



## Analysis of Learning Styles in Differentiated Indonesian Language Learning Based on Multiple Intelligences in Elementary School Students

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### Abstract

Recognizing individual diversity is essential for supporting children's learning, particularly in language skills. A differentiated learning approach that aligns with children's learning styles can significantly enhance the effectiveness of language acquisition by addressing specific needs and characteristics. The research method utilized a qualitative approach with a case study design. The subjects were five fifth-grade students during the 2024/2025 academic year. Data collection techniques included document analysis, observation, and interviews. Data was analyzed using the linear approach data analysis technique (John W. Creswell model). The primary objectives of this qualitative case study were to: 1) determine children's language learning style profiles, 2) identify effective ways to teach language skills based on these styles, and 3) measure the impact of differentiated learning, tailored to learning styles, on improving language proficiency. The study identified distinct student characteristics: visual learners relied on sight and preferred neatness; auditory learners depended on hearing and preferred listening; kinesthetic learners were physically active and enjoyed direct practice; interpersonal learners thrived in group settings; and intrapersonal learners preferred independent study. The results affirm that teachers can effectively apply differentiated learning to facilitating the language learning process for all students.

**Keywords:** differentiated learning; multiple intelligence; Indonesian language; elementary school

### INTRODUCTION

21st-century education demands individual skills to face competition. 21st-century learning focuses on developing four key skills, the 4Cs: Critical Thinking, Collaboration, Communication, and Creativity (Mahrunnisya, 2023). The Independent Curriculum is designed to address Indonesia's learning crisis. Based on Ministerial Regulation Number 12 of 2024 concerning Curriculum for Early Childhood Education, Elementary, and Secondary Education, differentiated learning is one of the recommended approaches in implementing the Independent Curriculum, where teachers are expected to be able to adapt the teaching and learning process to the needs, interests, and characteristics of students to create more meaningful, inclusive learning, and oriented towards the development of the *Pancasila* Student Profile (Kemdikbudristek, 2024). Learning approved by the Ministry of Education and Culture includes a differentiated learning concept that is expected to fulfill the 4Cs.

Differentiated learning is an effort to adjust the classroom learning process to accommodate students' needs and align with individual potential, based on their learning readiness, interests,

and learning profiles (Tomlinson, 2001). Differentiated learning supports teachers in using various teaching methods to meet students' individual competencies and needs. Differentiated learning aims to: (a) meet individual student needs; (b) improve student achievement; (c) increase student motivation and interest in learning; (d) develop social and collaboration skills; (e) improve student achievement; and (f) increase student activeness (Isrotun, 2022). The purpose of identifying or mapping student learning needs based on learning profiles is to provide students with opportunities to learn naturally and practically (Ramadhan et al., 2023). Differentiated learning aims to create diversity in the learning process, tailoring instruction to students' learning needs and integrating multiple intelligences (Rahmaniah, 2021). Teachers can freely choose from a variety of supporting devices, allowing learning to be tailored to students' needs and interests. The Independent Curriculum policy is a solution to improving literacy in Indonesia.

The theory of multiple intelligences is based on the research results of *Gardner* (1983) who developed the theory of Multiple Intelligences (MI) in 1983. The potential that must be developed by students is diverse, especially intelligence. According to *Gardner* (1983), intelligence is a biopsychological potential which means that all creatures concerned have the potential to use a set of talents owned by that type of creature (personal). *Gardner* explains in his theory that the intelligence of each student is according to their learning style. According to *Gardner*, there are no students who are stupid or smart, but there are students who stand out in one or more intelligences. Multiple intelligences provide a different view of the talents that each child has and open new insights into different intelligences. Therefore, it is necessary to appreciate the uniqueness of each student. Multiple intelligences are divided into nine groups including: (1) Linguistic Intelligence; (2) Logical-Mathematical Intelligence; (3) Spatial Intelligence; (4) Bodily-Kinesthetic Intelligence; (5) Musical Intelligence; (6) Interpersonal Intelligence; (7) Intrapersonal Intelligence; (8) Naturalist Intelligence; and (9) Existential Intelligence (*Gardner*, 1983).

