Analysis Characteristics of Learning Styles VAK (Visual, Auditory, Kinesthetic) Student of Banks and Financial Institutions Course

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Abstract

Learning style is a very important learning modalities. One of the characteristics of learning relating to absorb, process, and transmit the information is related to the learning styles of learner. Information learning style characteristics of students who will be taught, it is important for faculty to improve quality learning. Students will also be easier to motivate himself in learning. Student learning styles can be recognized among the learning styles of visual, auditory and kinesthetic. This study is a non-experimental, which belong to the descriptive qualitative research. The subjects were all students of subjects Banks and Financial Institutions courses of Economic education Department in 2016. The instrument used in this study is a questionnaire that be filled by research subjects. This learning style questionnaire filled out by as many as 53 research subjects there are from three classes of students who follow Banks and Financial Institutions courses of Economic Education Department. The results of the analysis of student learning styles to section 201610530068 dominated by Visual learning style (62.50%), section 201 610 530 069 dominated the learning style Visual (37.50%), and Section 201 610 530 070 dominated Visual learning style (42.86%). Overall, the trend of learning styles Students Subject Banks and Financial Institutions dominated by the type of learning styles Visual amounted to 50.94%. Examples of characteristics suitable for students learning the visual is to motivate students to describe the information, by creating a diagram, symbol and color images in Visual student records.

Keywords: Learning Styles, visual, auditory, kinesthetic

I. Introduction

Student characteristics directly related to the study results, among others: intelligence, aptitude, motivation, social class, level of aspirations, perceptions and attitudes. Each student also has different capabilities in dealing with abstractions, solve problems and learn. Each student has a different learning styles so as to receive, process and remember information obtained also vary.

As we know that we have a brain with unique characteristics between the left brain and right brain of man. The right brain has the characteristics Long term memory while the left hemisphere belonging to the Short term memory. In his book entitled Revolution of Learning for Children, Bob Samples (2002) express ideas related to: (a) the functions of the brain-mind as an open system; (B) modalities, intelligence, learning styles, and creativity in learning, as well as ways of its development; (C) the use of music, sound, relaxation, drawing, humor, and a dream to build an atmosphere of play and learn effectively and exciting with kids,
without prejudice to the nature of learning; and (d) activities, tips, and advice that is easy to do to develop the ability to learn and access information through the entire learning modality that we have.

Grinder (1991) in Siberman, Melvin L (2014: 28) states that every 30 students, 22 of them on average can learn effectively for teachers to bring learning activities that combine the visual, auditory, and kinesthetic. But the rest is so fond of one form of teaching than the other two, so that the student should strive to understand the lesson when no precision in presenting the lesson in the manner that they prefer.

If a child grasp the information/material according to learning style, then there will not be a difficult subject. According to Barbara Prashning in Chatib (2014: 171) that the absorption of information depends on how people working on it. By providing instruction to children, we are through the power of learning style, you will see a rapid change in attitude and a high success rate. Thus, it can be said that the characteristics possessed learning styles of learners is one of the modalities that influence learning, processing, and communication. Similarly, when students know the characteristics of their individual learning styles, students will be easier motivate himself in learning. It is also disclosed (Chatib, 2014: 171) that the child's learning style as the door opener. Each item of information entered through the door wide open, will allow the child to understand the information. At the peak of the understanding, that information will be entered into long-term memory of a lifetime.

During this time lecturers are less aware of this, so when learning takes place teachers do not pay attention to the type of learning style that is owned by the student. There are three types of learning styles (De Porter, 2000), namely (1) a visual learning style, (2) auditory learning styles; and (3) kinesthetic learning style. Students with a visual learning style learn through what they see, auditory students learn through what they hear and kinesthetic students learn through movement and touch. By knowing the learning styles of students, teachers can help students learn according to the learning style that is owned by the students so that student achievement can be grown successfully through learning according to the learning style.

