

# **Learning Management; Identifying Learning Styles of Language Learners in Madrasah**

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## **Abstract**

This study aims to identify students' language learning styles *Madrasah Aliyah Lubbul Labib* Maron Probolinggo. This research uses a qualitative approach with field studies. The population taken in this study were all students *Madrasah Aliyah Lubbul Labib* from class X, XI dan XII, the sampling technique uses purposive sampling technique, while the instruments used in this study were questionnaires. The results showed that the Arabic learning styles of students *Madrasah Aliyah Lubbul Labib* have varied learning styles, namely: visual, auditory and kinesthetic. Identify student learning styles *Madrasah Aliyah Lubbul Labib* class X dominated by visual learning styles with a percentage of 60%, class XI is dominated by an auditorial learning style with a percentage of 70%, while Class XII is dominated by a kinesthetic learning style with a percentage of 80%.

**Keywords :** Learning Management, Student Learning Styles

## **1. Introduction**

Judging from its function, language is a means of communication and a liaison in everyday human interactions, both between individuals and individuals, individuals and communities, and society with certain nations (Suardi et al., 2019)(Aliakbari & Tazik, 2011). By communicating and conveying certain intentions and devoting a certain role to others, so that they can be understood, understood, and felt everything they experience (Pudjaningsih, 2013).

The emergence of new thoughts that teaching must pay attention to students' learning styles (Syakroni et al., 2019), where students have a way of reacting and using the stimuli they receive in the learning process (Pudjaningsih, 2013) (Chetty et al., 2019).

Sometimes the conclusions about learning styles include: a) Each student learns in his own way which is usually called a learning style. b) can determine the learning style with certain instruments. c) The suitability of different teaching styles and learning styles can enhance learning effectiveness (Pudjaningsih,2013) (Setianingrum, 2017).

Several studies have been conducted regarding the challenges of students' language learning styles, one of which was expressed by Febi Dwi Widiyanti with the title "The Importance of Knowing Student Learning Styles in Learning Activities in Classroom" It can be concluded that the teacher's task is to maximize student learning styles that are most prominent and introduce other learning styles so that students learn optimally. There are three types of learning styles, namely: a) visual learning styles, b) auditory learning styles, and c) kinesthetic learning styles. Students with visual learning styles learn through what they see, auditory students learn through what they hear and kinesthetic students learn through motion and touch (Widayanti, 2013).

In addition, a similar research has also been carried out by Ni Wayan Juliani, et al, with the title "Analysis of Student Learning Styles in Indonesian Language Learning for Class V Elementary School Cluster VI Karangasem Students in 2015/2016 Academic Year" from this study, it was concluded that the most dominant student learning style in Indonesian language learning at SDN 1 Pidpid is a kinesthetic learning style and, at SDN 1 Nawa Kerti is a visual learning style, at SDN 1 Kesimpar is a visual learning style, and learning style. The most dominant students in learning Indonesian in Gugus VI Karangasem are visual learning styles, with the distribution of the average percentage of the three learning styles in group VI Karangasem, namely visual (46%), auditory (18%) and kinesthetic (35.33%) (Juliani et al., 2016).

An understanding can be said to be different because it is influenced by the way the delivery of information from educators and learning modalities in each individual (Yagcioglu, 2016). Each student has a different learning style and can learn better in different ways (Yagcioglu, 2016) (Muali et al., 2019) (Wininger et al., 2019).

Understanding learning styles, for each student is the best way to maximize the learning process in class (Cahyani, 2006) (Widayanti, 2013). After students find a learning style and find out the best method to assist in learning. It can be seen that students' ability to understand something will develop rapidly in the classroom, even in the eyes of subjects that were previously considered difficult and complicated (Juliani et al., 2016) (Wininger et al., 2019).

Before learning the benefits of identifying learning styles owned by students, students need to spend some time to learn various types of learning styles and how to best identify them.

When students have recognized their learning styles, students can apply good learning methods and in accordance with their learning styles (Islam et al., 2018), so students can maximize academic and non-academic learning achievements (Wong, 2015).

A big mistake if the teacher treats students equally. Learning styles of students are considered, both visually, auditory and kinesthetic (Wahyuni, 2017).

For an educator to understand the learning style is very beneficial at least because of three things: a) Knowing the learning style of students can help understand and explain the differences that are found among students. b) Develop various teaching strategies to develop individual strengths owned by students. c) Determine students' differences in helping develop students' learning strategies (Alrabah et al., 2018).