The problem raised in this study is the difference in student learning outcomes caused by the heterogeneity of their learning styles. Learning outcomes are the level of success of students in understanding material expressed in the form of scores or values from test results on a particular material (Ilhamdi et al., 2020). In reality, learning takes place, some students feel less challenged, those who easily understand the material, while students who have difficulty understanding the material feel overwhelmed. Student learning outcomes vary. The causes are student heterogeneity, insufficient teacher attention to students who are already considered capable, and a lack of varied learning resources (N. Aisyah & Mahdia, 2023; Dewanti et al., 2024; Ichiana et al., 2023; Suniyah et al., 2018). This problem has a negative impact on students and the learning process, namely: (1) students who understand the material can lose their enthusiasm for learning, disruptive behavior in class, and stagnant or declining learning achievement, (2) students who have difficulty understanding the material can feel a lack of self-confidence, anxiety, difficulty following learning, and low learning achievement, (3) for the learning process, it can create a learning atmosphere that is not conducive, learning efficiency decreases, and learning outcomes are difficult to achieve (Danika Pranata, 2023; Supendi et al., 2022; Syahada et al., 2022).

Previous research has shown that student performance improves when assignments given by teachers align with their abilities and prior knowledge, stimulate their curiosity, and provide them with opportunities to solve problems independently (Naibaho, 2023). Differentiated learning directs and develops students' various talents in accordance with the educational objectives

contained in the independent curriculum (Aghnia 2023). Differentiated learning has proven effective in improving student learning outcomes, particularly in Indonesian language learning (Rahmawati, Roshayanti, & Mayasari 2023). Based on the description above, no research has yet discussed the learning styles of elementary school students in relation to differentiated Indonesian language learning based on multiple intelligences. Various learning styles in one class can be used as guidelines by teachers in implementing differentiated learning (Widyaningrum et al. 2023). The novelty of this research lies in the specific analysis of elementary school students' learning styles (visual, audiovisual, kinesthetic, intrapersonal, and interpersonal) in relation to differentiated learning to improve language skills. The focus on Indonesian as a subject and the use of multiple intelligences theory also provide a new approach that has not been widely explored in depth in the context of elementary school learning. This study aims to determine teacher creativity in each lesson and to determine students' understanding of learning outcomes based on their learning styles. This also aligns with the theory of multiple intelligences, which is a supporting theory for the differentiated learning model. The focus of this study is an analysis of how students' learning styles (visual, audiovisual, kinesthetic, intrapersonal, and interpersonal) influence the implementation of differentiated Indonesian language learning based on multiple intelligences.

Theoretically, learning styles VAK (Visual, Auditory, and Kinesthetic) and multiple intelligences share a focus on individual differences but differ in scope and conceptual foundation (Gardner, 1983). Learning styles describe how students prefer to receive and process information visually, auditorily, or kinesthetically, while multiple intelligences describe what kind of cognitive strength or potential dominates in each learner, such as linguistic, logical, or interpersonal intelligence. In this study, both concepts are integrated operationally: learning styles function as observable manifestations of students' preferred learning modalities, whereas multiple intelligences serve as the theoretical framework guiding the design of differentiated learning activities. This integration allows a more holistic understanding of how differentiated learning can be tailored not only to how students learn but also to what their dominant intelligences are, thereby improving engagement and learning outcomes in Indonesian language instruction.

Based on this theoretical foundation, the research gap lies in the absence of empirical studies that explicitly connect learning styles (VAK) and multiple intelligences within the framework of differentiated Indonesian language learning at the elementary school level. Most previous studies either focused on differentiated instruction without analyzing cognitive diversity in depth or examined multiple intelligences without connecting them to classroom differentiation strategies. Therefore, this study contributes both theoretically by proposing an integrated model combining learning styles and multiple intelligences within differentiated learning and practically by providing evidence on how teachers can design effective Indonesian language learning strategies that accommodate diverse student profiles. The study thus offers new insights into implementing the Merdeka Curriculum through differentiated learning grounded in cognitive diversity.

## **METHOD**

This research uses a qualitative approach with a case study approach. Qualitative research involves collecting data by interpreting a phenomenon, analyzing it, and drawing conclusions from the data sources (Abdussamad, 2021). Case study research is an in-depth investigation of the flow of data collection (Assyakurrohim et al., 2022). This research focuses on document

analysis based on the results of written tests given by teachers to complete elementary school students' worksheets based on their learning styles. This research began with the preparation, implementation, and completion stages, which began in July and ended in August. Observations were conducted twice, with a duration of two consecutive days. Meanwhile, interviews were conducted alternately on the same day.

The selection of fifth-grade students of elementary school in Surakarta in the 2024/2025 academic year as research subjects was based on the consideration that students at that level are at the concrete operational cognitive development stage according to Piaget's theory, so it is relevant to study the learning process that emphasizes activities and the application of concepts in real life. Subject selection is based on permission from the principal and class teachers. The relatively small number of students, namely five people (two boys and three girls), allows researchers to conduct in-depth observations of learning behavior and interactions in the classroom, in accordance with the characteristics of qualitative research or classroom action research that focuses on understanding the process. In addition, all students are not included in the category of children with special needs and are in good physical and mental health, so that the results of the study can focus on the effectiveness of learning strategies without the influence of significant external variables. The involvement of class teachers and the principal as supporting data sources also aims to strengthen the validity of the results through data triangulation.