To accommodate all three learning styles of students are auditory, visual and kinesthetic learning economics teacher in providing learning can use different learning models using model not only alone but for example using a model of inquiry learning, cooperative learning or because the students can carry out exploration in s learning style that is most comfortable for themselves. Students learn according to their learning style and supported by appropriate learning strategies can receive lessons quickly and is expected to develop higher thinking ability in the study.

The purpose of this research, among others; 1. describe the results of the analysis of the characteristics of VAK learning styles (visual, auditory, kinesthetic) in student subjects Banks and Financial Institutions for Economic Education; 2. describe some characteristics of learning in accordance with their respective VAK learning styles (visual, auditory, kinesthetic).
II. Theoretical Framework

The style of learning is a way to receive, process, remember and apply the information easily. Each student has a way of learning is different. Student learning styles can be recognized among the learning styles of visual, auditory and kinesthetic. Students with a visual learning style learn through what they see, auditory students learn through what they hear and kinesthetic students learn through movement and touch. Individual student learning styles tend to have different useful for learning, processing and communication, according to Bandler and Grinder (in DePorter, 2000). Every student is not only prone to one learning style, they also utilize a combination of a particular learning style that gives them a certain natural talents and shortcomings, according to Markova (in DePorter, 2000).

According DePorter (2000) mentions each of the learning styles as follows:

**Visual**

This learning style access visual images created nor remembered, color, spatial relations, mental portraits and images stand out in this learning style. Students were very visual possibly characterized as follows:

- Regularly, pay attention to everything, to keep up appearances
- In view of the image, rather read than read out
- Requires thorough overview and objectives, capturing detail and remember what they saw.

**Auditory**

These learning styles to access all kinds of sounds and words that created nor remembered. Music, tone, rhythm, rhyming, internal dialogue and a prominent voice in this learning style. Students were very auditory can be characterized as follows:

- Attention is split
- Talk to the rhythmic pattern
- Learning by listening and moving the lips / voice while reading
- Dialogue internally and externally

**Kinesthetic**

These learning styles to access all types of motion and emotion created nor remembered. Movement, coordination, rhythm, emotional response and physical comfort prominently in this learning style. Students were very kinesthetic may be characterized as follows:

- Touching people, stand close together and a lot of moves
- Learning by doing, pointing writing while reading, responding physically
- Given the go and see.

III. Research Methods

This study is a non-experimental, which belong to a qualitative descriptive study subjects were all students of Banks and Financial Institutions economic education courses, which currently occupies the 5th semester of the academic year 2016/2017. Thus, in terms of research subjects, this study was population research.

The instrument used in this study is a questionnaire that be filled by research subjects. Questionnaire contains a number of written questions that are
used to obtain information from the research subjects related to some characteristics of learning style. Questionnaires is not tested but only validated by linguists to avoid any ambiguity or double meaning of the questions in it.

Refer to from how to answer, questionnaire used included in the enclosed questionnaire, because the study subjects had supplied the answer. Refer to from the response, the questionnaire used in this study is a direct questionnaire as a research subject directly answer about himself. While the techniques / methods used in this research is questionnaire data collection techniques.

Questionnaire data obtained from each respondent will be made Recap based on each learning style. The questionnaire used is an adaptation of De Porter. Here are some steps in the data analysis:

1. There are several questions in the questionnaires that will be filled by the response. There are three groups of questions that reflect individual learning styles, learning styles namely the "V" (Visual), group learning style "A" (Auditory), and group learning styles "K" (Kinesthetic). Each question has an answer options: "often" was given a score of 2, "sometimes" was given a score of 1, and "rare" was given a score of 0.

2. From each group learning style questions, the scores add up so that in each group of questions of learning styles will produce a certain value.

3. Conclusion of learning styles tendency by comparing the three values of each group of questions filled out by the subject. Conclusions based on:
   a. If there is the highest value at a group study style questions, we conclude that subject tends to be dominant on the learning styles;
   b. If there are two highest values of the two groups of the same learning style questions, the subjects are classified in the "combination of second Learning Styles".
   c. If there are two highest scores of the two groups disputing learning style questions 1 point, the subjects are classified in the "combination of second Learning Styles".