The learning process at *Madrasah Aliyah Lubbul Labib*, Maron, Probolinggo, East Java, which is the first advanced Islamic education institution that includes Arabic as a compulsory subject in its curriculum, and is a subject that supports other Islamic religious subjects, such as Qur'an hadith, Fiqh, Akidah-morals, and others. As an Islamic educational institution, it certainly expects its students to be able to master all subjects taught in madrasas, especially subjects that are characteristic of Islam, one of which is Arabic.

In the reality of learning, Arabic lessons at *Madrasah Aliyah Lubbul Labib*, Maron, Probolinggo, East Java are considered a scourge by students even though Arabic teachers have tried to understand students' learning styles and use learning strategies that suit their learning styles but they still think Arabic lessons are lacking. so important and students' achievement in learning Arabic is still far from what was expected.

This is influenced by several reasons including: a) Inappropriate use of learning strategies in classroom teaching. A learning strategy which is a series of activity plans that include the use of methods and the use of various resources or strengths in learning. Learning strategies are structured to achieve a specific goal. The learning strategy includes specific learning approaches, models, methods and techniques. b) relating to the learning strategies of every human being born into this world are always different from one another. Both physical form, behavior, background, nature and various other habits. Not one human being has the same physical form, character and behavior even though twins. In connection with these differences, in *Madrasah Aliyah Lubbul Labib*, Maron, Probolinggo, East Java, there is a significant difference, namely the difference in school background. Because not all students who enter *Madrasah Aliyah Lubbul Labib*, Maron, Probolinggo, East Java, have Islamic school backgrounds, but many of them come from public schools who do not really understand Arabic. c) The Arabic teacher at *Madrasah Aliyah Lubbul Labib* Maron, Probolinggo, East Java, who was less assertive towards students so that it made students underestimate when the teaching and learning process took place.

One thing that we need to know together is that every human being has a way of absorbing and processing the information he receives in different ways from one another, it really depends on his learning style. Because everyone's learning styles are not the same, it really depends on the factors that affect the individual himself, both internally and externally. These three things indicate that strategies in teaching should be adapted to student learning styles, if there are various student learning styles, it is unlikely that one learning style will be adequate. So it is necessary to use a variety of learning styles and methods, so that it can be fulfilled as far as possible the variety of student learning.

Based on the description above, it can be seen that learning management for education managers, both headmasters and teachers of Islamic Religious Education, on the language learning styles of students at *Madrasah Aliyah Lubbul Labib*, Maron, Probolinggo, East Java. This can be the basis for knowing the professional abilities of teachers and at the same time being the basis for efforts to improve the quality of education at *Madrasah Aliyah* including *Madrasah Aliyah Lubbul Labib*, Maron, Probolinggo, East Java.

## **2. Learning Management**

An understanding of the basic concepts of management has a different outlook. In this case management experts have various views according to the objectives to be conveyed (Churngchow et al., 2020).

Management in the broadest sense is planning, organizing, directing and controlling organizational resources to achieve goals effectively and efficiently (Suryapermana, 2016) (Baharun, 2019) (Ahmad & Bawaneh, 2018).

While management in the narrow sense is school management which includes planning school or madrasah programs, supervisors or evaluations and school or madrasah information systems. From the description above, it can be understood that management is an art to coordinate organizational resources to achieve organizational goals (Mutia et al., 2016).

Management is the science and art of regulating the process of utilizing human resources and other sources effectively and efficiently to achieve one goal (Ahmad & Bawaneh, 2018)(Ippakayala & El-Ocla, 2017). Management is a collaborative process to achieve common goals (Ahmad & Bawaneh, 2018)(Ahmad & Bawaneh, 2018). In more detail aligning definitions of management, management, and administration which are synonyms but are often confused by many people in their use (Zamroni, 2019).

All three have a connection, but the connotation is different. The word management and management has a broader meaning, which is more referring to the rights and authority of the superiors to their subordinates. On the other hand, administration is more narrow in designating technical writing jobs (Abbass, 2017).

Referring to several definitions above, the authors conclude that management is an activity process whose implementation empowers human resources, money, or material effectively and efficiently to achieve the stated goals. The success and failure of the teaching and learning process in the education unit is influenced by the learning management carried out by the principal and the educators (Churngchow et al., 2020).

