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 or 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 auditorial learning style with a percentage of 70%, while Class XII is dominated by a kinesthetic learning style with a percentage of 80%.

INTRODUCTION

Viewed from its function, language is a communication tool and a link in everyday human relationships, both between individuals and individuals, individuals and society, and society and certain nations (Suardi et al., 2019)(Aliakbari & Tazik, 2011). By communicating and conveying certain intentions and devoting certain roles to others, so that they can be understood, understood, and felt everything he experiences(Pudjaningsih,2013)(Pudjaningsih,2013)(Pudjaningsih,2013).

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

Sometimes 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).

Some research that has been done regarding the challenges of students' language learning styles, one of which was revealed by Febi Dwi Widiyanti with the title "The Importance of Knowing Student Learning Styles in Classroom Learning"
Activities" can be concluded that the teacher's task is to maximize the most prominent student learning styles and introduce styles other learning 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 study was also conducted by Ni Wayan Juliani, et al, with the title "Analysis of Student Learning Styles in Indonesian Language Learning in Class V Students of Elementary School Cluster VI Abang District Karangasem Regency 2015/2016 Academic Year" from this study it was concluded that learning styles the most dominant students in Indonesian language learning possessed by students at SDN 1 Pidpid is the kinesthetic learning style and, at SDN 1 Nawa Kerti is the visual learning style, at SDN 1 Kesimpar is the visual learning style, and the learning style of students in Indonesian language learning is the most dominant owned by students in Cluster VI Abang Subdistrict Karangasem Regency 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).

Learning process in Madrasah Aliyah Lubbul Labib Maron Probolinggo East Java which is the first advanced Islamic educational institution in its curriculum to include Arabic as a compulsory subject, and is a subject that supports other Islamic
religious subjects, such as the Qur'an's hadiths, Fiqh, creed, 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 distinctively Islamic, one of which is Arabic.

In reality learning, Arabic lessons in Madrasah Aliyah Lubbul Labib Maron Probolinggo East Java considered a scourge by students although Arabic teachers have tried to understand student learning styles and use learning strategies that are appropriate to their learning styles but they still consider Arabic lessons to be less important and students' Arabic learning achievement is still far from expected. This is influenced by several reasons including: a) The use of learning strategies that are not appropriate in teaching in the classroom. Learning strategies which are a series of planned activities that include the use of methods and the use of various resources or strengths in a learning. Learning strategies are arranged to achieve a certain goal. Learning strategies in it include approaches, models, methods and specific learning techniques. b) related to the learning strategy of every human being born into this world is always different from one another. Both physical form, behavior, background, nature and various other habits. There is no single person who has the same physical form, nature and behavior even though twins. In connection with these differences that at Madrasah Aliyah Lubbul Labib Maron Probolinggo East Java is exposed by a striking difference, namely differences in school backgrounds. Because not all students enter at Madrasah Aliyah Lubbul Labib Maron Probolinggo East Java have a background in Islamic schools, but many of them have a background in public schools who do not understand correctly about Arabic. c) Arabic Language Teacher at Madrasah Aliyah Lubbul Labib Maron Probolinggo East Java which is less assertive towards students so as to make students underestimate when the learning process takes place.

One thing we need to know together is that every human being has a way of absorbing and processing the information he receives in a way that is different from one another, this really depends on his learning style, because everyone's learning styles are not the same, it really depends on the factors that influence the individual itself both internally and externally. These three things indicate that the strategy in teaching should be adjusted to the learning styles of students, if there are various learning styles of students, it is not possible for one learning style to be adequate. Then it is necessary to use a variety of learning styles and methods, so that it can be met as far as possible in a variety of student learning.

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

Therefore, this phenomenon is very urgent to be studied, this study aims to determine and analyze the management of learning in students' language learning styles at Madrasah Aliyah Lubbul Labib Maron Probolinggo East Java.

**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 madrasa programs, supervisors or evaluations and school or madrasa 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). 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, (Panichponsapak 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.,
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) (Hefniy 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.

**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)(Alrabah 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.

**RESEARCH METHOD**

This study uses a descriptive qualitative approach with the type of field study to identify students' language learning styles Madrasah Aliyah Lubbul Labib, 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 are questionnaires or questionnaires, this research was conducted from January to May 2020. This study aims to identify the language learning styles of students at Madrasah Aliyah Lubbul Labib Maron, Probolinggo, East Java, Indonesia.

**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.

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:

<table>
<thead>
<tr>
<th>Class X Student learning styles</th>
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<tbody>
<tr>
<td>Klaas X, Visual, 60%,...</td>
</tr>
<tr>
<td>Klaas X, Kinestetik, 20%,...</td>
</tr>
<tr>
<td>Klaas X, Auditori, 20%,...</td>
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<tr>
<th>Class XI Student learning styles</th>
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<tbody>
<tr>
<td>KLAS XI, Visual, 70%,...</td>
</tr>
<tr>
<td>KLAS XI, Kinestetik, 20%,...</td>
</tr>
<tr>
<td>KLAS XI, Auditori, 10%,...</td>
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</tbody>
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<table>
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<tr>
<th>Class XII Student learning styles</th>
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</thead>
<tbody>
<tr>
<td>KLAS XII, Visual, 80%,...</td>
</tr>
<tr>
<td>KLAS XII, Kinestetik, 20%,...</td>
</tr>
<tr>
<td>KLAS XII, Auditori, 10%,...</td>
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</tbody>
</table>
From each chart shows the tendency of student learning styles in each class. Class X students tend to use visual learning styles, Class XI tendencies use auditory learning styles, while Class XII tendencies use kinesthetic learning styles.

CONCLUSIONS

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

Identify student learning styles 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%.

REFERENCES


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