The data collection techniques used were document analysis, interviews, and observation. The document analysis was based on the results of written tests given by teachers to elementary school students to complete worksheets tailored to their learning styles. The interview technique used in this study was semi-structured interviews with the principal and class teachers. This study employed passive participatory observation because the researcher was not directly involved during the learning process. This study employed the John W. Creswell data analysis model (Charli et al., 2022). The steps in data analysis were: (1) processing and preparing the data; (2) reading the entire data; (3) coding the data; (4) applying coding themes and descriptions; (5) connecting themes/descriptions; and (6) interpreting the meaning of the themes/descriptions. This study employed both technique and source triangulation. Triangulation techniques in this study included document analysis, interviews, and observations to validate the results of teachers' worksheet analyses for grade V students. Triangulation of sources in this study was conducted through interviews with the principal, class teachers, and grade V students to validate the results of the worksheet analysis of Indonesian language learning materials given by teachers to grade V students, based on multiple intelligences.

## **RESULTS AND DISCUSSION**

### **Result**

#### ***Observation***

This observation observed the students' learning process and the teacher's teaching. The researcher recorded the sequence of learning activities and all engaging activities that occurred between students and the teacher related to multiple intelligences in the differentiated Indonesian language learning process. The learning activity began with an opening activity. The teacher opened the meeting with a prayer followed by a "concentration clap." The teacher began the lesson by taking attendance and greeting students. The teacher reviewed several topics from the previous meeting before moving on to new material, then posed questions to students related to

the new material to help recall. Students were enthusiastic and responded to the questions in varying ways, with some answering correctly and others incorrectly. Others remained silent while reading their notes, while others engaged in discussions with their deskmates. This demonstrates the teacher's efforts to engage students' thinking skills in answering the questions.

The teacher presented procedural text material to the class using *PowerPoint* (PPT). The teacher led a discussion and Q&A session with students on the new material. The teacher also provided examples of procedural texts related to the students' lives. In addition, the teacher also displays a demonstration video on a projection screen about the steps for washing hands, making sweet tea, making fried rice, and making a kite. The teacher asks two students to come forward to demonstrate or practice directly on the procedural text material on how to make sweet tea. Other students provide instructions on how to make sweet tea by competing and raising their hands first. This shows that the teacher is making an effort to foster reciprocity among peers. The teacher distributes worksheets and groups students according to the five previously identified multiple intelligences. Students and their group members each complete the worksheets distributed by the teacher within a given time limit. After completion, students give presentations in groups to the class, followed by questions and answers. The teacher conducts discussions, gives summative tests, and asks students to do self-reflection. This can make students more active and critical thinkers in learning and everyday life.

### ***Interview***

The researcher (coded W) also interviewed the principal (coded A) and the fifth-grade teacher (coded L) before conducting interviews and observations with students. Based on the interview with A, the researcher concluded that the fifth-grade independent curriculum is implemented using both teacher-centered and student-centered learning models. Students' multiple intelligences are considered crucial in optimizing their learning potential. Differentiated learning ensures that each student feels valued and supported in achieving their learning goals. Learning facilities that support differentiated learning based on multiple intelligences are readily available at the research school. Learning resources include textbooks, computers, and internet access. The school manages classroom use to create a comfortable and engaging atmosphere. Teachers utilize formative, summative, authentic, and peer assessments in each lesson. The school improves teachers' teaching skills through workshops and school- and cluster-based learning. The success of differentiated learning is evaluated through classroom observations, formative and summative assessments, and student reflections.

Based on the interview with L, the researcher concluded that fifth-grade students have varying levels of intelligence. The teacher identified students' intelligence levels by conducting initial assessments, including diagnostic and non-cognitive assessments. The teacher designed a teaching module tailored to the students' multiple intelligences. The teacher searched for relevant reference materials on the internet, *YouTube*, and social media. Students were generally active in class, but when working on student worksheets in groups, some students simply followed their more active peers. The teacher assigned group and individual assignments in a balanced manner. The teacher faced several challenges, including limited time, a large number of students, and students who were not yet able to learn independently. The teacher used experience and input from other teachers to plan varied learning activities, prioritizing activities that aligned with learning objectives. The teacher believed that differentiated learning based on multiple

intelligences was more beneficial for students. This was evident in the change in students' attitudes, from initially passive to more active, confident, and happy during the learning activities. The researcher analyzed the students' work after completing observations and interviews. The following is an analysis of the worksheet and interviews regarding students' intelligence abilities in procedural texts.

