



Analysis of Students' Learning Style Profiles in 5th Grade Differentiate Learning in Elementary School

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Abstract: Students have characteristics in understanding the ability to understand and obtain different information. The purpose of this study was to find out the results of the description of the learning style profile of fifth-grade students at SD Negeri Pandeanlamper 01 Semarang City. This method uses a qualitative descriptive approach. The research strategy used was observation sheets by distributing questionnaires based on learning styles, visual, auditory, and kinesthetic. Based on the results of the study, it was shown that fifth-grade students at SD Negeri Pandeanlamper 01 were more dominant with a visual learning style, obtaining a percentage of 46.63%. This indicates that most students better understand information with their sense of sight, such as seeing pictures and learning video animations. Next is the kinesthetic learning style of 28.67% by processing physical and mental information to move, and the auditory learning style of 25.00% by gaining understanding by listening. This learning style facilitates the needs of diverse students in differentiated learning. Learning style profiles in differentiated learning provide learning readiness, interests, and things each student likes. With differentiated learning, all the needs of students can be accommodated according to each student's interests and learning profile.

Abstrak: Pada dasarnya peserta didik mempunyai karakteristik dalam memahami kemampuan pemahaman dan pemerolehan informasi yang berbeda. Tujuan penelitian ini adalah untuk mengetahui hasil deskripsi profil gaya belajar peserta didik kelas V di SD Negeri Pandeanlamper 01 Kota Semarang. Metode ini menggunakan metode deskriptif kualitatif. Strategi penelitian yang digunakan adalah lembar observasi dengan menyebarkan angket yang berdasarkan gaya belajar, visual, auditori, dan kinestetik. Berdasarkan hasil penelitian menunjukkan bahwa peserta didik kelas V SD Negeri Pandeanlamper 01 lebih dominan dengan gaya belajar visual memperoleh hasil persentase sebesar 46,63%, hal tersebut menunjukkan bahwa kebanyakan peserta didik lebih memahami informasi dengan indra penglihatan, seperti melihat gambar dan animasi video pembelajaran. Selanjutnya yaitu gaya belajar kinestetik sebesar 28,67% dengan mengolah informasi fisik dan pikiran untuk menghasilkan suatu gerakan dan terakhir adalah gaya belajar auditori sebesar 25,00% dengan memperoleh pemahaman dengan cara mendengarkan. Gaya belajar tersebut memberikan fasilitas kebutuhan peserta didik yang beragam dalam pembelajaran berdiferensiasi. Profil gaya belajar dalam pembelajaran berdiferensiasi memberikan kesiapan belajar, minat dan hal yang disukai setiap peserta didik. Dengan pembelajaran berdiferensiasi, semua kebutuhan peserta didik dapat terakomodir sesuai minat dan profil belajar yang dimiliki setiap peserta didik.

A. Introduction

Education plays an essential role in providing a meaningful platform for individuals to acquire a series of processes or experiences that bring about change for them to develop their potential to learn and develop their skills. Based on the mandate of law no. 20 of 2003 concerning the National Education System Chapter 1 Article 1 (paragraph 1) explains that education is planning to create an atmosphere of the learning process and develop skills in students so that they have a religious personality, intelligence, and skills that are in him for the nation and state and society. The aim of education is expected to bring about changes, especially in the learning process, that embodies the ability to understand and develop students' learning potential. Education has an essential role in determining the quality of the nation in every citizen following compulsory education at the education level. The teacher is the main component in education that plays an essential role in the learning process. Education is inseparable from the teacher and the learning process.

The teacher has the general task of educating the nation's generation and developing their potential interests and talents and is responsible for the successes and failures in the teaching process in improving their professionalism. (Aspi & Syahrani, 2022; Ilyas, 2022). The task carried out by a teacher in the teaching process should be before carrying out the application of learning. It is necessary to carry out an analysis of lesson planning. Things that can be done before the implementation of education, the teacher must look at the needs and abilities of students' understanding, apply methods, approaches, and learning models by adjusting the learning environment, and analyze the results of learning achievements to diagnose weaknesses or deficiencies in the understanding of students in receiving learning. The success of education is determined by the teacher's competence, the learning environment, and students learning styles (Alhafiz, 2022). The teacher analyzing the planning and the success of the learning process can benefit students, especially in managing learning.