Learning management has an important role in every education unit because it will determine the quality of graduates (Ahmad & Bawaneh, 2018)(Sucipto, 2017). Similarly it was said, learning management means the ability of teachers to utilize existing resources (Fauzi et al., 2018), through the activities of creating and developing cooperation, so that learning is formed to achieve the objectives of education in the classroom effectively and efficiently (Churngchow et al., 2020).

Another definition is said, learning management is the arrangement of all learning activities, both categorized based on the core curriculum (Panichongsapak et al., 2016) as well as support based on a curriculum that has been previously established by the Ministry of Religion or the Ministry of National Education (Mutia et al., 2016).

Learning management in a broad sense contains the process of managing how to learn the learner with activities that start from planning, organizing, directing or controlling and assessing, whereas learning management in the narrow sense is defined as activities that need to be managed by the teacher during the interaction process with students in implementation learning (Zamroni, 2019)(Mei, 2016).

In other words, learning management has the understanding of cooperation to achieve the goals of the teaching and learning process and can be seen with a system thinking framework (Muali et al., 2018). Learning management also contains an understanding of the process to achieve teaching and learning objectives that start from planning, direction, monitoring and assessment (Witsø, 2018)(Baharun et al., 2019).

Based on the above understanding, it can be concluded that learning management is an educator activity that starts from the planning, implementation, and evaluation or evaluation of learning implementation by utilizing available resources so as to create an effective and efficient teaching and learning process.

### **3. Learning Styles**

Learning styles are variations in the way a person has to accumulate and assimilate information (Wong, 2015). Basically, learning style is the best method possible in gathering and using specific knowledge (Chania et al., 2016)(Arabah et al., 2018). Most experts agree that there are three basic types of learning styles. Each individual allows to have one type of learning style or can have a combination of different learning styles (Juliani et al., 2016).

learning style is a combination of how a person absorbs knowledge and how to organize and process information or knowledge gained (Cahyani, 2006)(Widayanti, 2013). Learning style is a consistent way carried out by a student in capturing stimulus or information, how to remember, think, and solve problems (Wahyudin, 2016).

In other words, learning style is a combination of how it absorbs, and then organizes and processes information (Syarfuni dan verawati, 2017). Learning style is the tendency of students to adapt certain strategies in their learning as a form of responsibility to get a learning approach that is appropriate to the demands of learning in class or school or the demands of subjects (Andjariani et al., 2018)(Huang et al., 2018).

Understandably, learning styles as study habits are liked by learners (Andjariani et al., 2018). In addition, learning styles can be seen as a way for someone to accept, interact, and look at their environment (Wahyuni, 2017).

From some understanding of learning styles. Basically a person's ability to understand and absorb lessons is certainly different in level, some are fast, medium, and some are very slow. Therefore, students often have to take different ways to understand the same information or lessons. Learning styles are typical ways of learning for students (Fardon, 2013). Whichever method is chosen, the different learning styles show the fastest and best way for each individual to absorb information from outside himself. If someone can understand how the different learning styles of each person, if one day, for example, must guide someone to get the right learning style and provide maximum results for themselves (Setianingrum, 2017).

Information about the different learning styles has an influence on the curriculum and teaching and learning process (Aliakbari & Tazik, 2011). This problem is very complex, difficult, time-consuming, costly, and frustrating. In a sense, learning styles are a combination of how a person absorbs and then organizes and processes information (Li & He, 2016).

Another understanding, learning style is not only an aspect when facing information, seeing, listening, writing, and saying but also aspects of processing secondary, analytic, global or left-brain right brain, another aspect is when responding to something about the learning environment is absorbed abstractly and concrete (Li & He, 2016).

From the above understanding of learning styles, it is concluded that learning styles are the way students tend to react and use stimulants to absorb and then organize and process information in the learning process.

#### 4. Research Method

This study used a qualitative approach in the form of a descriptive type of field study to identify the language learning styles of the students at *Madrasah Aliyah Lubbul Labib*, The population taken in this study were all students of *Madrasah Aliyah Lubbul Labib* from class X, XI and XII, the sampling technique used was purposive sampling technique, while the instrument used in this study was a questionnaire, this research was conducted from January to May 2020, this study aims to identify students' language learning styles at *Madrasah Aliyah Lubbul Labib* Maron, Probolinggo, East Java, Indonesia.

