

TEACHER'S EFFORTS IN OVERCOMING PAI LEARNING DIFFICULTIES JUDGING FROM THE LEARNING STYLES OF STUDENTS AT SMA PATRA MANDIRI 01 PALEMBANG

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Abstract. Learning difficulties can occur if the teacher is not qualified in taking learning methods. Therefore, teachers need to facilitate learning in the classroom according to the learning styles of students. This study aims to determine the learning difficulties experienced by students as well as complement previous studies on the efforts that teachers can make in overcoming these difficulties. This type of research is a case study. Data collection techniques use observation, interviews and documentation. Data validity techniques use triangulation techniques. The results showed the form of PAI (*Pendidikan Agama Islam*) learning difficulties of visual students in the form of difficulty reading the Qur'an and slow to understand learning material, auditory students namely difficulty reading the Qur'an, difficulty writing Arabic letters, and slow in memorization, and kinesthetic students namely

difficulty reading the Qur'an and slow in memorization. The efforts of PAI teachers in overcoming visual learners' learning difficulties are using audio-visual learning media when explaining material and marking important things with color variations. To overcome the learning difficulties of auditory students, namely using audio-visual learning media when explaining learning material, inviting students to read aloud, and using discussion methods and group assignments. Meanwhile, to overcome learning difficulties, kinesthetic learners are doing practice.

INTRODUCTION

Learning difficulties are a condition when the competencies or achievements achieved are not in accordance with predetermined standard criteria (Parnawi, 2019). Students with learning difficulties are students who cannot achieve standards in learning which are prerequisites in continuing learning at the next level, and learning difficulties experienced by students are not necessarily caused by external factors such as social, cultural, environmental and learning facilities, but can also be caused by factors from within students (Urbayatun et al., 2019). Learning difficulties can also be defined as a condition during the learning process that is characterized by certain obstacles to achieving learning outcomes, these obstacles can be sociological, psychological, or physiological obstacles in the entire learning process that may be realized and also not realized by people who experience it (Mulyadi, 2010). Referring to the various definitions described earlier, it can be concluded that learning difficulties are a condition in the learning process experienced by students indicated by deviant behavior

such as differences in perception, slow in understanding learning material, slow in doing tasks and so on, causing low learning outcomes and not reaching the set criteria.

Learning difficulties are a common problem faced by many students at various levels of education, ranging from the lowest level to the highest level. Learning difficulties in a person can be sedentary or may also be temporary or last within certain time brackets (Purnadewi et al., 2023). The length or absence of a person experiencing learning difficulties will depend on many factors including the individual's factors in trying to overcome the learning difficulties he experiences because the learning difficulties faced by each individual are different. In addition to the factors of the individual himself, there are other factors that can also cause learning difficulties. Teachers can be a cause of learning difficulties, if teachers do not qualified, either in the retrieval of the methods used or in the subjects he holds (Parnawi, 2019). This indicates that the use of the right method in the learning process greatly determines the academic achievement of students. The lack of variety of methods in a learning process is one of the triggers of student learning difficulties that can cause low learning outcomes or achievements they get (Panggabean, 2021). All efforts in education and teaching should be directed so that students can learn so that by learning students can develop more optimally. Therefore, in order to provide appropriate guidance to each learner, teachers need to facilitate learning in the classroom according to the characteristics and needs of students. Different characteristics of students make them have different needs and learning difficulties. One of the characteristics that need to be considered by teachers in determining learning strategies and methods in order to overcome student learning difficulties is learning styles (Widana et al., 2023).

Learning style is a factor that greatly determines the success or failure of a learning process because it is the first step for students in absorbing learning material. Learning style or Learning Styles is a process of practice, passion, and tendency of a student to learn or gain knowledge in its own way (Wahyuni, 2017). Another definition of learning style is a habit shown by individuals in processing information and knowledge and learning a skill (Sutikno, 2013). Learning style is a combination of how a person absorbs and then organizes and processes information (Dewi, Talib, and Djam'an 2021). Learning styles are the prime factor for learners to decide how they will learn something whether it is a language or something else. So, it is really important for them to use it to enhance their learning experience (Munir Bhatti et al., 2020). Each individual may have more than one learning style, but basically the dominant learning style is owned by only one individual, according to the individual's ability to understand the learning process (DePorter & Hernacki, 2007). Different people naturally prefer a specific single different learning style, meaning to say everyone has a unique learning style (Cabual, 2021). And a learning style that is effective for one person is not necessarily effective for another (Sugihartono, 2007). An appropriate learning style is the key to the success of learners in learning. Students must know and understand their learning styles so that they will be able to absorb and process information and make learning easier. Therefore, in the learning process students need to be assisted and directed to recognize learning styles that suit themselves and teachers must determine the right strategies and methods in order to accommodate the differentiation of student learning styles so that student learning difficulties can be overcome.