Based on initial observations and interviews at SDN Pandeanlamper 01 in grade 5, some students paid little attention to the teacher while explaining the learning material during the learning process. Some passive students need more concentration during the learning process, play alone, and are bored participating in learning. The formation of groups is not based on the mapping of students' learning styles. When doing students. Some students need to learn about learning styles that are very easy to understand and fun. The condition of the problem is the need to optimize learning success, through which the teacher needs to map groups based on potential, interest, and learning readiness which can become one unit, namely the learning profile. By mapping the needs of students,

Learning style is a unique way of capturing, absorbing, and receiving information students receive according to their character during the learning process. According to (Undari, 2022), a learning style is a learning approach that is very popular with students in accepting a learning strategy approach. Meanwhile, according to (Saefiana et al., 2022), Learning style is an approach or learning strategy with a series of appreciation processes, behaviors, and individual tendencies in studying knowledge in their own way. According

to Ghufron (Kurniati et al., 2019), learning styles can describe students' learning formulas in building acquisition, mastering complex information, and providing different perceptions. Learning styles can be used as a teacher's determination to know the potential of each student so that learning is more focused on learning strategies or approaches of interest. Every student has uniqueness, readiness, and variety in obtaining information in learning. With learning styles, teachers can find out the problems and character of students' learning readiness in understanding learning based on their interests and potential.

Differentiated learning has relevance to the learning styles of students. Differentiated learning is a teaching process based on the needs achieved by students in facilitating a preferential learning environment based on experience, students' preferred learning interests, and learning styles. Differentiated learning includes learning methods that focus particular attention on students. In line with an opinion (Himmah & Nugraheni, 2023), differentiated learning gives special attention centered on students so that learning can be directed. The differentiated learning approach consists of 4 things, including differentiation of content, process, product, and learning environment. By applying the four differentiated approaches, learning activities can be accommodated with a combination of learning styles so that the facilities and the needs of students are met in learning. Each individual cannot be generalized in the learning process activities. The teacher needs to carry out learning variations in a differentiated learning strategy (Himmah & Nugraheni, 2023).

According to (Alhafiz, 2022; Faiz et al., 2022; Thapliyal et al., 2022). According to De Porter & Hearcki (Fendrik et al., 2022) Learning styles consist of three things including visual, auditory, and kinesthetic (VAK). According to De Porter (Supit et al., 2023), The visual learning style plays an essential role in sight, meaning that students can understand the concrete evidence they have seen. In the teaching method with a visual learning style, the teacher can provide concrete objects by showing pictures, LCDs, and posters. At the same time, the kinesthetic learning style is learning with motion and touch (Fendrik et al., 2022). Methods with kinesthetic learning styles in learning can be through direct hand activities, practical activities, writing, counting, or drawing. Auditory learning is a learning strategy for obtaining information while listening, such as through lectures, discussions, audiotapes, and debates (Fendrik et al., 2022; Supit et al., 2023). Auditory learning style in learning, students prefer learning to obtain information by listening to the teacher, through lectures, and by listening to each other in group discussions.

With the diversity of visual, auditory, and kinesthetic learning styles, teachers must understand each student's learning style. Research results (Alhafiz, 2022) indicate that the three learning styles show combined results or that there are only some students who rely on one learning style. While research (Hafizha et al., 2022) analysis of teacher learning styles for elementary school students shows that teachers understand students' learning styles well, and theoretically, teachers are still constrained by using projectors and need help facilitating auditory learning styles. Research result (Himmah & Nugraheni, 2023) states that the learning styles of students in class VI, the most dominant are visual, auditory, and

kinesthetic learning styles. Research (Soraya et al., 2020) shows that the learning styles of students in the class have diversity, and the teacher's learning style profile needs to be able to plan in-class learning by creating special study groups. Based on this description, the author wants to know the profile of students' learning styles in grade 5 differentiated learning at SD Negeri Pandeanlamper 01.