4. After that, the recapitulation will be made in the form of:
   a. Percentage inclination learning styles of each section student subjects Banks and Financial Institutions department of economic education;
   b. The percentage of the overall tendency of the learning style of the student subjects Banks and Financial Institutions department of Economic Education

IV. Result and Discussion

Identifying learning styles of the students used to learn how to learn each student. By knowing the student's learning style, students can learn according to their learning style so student results can be improved. Tabulation of data owned student learning styles can be seen in the table below.

<table>
<thead>
<tr>
<th>Section</th>
<th>Learning Style</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Visual</td>
<td>Auditory</td>
<td>Kinesthetic</td>
<td>VA</td>
<td>VK</td>
</tr>
<tr>
<td>201610530068</td>
<td>15</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>201610530069</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>201610530070</td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 4.1 Number of students based on learning styles in each section of the course.
Based on the above table it can be seen that the students in section 201610530068 totaling 15 students have a visual learning style, one student has a learning style auditory, 9 students have kinesthetic learning style, four students have a learning style combined VA, and each one students have a learning style combined VK and AK. In section 201620530069 students who have a visual learning style consists of 3 students, auditory learning style 1 student and kinesthetic learning style than 2 students and 2 students have a learning style combined VA. As for the section 201610530070 students who have a visual learning style amounted to 9 students, learning styles of auditory 1 students and students who have a kinesthetic learning style amounted to 2 students, students who have a learning style combined VA amounted to 1 student, a student who has a learning style combined VK amounted to 6 students, and students who have a learning style combined AK amounted to 2 students.

Here is the percentage of students’ learning styles in each section of the course Banks and Financial Institutions.

![Figure 4.1 Percentage of Student Learning Styles Section 201 610 530 068](image-url)
Learning Styles tendency in general students of subjects Banks and Financial Institutions of Economic Education Department

Analysis on the trend of the overall student learning styles subjects Banks and Financial Institutions Economic Education department is done by the students add up all the frequencies of each section with a similar tendency learning styles. Thus the result that as many as 50.94% Visual, 5.66% auditory, kinesthetic 11.32%, 13.21% Combined Visual and auditory, 13.21% Combined Visual a

nd kinesthetic, auditory and Combined kinesthetic is 5.66%. Details of data analysis on the trend of student learning styles Subjects Banks and Financial Institutions Economic Education Department are presented in Table 4.2 and Figure 4.4 below.
Table 4.2 Trends learning styles of students subjects Banks and Financial Institutions Economic Education Department

<table>
<thead>
<tr>
<th>NO</th>
<th>LEARNING STYLE</th>
<th>F (A)</th>
<th>F (B)</th>
<th>F (C)</th>
<th>Fi</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>V</td>
<td>15</td>
<td>3</td>
<td>9</td>
<td>27</td>
<td>50.94</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5.66</td>
</tr>
<tr>
<td>3</td>
<td>K</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>11.32</td>
</tr>
<tr>
<td>4</td>
<td>VA</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>13.21</td>
</tr>
<tr>
<td>5</td>
<td>VK</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>7</td>
<td>13.21</td>
</tr>
<tr>
<td>6</td>
<td>AK</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>53</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Description Table 4.2
f (a): the frequency of each type of learning style student section 201 610 530 068
f (b): the frequency of each type of learning style student section 201 610 530 069
f (c): the frequency of each type of learning style student section 201 610 530 070
Fi: total frequency of each learning style

Overall, therefore, the tendency of learning styles Students Subjects Banks and Financial Institutions Economic Education Department is dominated by the types of learning styles Visual amounted to 50.94%.

