

NEEDS FOR ENGLISH LEARNING MATERIALS THAT ACCOMMODATE STUDENTS' LEARNING STYLES

L. Lupiana¹, L.G.R. Budiarta², I.A.M.I. Utami³

¹²³English Language Education, Universitas Pendidikan Ganesha, Singaraja, Indonesia
e-mail: luuk.lupiana@undiksha.ac.id, rahayu.budiarta@undiksha.ac.id, istri.utami@undiksha.ac.id

This research aims to analyze the needs to develop learning materials that accommodate students' learning styles in the implementation of the Emancipation curriculum. The learning styles include: Visual, Aural, Read/Write, and Kinesthetic. The subjects of this research were the 7th grade students and teachers at one of the junior high schools in Buleleng Regency. Data collection was carried out through extensive analysis of observations and document analysis, questionnaires and interview guides. Qualitative approaches were used to analyze the data in this research. The research results show that the learning process is still monotonous and lacks variety, therefore both teachers and students considered it was important to develop English Language Learning Materials that incorporate students' learning styles. There are two topics used in the developed materials, namely "Introduction Yourself and Others" and "Describing People". In learning activities, students have various learning styles, but the learning style that most students Kinesthetic.

Keywords: *Emancipated Curriculum; English Learning Material; Learning Style*

1. INTRODUCTION

The Emancipated Curriculum gives schools more freedom to make a curriculum that fits the needs and demographics of their students better. It also promotes education that is more open, diverse, and relevant to local situations through project-based learning, building students' character and soft skills, and a more adaptable curriculum structure that can combine technology literacy skills, knowledge, attitudes, and abilities (Gumilar et al., 2023). The Emancipated Curriculum idea is a learning innovation aimed at achieving high-quality education (Nasution et al., 2023). It is the goal of the Emancipated Curriculum to make learning fun for both teachers and students. Emancipated curriculum also changed from RPP (Rencana Pelaksanaan Pembelajaran) to teaching units with learning tools that got harder to use. There is a lot of difference between the RPP and the teaching module. The Emancipated Curriculum's teaching module uses a different language than the RPP did. Creating teaching modules that meet the goals of both learning and assessment is meant to improve the learning tools that teachers can use to run both closed and open courses.

According to Maulinda, (2022) there are two ways for teachers to make the modules better: they can either make their own modules based on the subject and the needs of their students, or they can choose or update the modules that the government has already made. The following are the standards for the Emancipated Curriculum modules: (1) Fundamental: each topic has an idea that comes from working together and learning; (2) Interesting, meaningful, and demanding: teachers can help students grow based on their experience and cognitive skills and can get kids involved in school by making sure lessons are age-appropriate and not too hard or too easy; (3) Contextual and relevant: it has to do with the student's past cognitive features and experiences and takes into account their time and place; and (4) sustainable: learning activities must be linked to the student's learning stages (in phases 1, 2, and 3).

According to Indarta et al., (2022), The Emancipated curriculum focuses more on the 21st century learning model. It focuses on developing thinking skills like critical thinking, creative thinking, and problem-solving, as well as acting skills like communication, collaboration, digital literacy, and technological literacy. It also focuses on developing skills for living in the world, like initiative, self-direction, global understanding, and social

responsibility, as well as learning skills like leadership. One way of learning in the 21st century that can be used both inside and outside the classroom is a differentiated learning strategy based on students' learning styles. An individual's learning style relates to their preferred method of acquiring, processing, memorizing, and recalling knowledge (Fahim et al., 2021). VARK is a model adaptation of the well-known VAK learning style preference. The VARK model was established by Neil D. Fleming in 1987 (Widharyanto & Heribertus Binawan, 2020). The principles and descriptions of learning styles demonstrate that learning encompasses cognitive, affective, and behavioral aspects, which involve perceiving, engaging with, and reacting to various learning approaches. Learning styles can be defined as individual techniques or styles of learning that interact with the environment to process, understand, and acquire knowledge, experiences, or desired abilities (Othman & Hasril, 2010).

The implementation of the Emancipated Curriculum also places a strong emphasis on differentiated learning. Differentiated instruction is the practice of employing diverse teaching methods tailored to meet the individual needs of each learner. The prerequisites encompass factors such as existing knowledge, preferred learning style, level of interest, and comprehension of the topic matter (Siringoringo et al., 2023). This inclusive curriculum recognizes and values the diverse range of learning methods and talents that students possess. Teachers cannot effectively employ a single method to equally engage children, as their learning qualities vary. Implementing differentiated learning through the Emancipated Curriculum offers substantial advantages for educators and learners alike. This approach prioritizes individual talents, interests, and essential learning methods, leading to major benefits. The objective of diversified learning is to offer students learning opportunities that are pertinent and suitable to their level of comprehension and preferred method of learning. Learning style encompasses a range of cognitive, affective, and psychological approaches that students employ to understand, structure, and retain their educational experiences, as well as to solve problems.