B. Method

This research method uses a qualitative description. The strategy in this research is to use questionnaires and observation. According (Nawawi, 2015) explained that the descriptive method is a procedure for solving the problems investigated by describing the situation of the subject/object of research based on visible facts or as they are. The subjects in this study were grade 5 students at SD Negeri Pandeanlamper 01 Semarang City. The purposive sampling technique for this study was students in grade 5 of SD Negeri Pandeanlamper 01.

The qualitative research tool or instrument is the research itself. According to (Sugiyono, 2016), Qualitative research is a human instrument that focuses on research, selecting information to be used as a data source, collecting data, interpreting data, and concluding conclusions. The main instrument in qualitative research is self-research. After the researcher is clear, it is developed into a simple instrument, and the hope is to complete the data and compare the data found by interviews and observations.

Data collection techniques and tools in this study were observed by direct observation of the object of research, this observation stage was observing the process of learning style profiles in differentiated learning of 5th-grade students at SD Negeri Pandean Lamper 01 Semarang City. The interviews in this study used unstructured interviews. The source of the interviews were teachers and students in grade 5 at SD Negeri Pandeanlamper 01. This study's documentation was taken when conducting research at the school itself. Data collection used a questionnaire about learning styles and student observations during the study. Data analysis is simple to research, with the classification of data obtained based on learning styles. The results of grouping the data are then verified and concluded. The following is the flow of this research, presented in Figure 1.



Figure 1. Research Flow

C. Result and Discussion

Result

This research was conducted at SD Negeri Pandeanlamper 01 Semarang City. The author reviews student learning style profile research based on three things visual, auditory,

and kinesthetic. Visual learning style is a strategy for obtaining information through the sense of sight, and the following is a visual learning style instrument in this study shown in Figure 2.

No	Pernyataan	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	R22	R23	R24	R25	R26	R27	R28	
1	Saya lebih suka membaca buku dan melihat gambar.	4	5	4	4	4	3	4	3	3	5	3	4	5	5	4	5	5	5	3	4	4	4	4	4	5	5	5	5	
2	Saya lebih mudah memahami mata pelajaran, apabila ssaya membacanya dengan baik.	5	5	5	4	5	5	4	5	4	5	5	5	5	5	4	4	4	4	4	4	3	4	5	5	5	3	5	4	
3	Saya lebih menyukai cerita yang berisi banyak gambar dan berwarna	4	4	4	4	4	4	4	4	4	4	5	5	4	5	3	4	4	4	4	5	2	4	5	4	3	3	5	4	5
4	Saya senang memberikan tanda atau warna (stabilo) pada materi pembelajaran yang sangat penting untuk dipahami.	4	5	4	3	4	4	4	5	5	5	3	4	5	4	4	5	5	4	3	2	5	4	5	5	4	5	5	3	
5	Saya senang memperhatikan ilustrasi gambar atau warna yang terdapat dalam buku paket.	4	5	3	4	5	2	3	4	5	4	4	5	5	5	2	4	5	3	4	2	3	4	5	4	3	5	3	3	
6	Saya mengingat pelajaran dengan cara menghubungkan segala sesuatu bentuk yang pernah saya lihat di lingkungan rumah.	4	4	5	4	5	4	3	4	3	4	5	4	4	5	4	3	5	4	5	4	4	4	4	4	4	2	4	5	4
7	Gambar-gambar dan poster yang ada pada buku paket sangat membantu saya dalam mengingat dan memahami pelajaran.	4	4	3	4	5	4	4	5	5	4	4	4	5	5	4	3	5	3	4	4	4	4	4	3	3	4	5	5	
8	Ketika di rumah sedang ramai, saya masih bisa berkonsentrasi dengan apa yang saya pelajari.	5	5	5	4	4	3	4	3	5	4	3	4	3	5	5	5	4	3	4	3	4	4	4	5	5	4	4	5	
9	Saya mudah memahami instruksi dari guru secara verbal mengenai tugas yang dikerjakan rumah.	4	3	5	5	3	4	5	3	4	5	4	4	5	3	4	4	4	5	4	5	3	4	3	4	3	4	5	4	
10	Saya lebih senang dibacakan informasi oleh orang lain daripada.	4	5	3	4	5	3	3	4	3	4	4	4	3	4	4	3	5	5	4	5	5	3	5	5	4	5	5	5	
	Jumlah	42	45	41	40	44	36	38	40	41	44	40	43	44	46	38	40	46	40	40	35	39	40	43	42	37	44	46	43	