### ***NFA Subject Linguistic Intelligence Group in Differentiated Learning of Indonesian Language Procedural Text Material***

The multiple intelligences of NFA students during differentiated Indonesian language learning based on interview results obtained on Friday (01/08/2025) are as follows. Note: W as researcher and NFA as subject.

- W* : How do you feel about learning Indonesian at school?  
*NFA* : It's fun, Miss.  
*W* : Do you ever get different assignments or activities than your friends?  
*NFA* : Yes, sometimes Ms. Lis gives you different assignments.  
*W* : What kind of activities do you like most when learning Indonesian? (Examples: writing stories, role-playing, making posters, working in groups, composing songs, etc.)  
*NFA* : I usually read books and write.  
*W* : What learning method do you find easiest for understanding Indonesian lessons? (Examples: reading books, listening to stories, hands-on practice, drawing pictures, group discussions, etc.)  
*NFA* : Listening to stories is easiest, I like it when there's hands-on practice, and group discussions. But during discussions, my male classmates are less active and don't help much.  
*W* : When learning Indonesian, do you prefer working alone, in pairs, or in groups?  
*NFA* : In groups, because you can work faster and more people help answer questions.

The characteristics of NFA students are described as having multiple linguistic intelligences in advanced Indonesian language learning. Based on interviews and observations, it can be concluded that NFA students enjoy learning Indonesian at school. They enjoy reading the material repeatedly and having it explained by the teacher during Indonesian language lessons. They believe this makes it easier for them to think, complete assignments, and understand the material. Based on the results of the written test and interviews, the intelligence levels of NFA students are shown in Table 1.

**Table 1. Technical Triangulation of NFA Students: Linguistic Intelligence**

<b>Learning Indicators</b>	<b>Study Results Documents</b>	<b>Interview Results</b>	<b>Observation</b>	<b>Valid Data</b>	<b>Description</b>
Planning	V	V	V	✓	Fulfilled
Implementation	V	V	V	✓	Fulfilled
Evaluation	V	V	V	✓	Fulfilled

Based on the interview results, the intelligence of NFA students was triangulated. The triangulation results of students' strong learning readiness based on their learning styles are shown in Table 2.

**Table 2. Source Triangulation of NFA Students' Linguistic Intelligence**

<b>Learning Indicators</b>	<b>NFA</b>	<b>A</b>	<b>L</b>	<b>Valid Data</b>	<b>Description</b>
Planning	V	V	V	✓	Fulfilled
Implementation	V	V	V	✓	Fulfilled
Evaluation	V	V	V	✓	Fulfilled

***APAB Subjects, Audiovisual Intelligence Group in Differentiated Indonesian Language Learning for Procedural Text Material***

The multiple intelligences of APAB students during differentiated Indonesian language learning based on interview results obtained on Friday (01/08/2025) are as follows. Note: W as researcher and APAB as subject.

- W* : How do you feel about learning Indonesian at school?  
*APAB* : I'm happy, Miss. Yesterday, the topic was a procedural text on how to make a kite.  
*W* : Do you ever get different assignments or activities from your friends?  
*APAB* : Yes, sometimes Mrs. Lis gives different assignments.  
*W* : What kind of activities do you like most when learning Indonesian? (Examples: writing stories, role-playing, making posters, working in groups, composing songs, etc.)  
*APAB* : I prefer drawing because it's fun.  
*W* : What learning method do you find easiest for understanding Indonesian lessons? (Examples: reading books, listening to stories, hands-on practice, drawing, group discussions, etc.)  
*APAB* : I prefer reading and having the teacher explain things directly.  
*W* : When learning Indonesian, do you prefer working alone, in pairs, or in groups?  
*APAB* : In pairs, it's easier and you have friends.

Characteristics of APAB students with multiple spatial or audio-visual intelligences in advanced Indonesian language learning. Based on interviews and observations, it can be concluded that APAB students enjoy learning Indonesian at school. They want differentiated learning, and the teacher explains it during Indonesian language lessons. They find it more engaging and allow them to work in groups. Based on the results of the written test and interviews, the intelligence levels of APAB students are shown in Table 3.

