

LEARNING STYLES PROFILE AND THEIR IMPACT ON LEARNING BEHAVIOR OF ISLAMIC GUIDANCE AND COUNSELING STUDENTS DURING PANDEMIC

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ABSTRACT

Online learning has followed the learner's modality/learning style. In the context of educational psychology, learning styles have to do with the uniqueness or differences of individuals in learning. Problems that occur when the learning process is not following the learning style are emotional problems, self-efficacy, motivation, etc. This descriptive study aimed to generate a profile of learning styles on research samples, platforms that were often used during online learning, as the trend of learning activities of the samples. Thus, researchers could analyze the relationship between those three variables. The study population and sample were 120 guidance and counseling study program students in the 6th semester. This research used questionnaires as research instruments. The results showed that online learning during the pandemic was not following student learning styles in Islamic guidance and counseling programs, so it had an impact on students' burnout and learning procrastination. Kinesthetic learning style was the learning style that most respondents had (49.17%). Meanwhile, the learning activity that was often carried out was listening through Zoom meetings. This mismatch had an impact on student interaction, engagement, interests, and motivation. Guidance and counseling courses could emphasize project-based learning activities using the TPACK model. Thus, students could conduct experiments collaboratively with diverse learning styles.

Keywords: Learning style, Online learning, Islamic Guidance and Counseling

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INTRODUCTION

The pandemic situation, which requires learning from home to occur in all educational units from elementary school to university, makes the learning process be carried out based on technology. Educators must have strong technological literacy so that the use of technology in learning supports the effectiveness and efficiency of learning.

A good learning process can optimize students' psycho-physical activities to achieve personal development. From the perspective of Islamic psychology, the learning process must encourage the importance of cognitive functions (ya'qilun, yatafakarun) and sensory functions (yubshirun, yasma'un) as essential tools for learning (Sarnoto, 2012). Online

learning is not just a form of technology-based learning but it also provides a new learning experience that remains focused on personal optimization, as previously described.

The improper online learning process during the pandemic has resulted in various learning problems. The results from a study by Pustikasari & Fitriyanti (2021) showed that the frequency of Zoom meetings affects fatigue, even the risk of causing fatigue as much as 2 times, and 4 times the effect on student stress. The use of Whatsapp as a learning media was considered ineffective, and reflected the lack of creativity of teachers in teaching, even though Whatsapp media, which many Indonesians use, can save quotas.

Furthermore, a study by Daheri et al. (2020) showed a low level of student satisfaction with online learning, both in terms of social interaction and the technology used.

Online learning has followed the learner's modality/learning style. Learning style is a person's capital to be able to absorb information, either visual and audio, or kinesthetic experience. Attention to learning styles is a form of creating effective and efficient learning conditions through the technology used.

In the context of educational psychology, learning styles have to do with the uniqueness or differences of individuals in learning (Ghufron & Suminta, 2012). While in the perspective of Islamic psychology, learning styles are related to the physiopsychic potential of humans to learn, such as hearing, vision, and *af-idah* (reasoning) (Nassaruddin & Ibrahim, 2019).

The application of the same teaching pattern to students has an impact on their weak performance in the learning process (Wahyuni, 2017). Teaching methods that are not in accordance with students' learning styles lead to conflicts and learning problems (Ahmad et al., 2018). Problems that occur when the learning process is not in accordance with the learning style include emotional problems (Öznacar et al., 2018), self-efficacy and motivation (Moneva et al., 2020), self-control (Khalife et al., 2018), even the weakening of the ability to think critically (Samsudin & Hardini, 2019).

The Islamic Guidance and Counseling course requires a learning experience both conceptually and practically. During online learning, students generally attend lectures through online meetings so that these problems can be avoided. Therefore, researchers mapped learning styles and their relevance to online learning which was carried out as a reference for developing online learning experiences that were relevant

to learning needs, as well as anticipating academic stress in the future.

