



DESCRIBE KINESTHETIC AND VISUAL LEARNERS AND HOW DO THEY LEARN BEST

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ANNOTATION. The purpose of this research is to analysis the impacts of visual, auditory, kinesthetic learning styles on economics education teaching. One of the most important uses learning styles is that it makes it easy for teachers to incorporate them into their teaching. There are various styles of learning. Three of the most popular are visual, auditory, and kinesthetic, in way students take the information. While students use all of their senses to take the information, they seem to have preferences in how they learn best.

Keywords: leaning styles, auditory, visual, kinesthetic, and economics teaching

The digital era requires the use of information technology in all aspects of life, especially education, the discourse of using technology will replace the function and role of teachers who will be replaced with online learning media. On the other hand, the education process is not just the delivery of information from learning resources to students, but also the changes in behavior. Each student has a different learning style cannot only be done through the delivery using digital technology. For this reason, it is necessary to have an initial assessment related to differences in learning styles that need to be adjusted to the appropriate learning methods.

Method section explains clearly how you conducted your study in order to enable readers to evaluate the work performed (Biggs, 2001) and permit others to replicate your study (Blouin, 2008). The section must describe exactly what the researcher did, what and how experiments were run, what, how much, how often, where, when, and why equipment and materials were used. The main consideration is to ensure that enough detail is provided to verify your findings and to enable the replication of the study. The study should maintain a balance between brevity and completeness. This study conducted a review of the literature to determine how



learning styles affect the teaching process. Moreover, a survey questionnaire was carried out in this study. A total of 100 students completed questionnaires to determine their learning styles.

Here are some characteristics of learning that should be used on students with learning styles tendency visual, auditory, or kinesthetic. Students who are very visual has several characteristics as follows (DePorter, 2014).

- 1) Regularly, pay attention to everything, to keep up appearances;
- 2) In view of the image, rather read than read out; and
- 3) 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.

Students were very auditory has several characteristics as follows [De Porter, 2014]:

- a. Attention is fragmented
- b. Speak with a rhythmic pattern;
- c. Learn by listening, moving her lips / voice while reading;
- d. 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;Advances in Economics, Business and Management Research, volume
- f. Use the technique of question and answer;
- g. Using question and answer, role play, group work, techniques mnemonics;
- h. Engage in learning music.

Movement, coordination, rhythm, emotional response, and physical comfort is very prominent in students who are very kinesthetic. In accordance with those disclosed in DePorter et al. that some of the characteristics of someone who kinesthetic, among others:

1. Often touch people, standing close together and moving when interacting with others;
2. Learn by doing;
3. Appoint writing while reading;
4. 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. Various researchers have attempted to provide ways in which learning styles can take effect in the classroom. Dunn and Dunn write that “learners are affected by their: (1) immediate environment (sound, light, temperature, and design); (2) own emotionality (motivation, persistence, responsibility, and need for structure or flexibility); (3) sociological needs (self, pair, peers, team, adult, or varied); and (4)



physical needs (perceptual strengths, intake, time, and mobility)” (Dunn, & Dunn, 1978). They claim that not only can students identify their preferred learning styles, but that students also score higher on tests, have better attitudes, and are more efficient if they are taught in ways to which they can more easily relate. Therefore, it is to the educator’s advantage to teach and test students in their preferred styles (Dunn, & Dunn, 1978). Although learning styles will inevitably differ among students in the classroom, Dunn and Dunn (1978) say that teachers should try to make changes in their classroom that will be beneficial to every learning style. Some of these changes include room redesign, the development of small-group techniques, and the development of Contract Activity Packages. Redesigning the classroom involves locating dividers that can be used to arrange the room creatively, clearing the floor area, and incorporating student thoughts and ideas into the design of the classroom (Dunn, & Dunn, 1978). Small-group techniques often include a “circle of knowledge” in which students sit in a circle and discuss a subject collaboratively as well as other techniques such as team learning and brainstorming. Contract Activity Packages are educational plans that facilitate learning by using the following elements: 1) clear statement of what the students’ needs to learn; 2) multisensory resources (auditory, visual, tactile, kinesthetic) that teach the required information; 3) activities through which the newlymastered information can be used creatively; 4) the sharing of creative projects within small groups of classmates; 5) at least 3 small-group techniques; 6) a pre-test, a self-test, and a post-test (Dunn, & Dunn, 1978). The knowledge and understanding of learning styles has become more important as classroom sizes increase and as technological advances continue to mold the types of students entering higher education. While research in this area continues to grow, teachers should make concentrated efforts to teach in a multi-style fashion that both reaches the greatest extent of students in a given class and challenges all students to grow as learners. It is very important to understand and explore each individual’s learning style. Analyzing one’s own particular learning style can be very helpful and beneficial to the student by aiding them in becoming more focused on an attentive learner, which ultimately will increase educational success. Discovering this learning style will allow the student to determine his or her own personal strengths and weaknesses and learn from them. Teachers can incorporate learning styles into their classroom by identifying the learning styles of each of their students, matching teaching style to learning style for difficult tasks, strengthening weaker learning styles through easier tasks and drill, and teaching students, learning-style selection strategies.



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