**Table 3. Technical Triangulation of APAB Students with Audiovisual Intelligence**

<b>Learning Indicators</b>	<b>Study Results Documents</b>	<b>Interview Results</b>	<b>Observation</b>	<b>Valid Data</b>	<b>Description</b>
Planning	V	V	V	✓	Fulfilled
Implementation	V	V	V	✓	Fulfilled
Evaluation	V	V	V	✓	Fulfilled

Based on interview results, triangulation was conducted to determine the intelligence of APAB students. The triangulation results, indicating strong learning readiness among students based on their learning styles, are shown in Table 4.

**Table 4. Source Triangulation for APAB Students with Audiovisual Intelligence**

<b>Learning Indicators</b>	<b>APAB</b>	<b>A</b>	<b>L</b>	<b>Valid Data</b>	<b>Description</b>
Planning	V	V	V	✓	Fulfilled
Implementation	V	V	V	✓	Fulfilled
Evaluation	V	V	V	✓	Fulfilled

### ***OHS Subjects' Bodily-Kinesthetic Intelligence Group in Differentiated Indonesian Language Learning for Procedural Text Material***

The multiple intelligences of OHS students during differentiated Indonesian language learning based on interviews conducted on Friday (01/08/2025) are as follows. Note: W as the researcher and OHS as the subject.

- W* : How do you feel about learning Indonesian at school?  
*OHS* : I'm happy, Miss. Yesterday, we worked in groups on a procedural text on how to make Chocorio drinks.  
*W* : Have you ever received different assignments or activities from your friends?  
*OHS* : Yes, sometimes Mrs. Lis gives different assignments.  
*W* : What kind of activities do you like best when learning Indonesian? (Examples: writing stories, role-playing, making posters, working in groups, composing songs, etc.)  
*OHS* : I prefer making posters because it's fun to work with friends and gets things done quickly.  
*W* : What learning method do you find easiest for understanding Indonesian lessons? (Examples: reading books, listening to stories, hands-on practice, drawing pictures, group discussions, etc.)  
*OHS* : I prefer reading books, having the teacher explain things, and having hands-on practice.  
*W* : When learning Indonesian, do you prefer working alone, in pairs, or in groups?  
*OHS* : In groups because there are lots of friends.

The characteristics of OHS students are described as having multiple intelligences, particularly kinesthetic intelligence, in advanced Indonesian language learning. Based on interviews and observations, it can be concluded that OHS students enjoy learning Indonesian at school. They enjoy learning to read, write, and solve puzzles during Indonesian language lessons. They find these activities more engaging and allow them to work in groups. Based on the results of the written test and interviews, the intelligences of OHS students are shown in Table 5.

Table 5. Technical Triangulation of OHS Students with Kinesthetic Intelligence

<b>Learning Indicators</b>	<b>Study Results Documents</b>	<b>Interview Results</b>	<b>Observation</b>	<b>Valid Data</b>	<b>Description</b>
Planning	V	V	V	✓	Fulfilled
Implementation	V	V	V	✓	Fulfilled
Evaluation	V	V	V	✓	Fulfilled

Based on the interview results, triangulation was conducted to determine the intelligence of OHS students. The triangulation results show strong learning readiness among students based on their learning styles, as shown in Table 6.

Table 6. Source Triangulation for OHS Students with Kinesthetic Intelligence

<b>Learning Indicators</b>	<b>OHS</b>	<b>A</b>	<b>L</b>	<b>Valid Data</b>	<b>Description</b>
Planning	V	V	V	✓	Fulfilled
Implementation	V	V	V	✓	Fulfilled
Evaluation	V	V	V	✓	Fulfilled

### ***Subject AQ Interpersonal Intelligence Group in Differentiated Indonesian Language Learning for Procedural Text Material***

The multiple intelligences of AQ students during differentiated Indonesian language learning based on interview results obtained on Friday (01/08/2025) are as follows. Description: W is the researcher and AQ is the subject.

- W : *How do you feel about learning Indonesian at school?*  
 AQ : *I enjoy it, Miss. Because it's my favorite subject.*  
 W : *Do you ever get different assignments or activities than your friends?*  
 AQ : *Yes, sometimes they vary.*  
 W : *What kind of activities do you enjoy most when learning Indonesian? (Examples: writing stories, role-playing, making posters, working in groups, composing songs, etc.)*  
 AQ : *I prefer writing. I rarely hear stories, but I prefer making posters.*  
 W : *What learning method do you find easiest for understanding Indonesian? (Examples: reading books, listening to stories, hands-on practice, drawing, group discussions, etc.)*  
 AQ : *I prefer writing in groups because you can take turns.*  
 W : *When learning Indonesian, do you prefer working alone, in pairs, or in groups?*  
 AQ : *In groups, you can think together.*

The characteristics of AQ students demonstrate that they possess multiple interpersonal intelligences in advanced Indonesian language learning. Based on interviews and observations, it can be concluded that AQ students enjoy learning Indonesian at school. They prefer learning that involves hands-on practice, as demonstrated by their teachers and peers during Indonesian language lessons. They find this more engaging and allow them to work in groups. Based on the results of the written test and interviews, the intelligences possessed by AQ students are shown in Table 7.