Figure 2. The Instrument for Calculating Visual Learning Style Questionnaire Results

While the auditory learning style is a way of obtaining student information by using hearing aids, the learning style with auditory information recipients dominates, preferring learning by listening to information and knowledge recipients. The auditory learning style of students is more synonymous with liking things by listening, with the teacher lecturing, discussing, and listening through audio media and instructions. The following is a questionnaire about auditory learning styles presented in Figure 3.

No	Pernyataan	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	R22	R23	R24	R25	R26	R27	R28	
1	Saya lebih senang mendengarkan penjelasan materi pembelajaran melalui video pembelajaran.	5	3	3	5	4	4	3	3	4	4	4	4	3	4	5	4	5	4	4	4	4	3	4	5	4	5	4	2	5
2	Saya senang membaca materi pembelajaran dengan suara keras dan mendengarkan sendiri.	4	4	3	4	3	4	2	4	5	4	4	3	3	4	5	3	5	4	4	4	4	4	5	4	4	5	5	3	5
3	Saya lebih mudah mudah mengingat hafalan pelajaran dengan cara mendengarkan penjelasan guru.	4	4	2	4	3	4	4	4	5	3	4	4	3	4	4	3	4	4	4	4	4	5	3	5	4	5	3	4	5
4	Ketika sedang membaca materi pembelajaran, saya sering membaca dengan bersuara daripada membaca dalam hati.	5	3	3	5	3	3	3	3	5	3	5	4	4	4	5	3	3	4	3	4	4	4	3	5	4	5	3	3	4
5	Saya lebih senang membaca materi dibandingkan mencatat isi materi pelajaran.	4	3	4	5	4	3	4	4	3	4	5	4	3	3	5	3	4	3	4	4	4	4	3	5	3	5	3	4	5
6	Saya senang menyampaikan pendapat kepada orang lain.	3	5	4	4	3	4	4	5	4	5	5	5	4	3	4	3	4	3	3	3	3	3	4	4	4	5	3	5	5
7	Saya merasa kesulitan memahami pelajaran dengan suasana yang gaduh pada saat kerja kelompok bersama teman dirumah.	4	3	4	4	4	4	4	4	4	5	4	5	3	5	5	4	4	3	4	4	4	4	4	5	5	4	3	5	5
8	Saya tidak bisa konsentrasi mengerjakan tugas/PR apabila suasana di luar sangat berisik.	5	3	3	4	3	3	4	5	4	5	4	4	4	5	5	3	5	3	3	4	5	5	5	5	5	5	2	3	5
9	Saya lebih mudah mengingat apa yang disampaikan orang lain dengan cara mendengar dibandingkan dengan apa yang saya lihat.	2	4	4	4	3	4	3	4	5	5	5	3	5	5	4	3	5	3	3	3	5	3	5	4	4	4	4	4	4
10	Saya lebih mudah memahami materi dengan cara membaca buku dan melihat contoh secara langsung.	3	4	4	4	3	4	4	4	5	4	5	5	4	5	5	3	5	3	3	4	4	4	5	5	3	4	4	4	
	Jumlah	39	36	34	43	33	37	35	40	44	42	45	41	36	42	47	32	44	34	35	38	41	38	48	42	46	34	37	47	