One of the learning style theories that are of concern in the field of education is the learning style model of Deporter and Hernacki, which divides learning styles into 3 types, namely,

visual, auditory, and kinesthetic learning styles. Alan in his book explains that visual learners prefer to learn by seeing. They have good visual recall and prefer information to be presented visually, in the form of diagrams, graphs, maps, posters and displays, for example. They often use hand movements when describing or recalling events or objects and have a tendency to look upwards when thinking or recalling information (Pritchard, 2008). And auditory learners prefer to learn by listening. They have good auditory memory and benefit from discussion, lectures, interviewing, hearing stories and audio tapes, for example. They like sequence, repetition and summary, and when recalling memories tend to tilt their head and use level eye movements" (Pritchard, 2008). While kinaesthetic learners prefer to learn by doing. They are good at recalling events and associate feelings or physical experiences with memory. They enjoy physical activity, field trips, manipulating objects and other practical, first-hand experience. They often find it difficult to keep still and need regular breaks in classroom activities (Pritchard, 2008).

Based on the initial observations of researchers at SMA Patra Mandiri 01 Palembang, researchers found that many students did not achieve learning outcomes as expected. As the researcher interviewed with the Islamic Religious Education teacher who taught, the results of the End of Semester Assessment were obtained that as many as 70% of class XB students had not met the minimum standard provisions score, which was below 65. This indicates that the learner has learning difficulties. Researchers also found several differences in learning styles owned by class XI B students at SMA Patra Mandiri 01 Palembang. To further strengthen the results of initial observations regarding differences in student learning styles, researchers also distributed a pre-research questionnaire on the learning styles of grade XI B students at SMA Patra Mandiri 01 Palembang. Then the learning style data obtained will be used by researchers to further examine the learning difficulties of students in the Islamic Religious Education learning process. The results of the pre-research questionnaire found that class XB students at SMA Patra Mandiri 01 Palembang had different learning styles, namely visual learning style as much as 35%, auditory learning style as much as 17.5%, kinesthetic learning style as much as 20%, visual-auditory double learning style as much as 20%, and visual-kinesthetic double learning style as much as 7.5%.

So far, studies of student learning difficulties based on learning styles tend to only look at the form of difficulties without discussing the efforts made by teachers in overcoming these difficulties. First, studies that examine the difficulty of learning Mathematics in terms of learning styles (Dewi et al., 2021). Based on the results of his research, it was found that Students with visual, auditory, and kinesthetic learning styles have similar solving difficulties. linear equations. The most dominant difficulty experienced by students is difficulty understanding concepts. Second, a study that examines the difficulties faced by students during distance learning based on the learning styles they have (Yaseen et al., 2021). The results showed that all students faced more or less the same academic challenges when learning took place virtually regardless of the learning style they had, namely most of the students were not familiar with the mechanics of virtual education. Third, studies that examine difficulties in speaking English based on student learning styles (Yulmiasri, 2019). The results showed that the difficulty faced by learners in speaking English based on their learning style is visual learners need movement to illustrate something while speaking and there is nothing to say, audiotoi learners have high anxiety and are hindered by some noise, kinesthetic learners need some movement when speaking, extroverted learners are affected by the use of mother tongue, Introverted learners lack confidence and cannot actively speak in class, global learners cannot remember the details of the story and have difficulty in

expressing their ideas if they are limited by some problems, analytical learners are plagued with some noise when speaking, have problems with grammar use, and need more time to speak than others.

This paper is made to complement previous studies on the efforts that teachers can make in overcoming students' learning difficulties in terms of the learning styles they have. Correspondingly, two questions will be answered in this paper. First, what are the forms of learning difficulties in the PAI learning process experienced by students at SMA Patra Mandiri 01 Palembang in terms of their learning styles? Second, what efforts do PAI teachers make in overcoming learning difficulties tailored to the learning styles they have? This paper is based on an argument that learning difficulties experienced by students can be overcome if learning strategies and methods are adjusted to the learning styles of [students \(Purwati et al., 2020\)](#). Based on these arguments, researchers are interested to conduct research on learning difficulties based on student learning styles during the PAI learning process and teacher efforts in overcoming them.