**Table 7. Technical Triangulation of AQ Students: Interpersonal Intelligence**

<b>Learning Indicators</b>	<b>Study Results Documents</b>	<b>Interview Results</b>	<b>Observation</b>	<b>Valid Data</b>	<b>Description</b>
Planning	V	V	V	✓	Fulfilled
Implementation	V	V	V	✓	Fulfilled
Evaluation	V	V	V	✓	Fulfilled

Based on the interview results, triangulation was conducted to determine the intelligence of AQ students. The triangulation results for students' strong learning readiness based on their learning styles are shown in Table 8.

**Table 8. Source Triangulation for AQ Students' Interpersonal Intelligence**

<b>Learning Indicators</b>	<b>AQ</b>	<b>A</b>	<b>L</b>	<b>Valid Data</b>	<b>Description</b>
Planning	V	V	V	✓	Fulfilled
Implementation	V	V	V	✓	Fulfilled
Evaluation	V	V	V	✓	Fulfilled

### ***Intrapersonal Intelligence Group of NBP Subjects in Differentiated Indonesian Language Learning for Procedural Text Material***

The multiple intelligences of NBP students during differentiated Indonesian language learning based on interviews conducted on Friday (01/08/2025) are as follows. Note: W is the researcher and NBP is the subject.

- W : *How do you feel about learning Indonesian at school?*  
 NBP : *Enjoy, Miss.*  
 W : *Do you ever get different assignments or activities than your friends?*  
 NBP : *Yes, sometimes.*  
 W : *What kind of activities do you enjoy most when learning Indonesian? (Examples: writing stories, role-playing, making posters, working in groups, composing songs, etc.)*  
 NBP : *I prefer writing; I was once asked to make an acrostic using my own name.*  
 W : *What learning method do you find easiest for understanding Indonesian lessons? (Examples: reading books, listening to stories, hands-on practice, drawing pictures, group discussions, etc.)*  
 NBP : *I prefer writing in groups.*  
 W : *When learning Indonesian, do you prefer working alone, in pairs, or in groups?*  
 NBP : *Alone because it's more comfortable.*

The characteristics of NBP students demonstrate that they possess multiple intrapersonal intelligences, particularly in skilled Indonesian language learning. Based on interviews and observations, it can be concluded that NBP students enjoy learning Indonesian at school. They prefer drawing assignments during Indonesian language lessons. They find this more engaging and allow for free creative expression. Based on the results of the written test and interviews, the intelligences possessed by the students are shown in Table 9.

**Table 9. Technical Triangulation of NBP Students: Intrapersonal Intelligence**

<b>Learning Indicators</b>	<b>Study Results Documents</b>	<b>Interview Results</b>	<b>Observation</b>	<b>Valid Data</b>	<b>Description</b>
Planning	V	V	V	✓	Fulfilled
Implementation	V	V	V	✓	Fulfilled
Evaluation	V	V	V	✓	Fulfilled

Based on interview results, triangulation was conducted to determine the intelligence of NBP students. The triangulation results show students' strong learning readiness based on their learning styles, as shown in Table 10.

**Table 10. Source Triangulation of NBP Students' Intrapersonal Intelligence**

<b>Learning Indicators</b>	<b>NBP</b>	<b>A</b>	<b>L</b>	<b>Valid Data</b>	<b>Description</b>
Planning	V	V	V	✓	Fulfilled
Implementation	V	V	V	✓	Fulfilled
Evaluation	V	V	V	✓	Fulfilled

### **Discussion**

Based on the results of qualitative data analysis conducted to determine students' language skills in differentiated learning on procedural texts, the following summary was obtained from the perspective of their learning styles:

### ***Language Skills in The Linguistic Learning Style Category***

Students with a linguistic learning style tend to be more dominant in reading and writing because they have more developed language skills, a focus on verbal information processing, and cognitive abilities that support reading and writing activities. Subjects are skilled at mastering Indonesian language material by utilizing their linguistic intelligence. Reading and writing activities that are appropriate to their intelligence can stimulate their cognitive abilities to think creatively in solving problems (Widiastuti et al., 2024). Gunawan et al. (2022) suggest that verbal linguistic intelligence focuses on language skills, including reading, writing, listening, and speaking. Destriani (2022) found that developing verbal linguistic intelligence involves specific strategies such as guided writing techniques and reading comprehension. Maftuh et al. (2024) noted that linguistically intelligent students may have stronger metacognitive abilities, enabling them to better process and understand textual information.