Figure 3. The Results of the Auditorium Learning Style Questionnaire Calculation Instrument

Learning based on kinesthetic learning styles is a way of obtaining student information on how to dominate the learning process by touching or moving. In the kinesthetic learning style strategy, children better understand remembering and acquiring information directly in practical activities rather than learning by listening and theory. In kinesthetic learning, children are more dominant in the learning process by making movements, direct practice, feeling, and doing something. The kinesthetic-based learning style questionnaire instrument is presented in Figure 4.

No	Pernyataan	R1	R2	R3	R4	R5	R6	R7	R8	R9	R10	R11	R12	R13	R14	R15	R16	R17	R18	R19	R20	R21	R22	R23	R24	R25	R26	R27	R28	
1	Saya menyenangi belajar langsung dengan aktivitas praktek.	4	5	5	3	4	4	3	5	4	5	4	4	3	4	4	4	5	4	5	5	4	4	4	5	4	5	4	3	
2	Saya menyukai permainan tradisional yang melibatkan fisik terkait dengan pembelajaran.	3	3	4	4	4	4	4	4	5	4	5	4	4	4	4	3	5	4	5	5	4	4	3	5	4	5	4	4	
3	Saya mencatat ulang materi pelajaran yang diberikan oleh guru.	4	3	4	3	5	5	3	5	3	4	4	4	4	4	5	4	4	4	5	5	4	4	3	5	4	4	4	4	
4	Ketika belajar, tangan saya tidak bisa diam memainkan pulpen atau benda-benda lain yang ada didekat saya.	4	3	4	3	4	5	3	4	3	4	4	4	3	4	4	4	4	4	4	4	4	3	3	5	4	4	4	4	
5	Saya dapat memahami pelajaran melalui bantuan penjelasan dari teman pada saat kerja kelompok dengan cara melihat gerakan tubuh atau fisik.	5	4	4	3	4	5	3	4	4	5	3	4	3	4	3	3	4	5	4	4	4	3	4	5	5	4	4	5	
6	Ketika teman saya mengajak berbicara saya menanggapi dengan antusias.	4	4	3	4	4	4	4	4	5	5	3	3	3	5	3	4	5	5	5	5	5	3	4	5	4	4	4	4	
7	Ketika diberikan tugas praktik di rumah saya langsung mengerjakannya	4	4	4	4	4	3	4	4	5	4	4	3	4	5	3	4	5	4	4	5	5	3	4	5	4	4	4	4	
8	Saat menjawab soal-soal dengan menulis jawabannya langsung di buku paket.	3	5	5	3	4	4	3	4	5	4	4	4	3	5	4	4	4	5	5	4	4	3	4	5	5	4	4	4	
9	Saya lebih senang berbicara tentang teori pada saat kerja kelompok dibandingkan melakukan praktek.	4	4	5	3	4	5	4	4	4	4	4	4	4	5	3	4	4	4	4	4	4	4	3	5	5	4	4	4	
10	Saya tidak pandai dalam memulai topik pembicaraan dengan orang lain.	4	3	5	4	5	3	5	4	5	4	3	4	3	4	3	4	3	4	4	4	4	4	4	4	5	4	5	3	4
Jumlah		39	38	43	34	42	42	36	42	43	43	38	38	34	44	36	38	43	43	45	45	42	35	36	50	43	43	39	40	

Figure 4. The Results offThe Kinesthetic Learning Style Questionnaire Calculation Instrument

The questionnaire instruments for the three learning styles were given to students, after which the questionnaire was measured using a Likert scale. Based on the questionnaire items calculated with 5 categories including strongly agree (SS) get a score of 5, agree (S) a calculation score of 4, doubt (R) a calculation score of 3, disagree (TS) a calculation score of 2, and strongly disagree (STS) score calculation 1. The respondents' answers were analyzed by looking at the results of students' statements filling in the questionnaire answers. The results of filling out the questionnaire were classified based on the tendency of students' acquisition methods in three learning styles (visual, auditory, and kinesthetic). Based on the dissemination and analysis of questionnaire research data, the results of the learning styles of students in grade 5 at Pandeanlamper 01 Public Elementary School varied, as shown in Table 1 below.