RESEARCH METHODS

Research Design

This research used a quantitative approach. The design used in the study was descriptive research. The design aimed to generate a profile of learning styles on research samples, platforms that were often used during online learning, and the trend of learning activities of the samples. Thus, researchers could analyze the appropriate learning styles, learning platforms, and learning activities that had been implemented.

Sample and Population

The study population and sample were 120 guidance and counseling study program students in the 6th semester. This population was chosen because they were experiencing two forms of learning, which were offline and online. They also felt a significant shift in the way the course was conducted, so it might have an impact on their learning style.

Instrument

Research data was obtained by using a questionnaire. The questionnaire used an adaptation of the VAK learning style questionnaire (Visual, Auditory, and Kinesthetic). In this questionnaire, the respondent must choose one of the three ports presented in each questionnaire item which is assumed to be under student learning activities. Each statement represents the VAK learning style. In addition, the researcher added a section about platforms that were often used in lectures, as well as study habits that often occurred during online learning.

Data Analysis

The data analysis technique used to test the data in this study was percentage descriptive analysis. The first step was to map the trend of learning styles in each respondent.

Second, a percentage was made for each group of learning styles. In the final analysis, a comparison was made between the profile of general learning styles with the suitability of the platform and learning activities in the sample group.

RESULTS AND DISCUSSION

The results of the study described the profile of learning styles obtained through the VAK learning style questionnaire. The learning style profiles of 120 study respondents were presented in table 1 below.

Table 1
Learning Style Profile

Learning Style	F	%
Visual	49	40.83
Auditory	12	10
Kinesthetic	59	49.17

Kinesthetic learning style was the learning style that most respondents chose. Based on table 1 above, it was found that 40.83% selected Visual learning style, 10% of respondents selected Auditory, and 49.17% respondents chose Kinesthetic.

The kinesthetic learning style is a learning style of moving, working, and touching (Papilaya & Huliselan, 2016). A person with a kinesthetic learning style learns through experience and practice. The individual character of this type is an activist, that is, he prefers to do something than reading or hearing (Pritchard, 2017).

In face-to-face learning, the kinesthetic type could be facilitated with a maximum learning experience, while it is difficult to do in online learning. Furthermore, Muryati et al. (2021) stated that the pattern of doing student assignments mostly uses kinesthetic aspects, but it is not possible to use kinesthetic activities in online learning.

The online learning environment created by lecturers was an important aspect that determined the optimization of student

learning styles. The results of a survey of platforms that were often used in guidance and counseling learning were presented in Figure 1 below.

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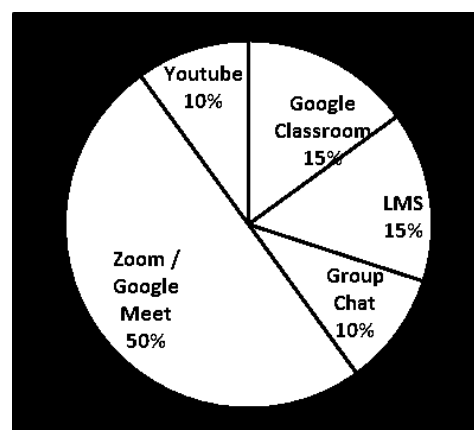


Figure 1. Most Used Platform

Zoom/Google Meet was the most frequently used platform in online learning (50%). Other commonly used platforms were Google classroom (15%) and learning management system (15%). Zoom as an online learning platform was a trend that emerged during the covid-19 pandemic.

Naserly (2020) explained the use of zoom was recommended for classes below 20 people, therefore it was best to use zoom that was divided into several sessions for classes that had many participants. Therefore, Pratama et al. (2020) recommended that the duration of meetings via zoom should be 10-15 minutes per session so that interaction between lecturers and students could occur effectively. The lack of immediate responses, the inadequacy of involvement and guidelines from the instructor, and the deficiency of students' commitment were considered challenges that hindered the effective use (Ishtaiwa & Abulibdeh, 2012).

These interaction barriers could be analyzed based on the learning activities that were carried out. An overview of the learning activities carried out by respondents during online learning was presented in figure 2 below.