METHOD

In this study, the author used qualitative methods with the type of case study research. Primary data sources are collected directly from stakeholders or data users. While secondary data is obtained indirectly through intermediaries, especially in the form of documentary data or existing news data. Secondary data in this study were obtained from student reports, books, documents, archives and various other documents regarding the focus of research and discussion. Research informants are taken using purposive sampling techniques, namely informant retrieval techniques by taking into account certain considerations. To obtain research data in the form of learning difficulties experienced during Islamic Religious Education learning, the informants in this study were students at SMA Patra Mandiri 01 Palembang class XI B. The class was chosen because in that class as many as 70% of students received Islamic Religious Education test scores below minimum standard provisions, this indicated that students in it had learning difficulties. Then the researcher determined 9 students taken based on the classification of learning styles obtained from the learning style questionnaire. Each type of learning style is represented by 3 learners with a single learning style. Another informant was an Islamic Religious Education teacher who taught at the school to obtain research data on the efforts made in dealing with learning difficulties experienced by students in terms of the learning styles they have. Data collection instruments from questionnaires, interviews, observations and documentation. In this study, the triangulation used is a triangulation technique, which uses more than one data collection technique to obtain the same data. The data analysis method used is to process and prepare data for analysis, read the entire data, analyze in more detail by coding data, apply the coding process to describe the settings, people, categories, and themes to be analyzed, show how these descriptions and themes will be represented in narratives or qualitative reports, the last step is to interpret or interpret the data.

RESULTS AND DISCUSSION

1. Forms of Learning Difficulties of PAI Students Viewed from Learning Styles

Based on the results of interviews with PAI teachers who teach in class XI B, it was found that students in class XI B experienced learning difficulties in the form of difficulty reading the Qur'an, difficulty writing Arabic letters, slow in understanding learning material, and slow in memorization. Furthermore, to adjust these difficulties to the learning styles of students, researchers made observations in class XI B when the

PAI learning process was in progress. Documentation is needed in this study in the form of documents in order to support research data to have high credibility. After collecting data, then the data is processed to explain more deeply about this research. The data obtained by the researcher is then analyzed. The results of the analysis are as follows:

a. PAI Learning Difficulties for Visual Learners

Based on data obtained by researchers from interviews, observations and documentation, the researcher concluded that the difficulties experienced by students with visual learning styles in the learning process of Islamic Religious Education at SMA Patra Mandiri 01 Palembang were in the form of difficulty reading the Qur'an and slow in understanding the subject matter. The difficulty and inability of students to read the Qur'an properly and correctly is still a problem in Islamic Education in Indonesia. This is in accordance with the theory cited by Rumbang Sirojudin in his book that one of the problems of Islamic Religious Education related to students is the low interest and ability of students to be able to read and understand the Qur'an (Syrojudin 2022). Visual learners also experience learning difficulties in the form of slow acceptance of the lesson material delivered by the teacher. This is in accordance with the results of previous research conducted by Salem Umaroh Janah in his research which stated that visual learners are slow in receiving subject matter, causing them to be slow in solving problems according to the time given (Janah, 2020).

Students with visual learning styles are students who rely more on the sense of sight when receiving and processing learning material. To overcome the learning difficulties of visual learners, teachers need to implement teaching techniques that can accommodate visual learning styles so as to maximize their learning abilities. However, this does not necessarily overcome the learning difficulties they experience, if not accompanied by efforts from themselves. Based on the discussion above, it is recommended that students also participate in overcoming the learning difficulties they experience by knowing the learning styles they have and applying learning techniques that can accommodate these learning styles. The efforts that students can do with visual learning styles to maximize learning are: 1) Use maps, timelines and images, 2) Outline reading/learning outcomes, 3) Make notes related to reading, watching and others, 4) Use color-codes to mark key words, 5) Create diagrams, 6) Use flashcards, 7) Use different chart types (Wiedarti, 2018).

b. Learning Difficulties of PAI Auditory Students

Based on data obtained by researchers from interviews, observations and documentation, the researchers concluded that the difficulties experienced by students with auditory learning styles in the Islamic Religious Education learning process at SMA Patra Mandiri 01 Palembang were in the form of difficulty reading the Qur'an, difficulty writing Arabic letters, and slow memorization.

As the theory expressed by Rumbang Sirojudin in his book that one of the problems of Islamic Religious Education related to students is the low interest and ability of students to be able to read and understand the Qur'an (Syrojudin 2022). This shows that the difficulty of reading the Qur'an experienced by students is because there is no interest in them to learn how to read the Qur'an properly and correctly. Learning difficulties that are also experienced by students with an auditory learning style are

not able to write Arabic letters well and slow in memorization. This happens because of the different backgrounds of students. Most of the students of class XI B are not graduates of madrasah or pesantren who are accustomed to writing Arabic characters.