### ***Language Skills in The Audiovisual Learning Style Category***

Students with an audiovisual learning style tend to be more dominant in reading, creating posters, and paying attention to learning videos because they are more responsive to information conveyed through sound and visuals. The images presented stimulate students' thinking. Subjects are skilled at mastering Indonesian language material by utilizing their spatial intelligence. This is in line with research by Masridah & Dewi, (2024) who found that spatial intelligence tends to express feelings through visuals that capture their attention. Labu (2021) showed that the majority of audiovisual learners enjoy reading, but books with many illustrations and attractive colors are easier to understand than books filled with text. Yulianci & Nurjumiati (2020) stated that auditory learners have characteristics such as being easily distracted, speaking in a rhythmic pattern, learning by listening, moving their lips or making sounds while reading, and engaging in internal and external dialogue. Safitri et al. (2023) provided insight into the characteristics of auditory learners, noting that students prefer being read to and frequently move their lips while reading. This indicates a strong preference for auditory processing.

### ***Language Skills in The Kinesthetic Learning Style Category***

Students with a kinesthetic learning style are more likely to prefer hands-on practice because they learn effectively through physical movement and direct experience. Touching, doing, and moving activities in hands-on practice are easier for students to understand. Subjects are skilled at mastering Indonesian language material by utilizing their kinesthetic intelligence. Previous research by Widyaningrum et al., (2023) found that students with kinesthetic intelligence are more active in physical movement and hands-on practice. Ikhsan et al. (2025) found that kinesthetic students have unique characteristics: they are highly active, prefer experimenting, and process information through body movement. Zannah & Dewi (2020) demonstrated that experimental activities and physical involvement in classroom learning activities can help students remember material more easily and support higher-level cognitive implementation. Azizah & Widyardono (2024) support the finding that reading and listening activities may be less effective for them, as they tend to find them boring and difficult to remember.

### ***Language Skills in The Interpersonal Learning Style Category***

Students with interpersonal learning styles prefer group activities because they possess strong social skills and benefit from interacting with peers. Subjects are proficient in mastering Indonesian language material by utilizing their interpersonal intelligence. Previous research by (Aghnia, 2023) found that students with high interpersonal intelligence are able to adapt quickly. This is supported by research by Masridah & Dewi (2024) that group discussion activities can stimulate students to identify various ways to interact. Group learning activities enable them to develop communication and interaction skills (S. Aisyah, 2024). Empirical evidence indicates that in group activities, students with interpersonal learning styles feel supported by their peers, are more confident in expressing their opinions, and can increase their learning motivation (Wahyudi, 2019).

### ***Language Skills in The Intrapersonal Learning Style Category***

Students with an intrapersonal learning style prefer independent learning due to their self-awareness, self-analysis, and strong intrinsic motivation. They tend to prefer completing assignments alone or require privacy. This provides maximum comfort. They are proficient in mastering Indonesian language material using their intrapersonal intelligence. Previous research by Masridah & Dewi (2024) found that intrapersonal intelligence empowers students to solve problems independently. This is supported by research (Aghnia, 2023) that students with intrapersonal intelligence possess a high level of awareness and strength of independence. Bintoro & Sumaji (2021) revealed that students with high intrapersonal intelligence exhibit key characteristics such as: focusing on achieving goals, having high self-confidence, and being actively involved in independent activities. Oktaviani et al. (2023) further elaborated that intrapersonal intelligence involves analyzing personal strengths and weaknesses, understanding personal motivation, and possessing self-awareness. These characteristics enable these students to: self-regulate their learning effectively, critically analyze their learning process, evaluate past mistakes into future learning opportunities, and work independently with high effectiveness.

### ***Differentiated Learning Improves Language Skills***

Research shows that differentiated learning based on multiple intelligences is interrelated. Differentiation addresses this diversity by tailoring content, instruction, and assessment to students' needs and interests. Three key considerations in a differentiated learning approach are content, process, and product (Patras et al., 2023). Each student's character can be better managed through appropriate learning. The use of differentiated learning has yielded positive results, as evidenced by increased student enthusiasm, active participation, and improved innovation in each session (Aminuriyah et al., 2023). In their research, Berliana & Atikah (2023) found that differentiated learning based on multiple intelligences can optimally develop each child's potential. Teachers recognize and strive to develop their students' existing intelligences, thus maximizing their potential. Teaching materials differentiated based on multiple intelligences can enhance students' critical thinking skills (Rahmah et al., 2023). The implementation of differentiated Indonesian language learning based on multiple intelligences for elementary school students has broad implications. The application of differentiated learning can improve learning effectiveness, making it a valuable strategy for educators (Anshori, 2025). Implementation can be carried out using initial assessments to identify students' needs, interests, and learning styles (Akhiruddin et al., 2024). Based on the assessment results, teachers can design various activities,