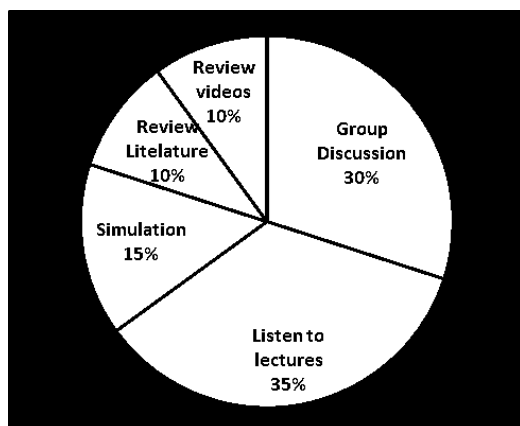


Figure 2. Learning Behavior

Figure 2 showed the learning behavior that was generally carried out in online learning was listening and discussing. Listening to the lecturer's explanation was the most common activity (35%) while the portion for the simulation was only 15%, contrary to the student learning style, which was generally a kinesthetic learning style.

Based on the analysis of these three data, it was found that the classes held during the pandemic were not conducted according to the learning styles of students. It was natural when there was a decrease in student activities and learning outcomes, because of the irrelevance of the learning activities' platform with learning styles that were generally kinesthetic. Guidance and Counseling students have kinesthetic learning styles, which are very weak in verbal activity (Papilaya & Huliselan, 2016) while based on figure 2, lecturers generally held lectures based on verbal activities.

Inappropriate learning styles and student learning experiences had an impact on the way lecturers plan learning. Lecturers needed to reflect and reconstruct the learning

model that would be carried out next based on the profile of the dominant learning style. Under the concept put forward by Gardner that the learning process must respect the uniqueness of each person, the diversity of ways of learning, realizing several models for assessing it, as well as an almost unlimited variety of ways to actualize oneself (Mansir & Purnomo, 2020). Changes in learning models and strategies should be oriented toward actualizing and optimizing student learning styles.

Dobson (2009) stated that in classes related to psychology, kinesthetic learning styles could be facilitated by engaging in physical experiences, manipulating objects, and laboratory activities. Lecturers could use the TPACK model (Technological Pedagogical Content Knowledge) in individual counseling learning.

The TPACK framework as a reference for the use of technology in learning showed the relationships among the three basic knowledge which must be mastered by lecturers, such as knowledge of technology, pedagogy, and content implementation of TPACK; technology was seen as a driver of innovation in pedagogy and representation of learning content (Koehler et al., 2011). The TPACK model was proven to increase student satisfaction in taking individualized counseling courses.

The results of Dalimunthe's research (2020) showed that the use of video in understanding the topic/content material that would be studied in individual counseling learning was easier to understand with a presentation of 74% in the satisfactory category. Subjects with kinesthetic learning styles preferred audio-video-based media compared to other media that were more in line with their learning style preferences (Hakim et al., 2021).

Practicum using TPACK in individual counseling courses could use the steps as followed:

1. Students searched for and watched individual counseling best practice videos.
2. Students made video examples of the implementation of individual counseling as the discussion material.
3. Online meetings discussed videos that had been made.
4. Students and lecturers assessed the practice of videotaped counseling.
5. Evaluation results were recorded for subsequent practice improvements.

With the stages above, it was possible to facilitate the overall learning style of students. Project-based learning provided students to explore content (material) using various ways that were meaningful to them, and conducted experiments collaboratively with diverse learning styles (Niswara et al., 2019). Project-based learning could also increase student creativity and innovation (Suryahdikusumah, 2018).

CONCLUSION

Online learning during the pandemic was not in accordance with the learning styles of students. Kinesthetic learning style was the learning style that most respondents chose (49.17%). Meanwhile, the learning activity that was often carried out was listening through Zoom meetings. This mismatch had an impact on student interaction, engagement, interests, and motivation. Guidance and counseling courses could emphasize project-based learning activities using the TPACK model. Thus students could conduct experiments collaboratively with diverse learning styles

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