As researchers mentioned in the previous paragraph, learning difficulties can be overcome effectively if teachers and students work together to overcome them. Based on this, it is recommended that teachers and students work together to create a learning process that accommodates the learning style of the auditor. This is intended to overcome learning difficulties experienced by auditory learners. The efforts that students can make with an auditory learning style to maximize learning are: 1) Use word associations for facts/dates, 2) Listen podcasts/recording of lectures, 3) Use videos when the time is right, 4) Discuss subject matter by voicing it, 5) Listen to audiobooks, 6) Read notes aloud and record, 7) Repeat all learning material by voicing it whenever possible, 8) Study in groups by means of discussion (Wiedarti, 2018).

c. Learning Difficulties of PAI Kinesthetic Students

Based on data obtained by researchers from interviews, observations and documentation, the researchers concluded that the difficulties experienced by students with kinesthetic learning styles in the learning process of Islamic Religious Education at SMA Patra Mandiri 01 Palembang were in the form of difficulty reading the Qur'an, and slow memorization. The results of the study were that students had difficulty reading the Qur'an in line with the theory expressed by Rumbang Sirojudin in his book that one of the problems of Islamic Religious Education that is still faced today is the low interest and ability of students to be able to read and understand the Qur'an (Syrojudin 2022). Learning difficulties that are also experienced by students with a kinesthetic learning style are slow in memorization. This happens because of the different backgrounds of students. Most of the students of class XI B are not graduates of madrasah or pesantren who are accustomed to writing Arabic characters.

To be able to overcome this problem, it is recommended that learners and teachers work together in creating a learning process that can accommodate kinesthetic learning styles. But in this case, the most instrumental in overcoming the learning difficulties experienced by students is the learners themselves. The efforts that can be done by students with kinesthetic learning styles to maximize learning are: 1) Take frequent (pause) breaks, 2) Do activities that are carried out directly, such as experiments and historical demonstrations, 3) Model a learning topic, 4) Attend various classes, such as dancing, kickboxing, or other types of sports, 5) Using adventure/action books, 6) Involving role play and practicing learning activities, 7) Study in groups with frequent breaks, 8) Using flashcards for memory (Wiedarti, 2018).

2. PAI Teachers' Efforts at SMA Patra Mandiri 01 Palembang in Overcoming Student Learning Difficulties in terms of Learning Style

Based on the results of interviews with PAI teachers who teach in class XI B, several efforts were made by teachers in overcoming students' learning difficulties in terms of learning styles. Furthermore, researchers made observations in class XI B when the PAI

learning process was in progress. Documentation is needed in this study in the form of documents in order to support research data to have high credibility. After collecting data, then the data is processed to explain more deeply about this research. The data obtained by the researcher is then analyzed. The results of the analysis are as follows:

a. PAI Teachers' Efforts in Overcoming Visual Student Learning Difficulties

Based on data obtained by researchers from interviews, observations and documentation, researchers found that there were several efforts made by Islamic Religious Education teachers in overcoming the learning difficulties of students with visual learning styles at SMA Patra Mandiri 01 Palembang. The efforts made are to use audio-visual learning media when explaining the material and marking important things with color variations.

The first effort is to use audio-visual media when explaining learning material. Audio-visual media is a media that involves the senses of hearing and sight at the same time in one process (Munadi, 2010). The audio-visual media used by the teacher, namely the digital Qur'an which is displayed through an LCD projector, is also equipped with *Speakers* (loudspeakers). Students with visual learning styles rely more on the eyes in absorbing and managing learning material. They will more quickly understand learning material by using media that is more dominant in activating the sense of sight. The second effort is to mark important things with color variations. This is shown during the learning process, teachers use a digital Qur'an equipped with colorful tajweed. Each different tajweed is marked with a different color, making it easier for visual learners to absorb the material presented.

Based on the discussion above, researchers draw conclusions that the efforts made by Islamic Religious Education teachers in overcoming the learning difficulties of visual learning style students at SMA Patra Mandiri 01 Palembang are relevant to the concept of learning style differentiation, which is as follows: For visual learners who absorb more information through the eyes, the things that teachers can do in maximizing their learning abilities are: 1) provide opportunities for students to sit on the front bench so that they can directly see the material written by the teacher on the blackboard, 2) in addition to writing, also use teaching aids such as charts, diagrams, flow-chart, or pictures to explain something, 3) invite them to watch a movie or video, then ask them to summarize the message seen, 4) use color variations in the writing (Purwati et al., 2020).

b. PAI Teachers' Efforts in Overcoming Learning Difficulties of Auditory Students

Based on data obtained by researchers from interviews, observations and documentation, researchers found that there were several efforts made by Islamic Religious Education teachers in overcoming the learning difficulties of students with auditory learning styles at SMA Patra Mandiri 01 Palembang. The efforts made are using audio-visual learning media when explaining learning material, inviting students to read aloud, and using discussion methods and group assignments.