#### 5. Results and Discussion

Learning that has been done by *Madrasah Aliyah Lubbul Labib*, Maron, Probolinggo generally aims to equip students to gain knowledge through their teacher, while the process of transferring knowledge can run optimally if adapted to the learning styles of each student, as well as teaching the same material the same method, the same approach, and the same assessment methods to all students *Madrasah Aliyah Lubbul Labib*, considered to produce the same results is also not quite right, because even though all are treated the same, but must remember that the individual is doing the learning itself while the personality, skills, emotional, and interests of students remain different.

consists of three classes, class X, XI, XII. Class X contains 31 students, class XI has 30 students and class XII has 40 students, with a total of three classes totaling 101 people. Of the total number of students, these languages have different styles.

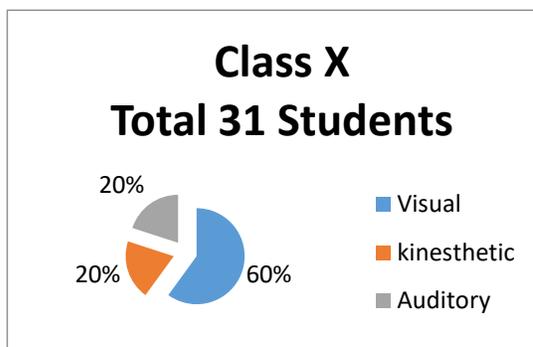
Table 1. Profile of Student Learning Styles

Learning style	Class			Information	
	X	XI	XII	Total Number of Students	Percentage
Number of Visual Students	19	6	4	30	100 %
Percentage	60 %	20 %	10 %	31	100 %
Number of Auditorial students	6	21	4	40	100 %
Percentage	20 %	70 %	10 %	30	100 %
Number of kinesthetic students	6	3	32	31	100 %
Percentage	20 %	10 %	80 %	40	100 %
<b>Total Number of Students</b>				<b>101</b>	

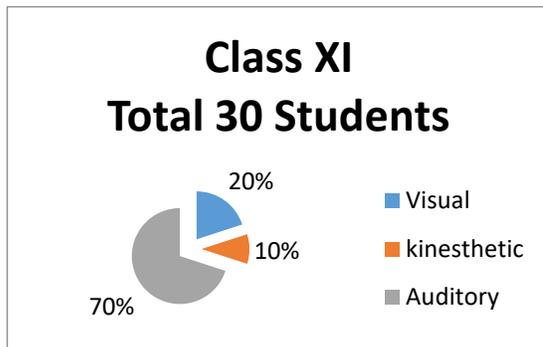
Table 1 shows about Profile of Student Learning Styles. From the tendency of learning styles in Arabic students from each class are different, Class X students tend to use visual learning styles with a percentage of 60% of the total 31 students. Class XI tendency to use auditory learning styles with a percentage of 70% of a total of 30 students. While class XII tends to use kinesthetic learning styles with a percentage of 80% of the total 40.

Based on a questionnaire that has been distributed to students *Madrasah Aliyah Lubbul Labib*, Obtained identification learning styles of students in each class, presented in a pie chart as follows:

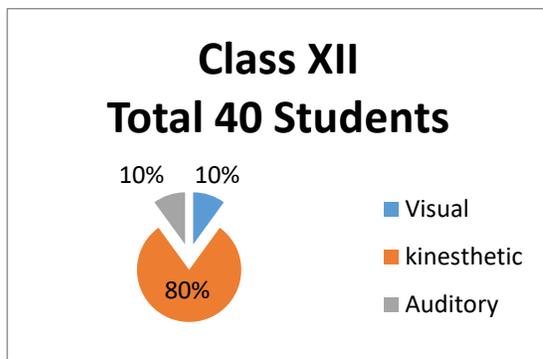
- a. Class X Student learning styles



b. Class XI Student learning styles



c. Class XII Student learning styles



## 6. Conclusions

Based on the results of the above research, it can be concluded that the Arabic learning styles of *Madrasah Aliyah Lubbul Labib* students have varied learning styles, namely: visual, auditory and kinesthetic.

The identification of the student learning styles of *Madrasah Aliyah Lubbul Labib* class X is dominated by visual learning styles with a percentage of 60%, class XI is dominated by auditory learning styles with a percentage of 70%, while class XII is dominated by kinesthetic learning styles with a percentage of 80%.

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