Characteristics Learning of VAK (Visual-Auditory-Kinesthetic)
To answer the research question 2, the method used is to examine some of the references in accordance with the characteristics of each learning style. Here are some characteristics of learning that should be used on students with learning styles tendency visual, auditory, or kinesthetic.
Learning for Visual Students
Students were very visual has several characteristics as follows (DePorter, 2014: 123):

- Regularly, pay attention to everything, to keep up appearances;
- In view of the image, rather read than read out; and
- Requires a thorough overview and objectives.

Thus, some of the characteristics of learning appropriate for students who are very visual is as follows:

a. Lecturer stood quietly when presenting segment information, and move slowly among the segments;

b. Give encouragement to students to describe the information, by creating a diagram, symbol and color images in Visual student records;

c. The Tables and Graphs will deepen students' understanding of Visual especially in mathematics, engineering, or science;

d. The making map mind / concept maps will be helpful in giving students Visual "overall picture" of a concept;

e. Use the language of visual symbols in the presentation faculty representing key concepts;

f. Familiarize the student to take back the material / information by using different colors / images are interesting;

g. Note the lighting or lighting a room while teaching / learning takes place.

h. Use of instructional media such as books, magazines, posters, computer / LCD, Collage, Flow charts, highlighting, keyword displayed around the classroom, writing with attractive colors.

Learning for Auditory Students
Students were very auditory has several characteristics as follows (DePorter, 2014: 124):

- Attention is fragmented;
- Speak with a rhythmic pattern;
- Learn by listening, moving her lips / voice while reading;
- Internal and external dialogue.

In accordance with the characteristics of auditory student, here are some of the characteristics of learning appropriate:

a. Provide information repeatedly, can take advantage of these questions;

b. Use the technique of repetition, ask students to name the concept and guidelines;

c. Lecturers using vocal variety in the presentation;

d. Sing A key concept or ask students to make a song related to the concept;

e. Give encouragement to students for making / thinking "mnemonics" to make it easier to memorize / recall key concepts;

f. Use the technique of question and answer;

g. Using question and answer, role play, group work, techniques mnemonics;

h. Engage in learning music.

Learning for Kinesthetic Students
Movement, coordination, rhythm, emotional response, and physical comfort is very prominent in students who are very kinesterik. In accordance with those disclosed in DePorter et al (2014: 124) that some of the characteristics of someone who kinesthetic, among others:
- Often touch people, standing close together and moving when interacting with others;
- Learn by doing;
- Appoint writing while reading;
- Given the go and see

Therefore, here are some of the characteristics of student learning according to a very kinesthetic, among others:

a. Kinesthetic students preferred form of project tasks applied;
b. Use of instructional media / tools when teaching to generate curiosity and emphasize key concepts;
c. Kinesthetic allow students to walk in the classroom;
d. Demonstrate concepts while providing the opportunity for students to learn step by step;
e. Create a simulation of the concept that the student experience;
f. Create mind maps involving physical activity can also be useful for students kinesthetic.

Based on the above results, there are also some students who have a tendency combination of several styles of learning, it should be a lecturer is expected to create learning that combines some characteristics of these learning styles.

V. Conclusion

Based on the research objectives and the results obtained and their discussion some conclusions as follows: a) learning style Students Subjects Banks and Financial Institutions Economic Education Department is dominated by Visual learning style as much as 62.50% of the total students in section 201610530068; b) learning style Students Subjects Banks and Financial Institutions Economic Education Department is dominated by Visual learning style as much as 37.50% of the total students in section 201610530069; c) Student learning styles Subjects Banks and Financial Institutions Prodi Economic Education is dominated by Visual learning style as much as 42.86% of the total students in section 201610530070; d) learning style Students Subjects Banks and Financial Institutions Economic Education Department is dominated by Visual learning style as much as 50.94% of the total students.

As for some suggestions of this study are: a) to achieve maximum learning, lecturers are expected to be able to create learning that involves a lot of learning styles simultaneously; b) after knowing the tendency of learning style, each student is expected to take advantage of learning styles in learning / understanding the information.

References