The first effort is to use audio-visual media when explaining learning material. Audio-visual media is a media that involves the senses of hearing and sight at the same time in one process (Munadi, 2010). The audio-visual media used by the

teacher, namely the digital Qur'an which is displayed through an LCD projector, is also equipped with speakers (loudspeakers). Students with auditory learning styles are students who rely more on the sense of hearing. They are more receptive to learning materials through media or methods that activate the sense of hearing.

The second effort is to invite students to read aloud. This is shown during the process of learning material about Qur'anic verses, the teacher divides students into several groups. Each group is led by a group leader who is considered to have a good Qur'an reading to listen to the readings of group members. Group members read the learned verse aloud in front of the group leader and group members who have not yet had their turn to read.

The third effort is to use discussion methods and group assignments. In the learning process, the teacher divides students into several groups and gives group tasks to be discussed among group members. The results of the discussion are presented in front of the class in the form of papers and power points in turn. During the presentation, a question and answer session was held between groups. And at the end of the presentation, the teacher responds to the results of the group discussion that has appeared and the questions that arise during the discussion.

Based on the discussion above, researchers draw conclusions that the efforts made by Islamic Religious Education teachers in overcoming the learning difficulties of auditory learning style students at SMA Patra Mandiri 01 Palembang are relevant to the concept of learning style differentiation, which is as follows: For auditory learners where they absorb more information through hearing, things that can be done to maximize their learning ability include: 1) use audio in learning (music, recording, radio etc.), 2) give students the opportunity to read aloud, 3) ask them questions often, 4) create discussion groups, 5) give learners the opportunity to explain in words, 6) let them write what they understand about one subject, 7) Study in groups (Purwati et al., 2020).

c. PAI Teachers' Efforts in Overcoming Learning Difficulties of Kinesthetic Students

Based on data obtained by researchers from interviews, observations and documentation, researchers found that there were several efforts made by Islamic Religious Education teachers in overcoming the learning difficulties of students with kinesthetic learning styles at SMA Patra Mandiri 01 Palembang. The efforts made are to practice.

Kinesthetic learners are students who will easily receive learning material when learning while practicing what is learned (learning by doing). In the learning process regarding material about Qur'anic verses, teachers ask students to practice reading the Qur'an one by one. However, not every material in the subject of Islamic Religious Education can be practiced. This is what causes Islamic Religious Education teachers to rarely practice in the learning process.

Based on the discussion above, researchers draw conclusions that the efforts made by Islamic Religious Education teachers in overcoming the learning difficulties of kinesthetic learning style students at SMA Patra Mandiri 01 Palembang are relevant to the concept of learning style differentiation, which is as follows: Things that can

be done to maximize the ability of kinesthetic learners include: 1) expand field practice (field trip), 2) do demonstrations or live performances about a material, 3) use models or examples, 4) learning can be done outside the classroom or exploration of nature, 5) increase practice in the laboratory, 6) can memorize something while moving, walking or pacing for example, 7) multiply simulations and role playing, 8) give yourself a chance to stand up when explaining something (Purwati et al., 2020).

Overall, the efforts made by Islamic Religious Education teachers in overcoming the learning difficulties of students with visual, auditory, and kinesthetic learning styles are relevant to the concept of differentiation of learning styles. However, in practice teachers are still unable to implement and combine learning strategies and methods that can accommodate visual, auditory and kinesthetic learning styles simultaneously in every learning process carried out

CONCLUSION

Based on the results of research and discussions that researchers have written before, it can be concluded that the form of learning difficulties in Islamic Religious Education for visual students at SMA Patra Mandiri 01 Palembang is difficulty reading the Qur'an and slow to understand learning material. The form of learning difficulties in Islamic Religious Education for auditory students is difficulty reading the Qur'an, difficulty writing Arabic letters, and slow memorization. And the form of learning difficulties in Islamic Religious Education kinesthetic learners is difficulty reading the Qur'an and slow in memorization. The efforts of Islamic Religious Education teachers in overcoming learning difficulties are seen from the learning style of visual students, namely using audio-visual learning media when explaining material and marking important things with color variations. The efforts of Islamic Religious Education teachers in overcoming the learning difficulties of auditory students are using audio-visual learning media when explaining learning material, inviting students to read aloud, and using discussion methods and group assignments. And the efforts of Islamic Religious Education teachers in overcoming the learning difficulties of kinesthetic learners are doing practice.

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