students have a Kinesthetic learning style of 43% with a total of 16 students, Aural learning style is at 41% with a total of 15 students, Read/Write learning style is at 11% with a total of 4 students and Visual Learning style is at 5% with a total of 2 students where it is dominated by the Kinesthetic learning style and the Aural learning style which is popular in the 10th H class of SMA N 1 Kintamani. In implementing the Merdeka Curriculum, teachers still need to conduct an initial analysis of students. This test aims to determine students' interests and talents so that teachers can provide and plan what methods and strategies will be used in the learning process. In addition, teachers still need to implement a differentiated learning process in the learning process, which is very important so that students are not bored in receiving learning.

SUGGESTION

Based on the conclusions of this study, several suggestions can be made for several parties. For SMA N 1 Kintamani teachers, who are the subjects of this study, it is recommended to conduct an initial analysis of students regarding students' learning styles so that teachers can provide and plan effective learning in addition to teachers practicing more in applying the Merdeka Curriculum in the learning process. There are many workshops and seminars on how to implement the Merdeka Curriculum that can be attended. In addition, collaborate with other teachers or schools that have implemented the Merdeka Curriculum well in the differentiated learning process.

For the school, it is recommended that better infrastructure be provided, such as a better internet connection, computers for teachers, and gadgets for students, which can also solve infrastructure problems—in addition, providing workshops and seminars to improve teachers' abilities and knowledge in initial analyzing to find out students' learning styles and exemplary implementation of Merdeka Curriculum in providing differentiated learning.

For the government, it is essential to have good internet infrastructure. Internet access problems will be resolved by providing better internet service infrastructure due to the gadget era, where information and learning can be accessed from anywhere through gadgets and other devices. This improvement will have a positive impact not only on education but also on other areas such as public services, health, security, and others.

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