Table 1. The Results of the Tendency of Students' Learning Styles

No	Learning Style	Amount
1	Visual	13
2	auditorial	7
3	Kinesthetic	8
Total		28

Based on the table, the number of students with a total of 28 students with a tendency to learn styles based on visuals with a total of 13. Students with a tendency of auditory learning styles totaling 7 and 8 are more inclined to learning styles 9. Learning with visual learning styles in grade 5 is more dominating than kinesthetic learning. The results of the percentage mapping of student learning styles are presented in Figure 5 below.

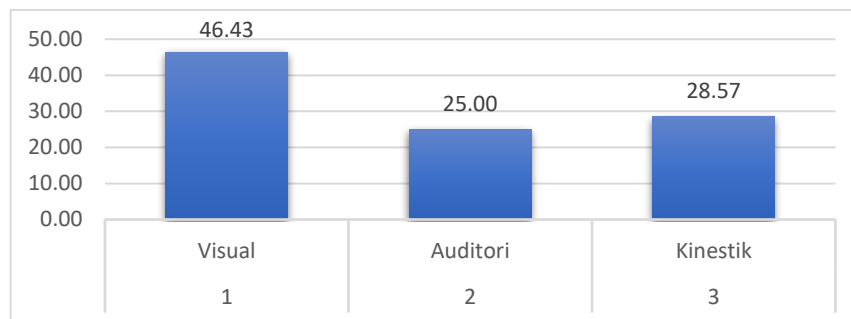


Figure 5. Table of the Percentage of Students' Learning Styles

Based on the table, the results of the tendency of students' learning styles at Pandeanlamper 01 Public Elementary School, mainly those with a visual learning style of 46.43%, then a kinesthetic learning style of 28.57%, and an auditory learning style of 25.00%. The sequential trend from the highest to the lowest results in students' learning styles at SD Negeri Pandeanlamper 01 in grade 5, namely visual, kinesthetic, and auditory.

Discussion

The percentage results in Pandeanlamper 01 Public Elementary School students being more dominant in the direction of visual, kinesthetic, and auditory learning styles. With this learning style, students prefer the visual learning style using the senses of seeing. The research is in line with (Himmah & Nugraheni, 2023). The results show that the learning style at Mijen Islamic Boarding School Elementary School in class VI, the visual learning style is superior to the auditory and kinesthetic. According to (Armaimis et al., 2022), the profile analysis results of learning styles are dominated by visual learning styles, where students prefer learning by understanding information on learning situations through sight. According to (Alhafiz, 2022), in explaining the learning needs of diverse students, a teacher must accommodate students' learning profiles. The learning profile of students is a learning approach that children prefer in learning, learning styles that influence intelligence, and background (Herwina, 2021).

Diverse students certainly have different thinking and learning abilities. Cognitive psychology is one of the approaches to how individuals learn, especially interested in how information is perceived, learned, remembered, and processed by someone (Kircaburun & Danişman, 2016). Therefore, the teacher must be moved by the differences of each student. (Buaraphan, 2015) states that teachers must be aware of the ability to understand knowledge and personality style preferences in the application of instructional activities and lessons according to the learning features of students. To determine students' understanding

abilities, teachers need to map students' learning style profiles. With the teacher knowing the profile information of children's learning styles, they can provide planning before carrying out learning. They can serve as a teacher's benchmark in grouping students according to the ability of learning styles in the class (Soraya et al., 2020). This aligns with an opinion (Marlina, 2019) that the teacher understands multiple intelligences more in the differentiation class based on students' interests and learning profiles.