such as study groups with varying levels of difficulty, customized assignments, and the use of various media and teaching methods such as linguistic, audiovisual, kinesthetic, interpersonal, and intrapersonal. Teachers can also provide students with choices in how they demonstrate understanding, for example through projects, presentations, or writing. Furthermore, teachers can also use differentiated e-module-based learning materials to support student motivation by providing interactive and visually engaging resources that align with learning objectives (Dewi et al., 2024).

Differentiated learning significantly improves language skills by providing a personalized educational approach tailored to each student's needs and learning style. Several studies demonstrate this impact: (Sofiah & Hikmawati, 2023) found that differentiated learning increased student enthusiasm and overall evaluation results in language classes. emphasized that learning strategies encompassing listening, speaking, reading, and writing skills are crucial for language development. (Safitri et al., 2023) further emphasized that differentiated learning accommodates student diversity by providing a variety of media and learning resources appropriate to each student's learning style. Fatimah & Sari (2018) stated that this approach helps maintain student motivation and enhances understanding of language skills that will be beneficial in the future. Critically, Ritonga et al. (2024) demonstrated that such a personalized learning approach can directly improve student teaching preparation and learning outcomes, highlighting the comprehensive benefits of differentiated language instruction.

Multiple intelligences-based learning has been successfully implemented in upper elementary grades, facilitating students through eight types of intelligence, including linguistic, logical-mathematical, spatial-visual, kinesthetic, musical, interpersonal, intrapersonal, and naturalistic approaches, with students showing very positive responses (Khomsanah et al., 2022). Common implementation challenges include time constraints, varied preparation of activities for different students, inadequate lesson planning skills, and teacher unpreparedness, despite available strategies for differentiation of process, product, and content (R. Rahmawati, 2023). These findings emphasize the importance of flexibility in strategies, media, and assessments to suit diverse student learning profiles, so that the potential of linguistic, kinesthetic, visual-spatial, interpersonal, and intrapersonal intelligences can be effectively facilitated. This research reinforces the view that differentiation can be integrated with the concept of multiple intelligences to improve learning effectiveness, contributing a conceptual model that can be adapted to other learning and educational levels, and providing a foundation for further research.

### ***Limitations and Implications for Future Research***

This study has several limitations, including the small sample size and the inclusion of only one class, which makes the results difficult to generalize widely. Furthermore, the short duration of the study limits observations of the long-term impact of differentiated learning. Furthermore, there is potential bias because cooperative students tend to be more active in learning activities. Future research is recommended to involve a more diverse sample, a longitudinal design, and additional variables such as teacher competency, social-emotional factors, and the integration of digital learning.

## CONCLUSION

### Conclusion

Based on the research results and discussion on the implementation of differentiated Indonesian language learning based on multiple intelligences for elementary school students, this combination can accommodate the diversity of students' intelligences. Teachers can design varied strategies, media, and assessments according to students' learning needs, thus optimally facilitating the potential of linguistic, audiovisual, kinesthetic, interpersonal, and intrapersonal intelligence. Linguistic intelligence predominantly learns through reading and writing. Audiovisual intelligence predominantly learns through engaging visual images. Kinesthetic intelligence predominantly learns through hands-on practice. Interpersonal intelligence predominantly learns through writing in groups. Intrapersonal intelligence is predominantly learns independently. The implementation of this learning model has a positive impact on increasing student motivation, active participation, and self-confidence in the Indonesian language learning process. Furthermore, this model also supports schools in realizing inclusive, innovative learning that aligns with the principles of Freedom to Learn. Theoretically, this research strengthens the concept that differentiation combined with multiple intelligences can increase the effectiveness of learning and can be used as a reference for developing similar models in other subjects and levels of education.

### Suggestions

In practice, this study recommends that teachers design student worksheets based on students' learning styles and multiple intelligences, such as visual, auditory, kinesthetic, interpersonal, and intrapersonal, and use alternative assessments, such as portfolios or performance assignments. They also implement learning style mapping at the beginning of the semester, flexible grouping, and diverse assignment options to make Indonesian language learning more inclusive, engaging, and aligned with the principles of the Independent Curriculum.

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