With diverse learning style profiles, a learning approach is needed that can meet the needs of each learner in learning, namely with differentiated learning. The profile of learning styles with a differentiation approach in its application in class, the formation of primary groups can be used as reference material for students with the potential and interests according to the preferred learning style. They are flexible by forming groups based on the needs of students' learning interests. According to (Alhafiz, 2022), the formation of groups in differentiated learning is flexible because groups are formed based on student's needs and learning experiences.

Differentiated learning is a learning strategy carried out by the teacher to meet the needs of each student by adjusting interests, learning preferences, and student readiness and achieving increased learning outcomes (Herwina, 2021; Marlina, 2019). Four aspects of differentiated learning can be applied to improve the learning outcomes in the learning steps. According to (Marlina, 2020), The differentiated learning component consists of four aspects: content, process, product, and learning environment. Content or content is how the teacher teaches in class, where the teacher conveys content based on the learning profile (style) that each student understands (Wahyuningsari et al., 2022). The process is how students understand ideas and information (Herwina, 2021). Herwina said that with a large variety of learning choices and learning styles, the teacher modifies learning based on the needs of students. The product is a way for students to show understanding of what has been learned, and the teacher assesses the material mastered by students and provides material to be taught to the next (Wulandari, 2022).

Product results on the differentiated learning aspects of students can be in the form of articles, poems, songs, infographics, posters, videos, and skills that have been produced (Herwina, 2021). Meanwhile, according to (Marlina, 2020) The learning environment is how students work and feel the learning atmosphere in class. Differentiated learning approaches with four aspects of content, process, product, and learning environment. In the process of learning activities, students' learning needs are accommodated according to their interests and learning style profiles. In line with an opinion (Jatmiko & Putra, 2022), Differentiated learning applied by driving schools include diagnostic assessment, content, process, and product differentiation. According (Alhafiz, 2022) states that learning is differentiated, and needs can be accommodated based on interests and learning profiles.

Learning by doing a learning profile analysis will make it easier for the teacher to accommodate the needs of students in differentiated learning. Teachers can give attention and unique action in meeting learning needs by providing action according to the characteristics of students' interests. Students can consistently understand the context of

learning and understanding, interacting with friends according to their learning style. In the profile of learning styles in differentiated learning, teachers can develop their potential, interests, and talents according to their needs. As an essential role holder, the teacher shows the teaching and learning process, is conducive to high learning outcomes for gifted students, and must side with students (Handa, 2019). Learning in favor of students will have the best impact on every child at school in developing their potential. Research findings (Aprima & Sari, 2022) learning with interesting differentiation is applied because, in the application process, a variety of learning media is presented with the needs of learning styles so that students are interested in participating in learning. Meanwhile, according to research (Soenarjadi, 2020), learning profiles with visuals get superior results, where students better understand learning visually in completing steps in each problem-solving. Therefore, mapping learning style profiles with differentiated learning will provide comfort and effectiveness and positively impact students in increasing understanding and optimal learning outcomes.

D. Conclusion

Based on the research results on the profile of learning styles for grade 5 at SD Negeri Pandeanlamper 01 Semarang in differentiated learning, the results show that children are more dominant in visual, kinesthetic, and auditory learning styles. Visual learning styles show results of 46.43%, kinesthetic learning styles 28.57%, and auditory 25.00%. By knowing the learning style profile, the teacher can map needs based on the preferred way of learning and understanding. Differentiated learning also accommodates the varied learning styles of students.

The teacher performs a diagnostic analysis with an assessment based on learning styles and learning activities with several elements of process, content, product, and learning environment differentiation. With differentiated learning, all the needs of students can be accommodated according to each student's interests and learning profile. Suggestions in research on learning style profiles based on differentiated learning for further research can develop research on teaching materials and student worksheets by developing learning styles according to students' interests so that learning achieves optimal learning results.

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