The implementation of the Emancipated Curriculum in Junior High School encompasses multiple aspects and components. Specifically, the learning activities within this curriculum consist of three main elements: extracurricular activities, projects aimed at enhancing the Pancasila student profile, and extracurricular activities. Additionally, the time allocation for each subject in the Emancipated Curriculum at the Junior High School level is divided into two learning groups. In order to facilitate the implementation of the emancipated curriculum, it is necessary to incorporate character implementation. Education is facilitated by school-based activities that promote several character traits, including honesty, autonomy, collaboration, appreciation of local culture, empathy, compassion, and affection. Engaging in exhibit project activities offers students a wealth of knowledge and hands-on experience (Aziz et al., 2024). Every educational institution or local governing body has the ability to incorporate information specific to their local area that aligns with the characteristics and requirements of each school. Additionally, teachers have the authority to establish the criteria for assessing the extent to which students have achieved their learning objectives based on their academic performance (Pahlawan et al., 2023).

Nevertheless, the emancipated curriculum has not been effectively implemented in junior high schools in Buleleng Regency. This is evidently due to the concept of an emancipated curriculum, which prioritizes differentiated learning, in which certain English instructors in junior high schools assign identical subject matter to all students. In addition, the teacher employs learning strategies and learning media in the form of a single book for all students, which indicates that the teacher is not considering the differing learning styles of each student. Additionally, educators are deficient in terms of their instructional repertoire. Researchers can discern from ATP that student learning activities do not foster students' ardent engagement in learning activities. This is not in accordance with the learning criteria of the Emancipation Curriculum, which are defined as learning that can create a learning environment that is both engaging and meaningful. A more active and effective learning experience will be achieved by the concept of an Emancipated Curriculum, which allows instructors and students to collaborate in the learning process (Manalu et al., 2022).

Therefore, researchers want to analyze the need for developing learning materials based on the learning style of each student for the 7th grade at junior high school in the first semester.

2. RESEARCH METHOD

This research is research using qualitative methods carried out at one of the State Middle Schools in Buleleng regency. The subjects included in this research were one English teacher and 7th grade junior high school students. The object of this research is English language learning material based on the emancipation curriculum used in learning at one of the junior high schools in Buleleng Regency. Data collection was carried out by means of observation, document analysis, interviews and questionnaires. Document analysis was to ensure the flow of learning objectives (ATP) and learning modules used during the learning process. ATP analysis is to find out learning topics and learning objectives, while the teaching module is to find out how learning activities are carried out. Then the teacher interview guide was used to find out the situation of the English learning process carried out in the classroom and also the teacher's needs in the English learning process and the use of learning materials in the English learning process. Apart from that, a questionnaire analysis was also carried out to determine the learning style of each grade 7 junior high school student. The results of observations, document analysis, interviews and questionnaires were analyzed using the interactive model analysis proposed by, including data collection, data reduction, conclusion drawing and verification, as well as data presentation.

3. FINDINGS AND DISCUSSION

The research results show that students have various learning styles including visual learners, aural learners, read/write learners and kinesthetic learners. However, the learning carried out is not in accordance with student needs and student learning styles. Therefore, students cannot be motivated to be active in learning activities.

Observation sheet and document analysis

An observation sheet was used to gather information about how teaching and learning happen in schools, the methods teachers use, and the books teachers use as learning guides. Taking a look at the information gathered through observations. The study shows that students still don't find learning activities at junior high school very interesting or fun. Students find it hard to understand the lessons that the teacher gives them, and the lessons aren't tailored to each student's preferred way of learning. As a result, students are less motivated to learn because the lessons don't fit their needs. Besides that, neither teachers nor students use major books not extra books to help them learn and teach. There are also fewer different kinds of learning tasks, which makes students less motivated to learn. At the document analysis stage of this study, researchers looked at the Learning Objectives Flow (ATP) and the teaching units that teachers use to help students learn. These are the things that researchers found in the flow of learning goals (ATP) and teaching modules:

a. Learning Objective Flow Analysis (ATP)

The researcher conducted an analysis of the Learning Objectives Flow (ATP) to identify the topics covered in the first semester for grade 7 students. Learning Objective Flow (ATP) provides an overview of student development from one learning stage to the next (Utomo & Kusumawati, 2024). Researchers examine ATP subjects to serve as sources for creating educational materials and exercises. The ATP analysis is conducted to identify content and activities that align with the topics and learning objectives specified in the ATP for the first semester of seventh grade at junior high school. The Learning Objectives Flow (ATP) for the first semester can be seen in Table 1:

Table 1. The Learning Topics

No	Semester	Topic
1.	First semester	Introducing Yourself and Others Describing People

These topics serve as the foundation for the development of English language learning that is tailored to the unique requirements of each student, thereby enabling students to achieve their learning objectives to the fullest. Researchers also take into account the unique learning styles of each pupil in order to create books that are more effective and pertinent.

b. Teaching Module Analysis

The Emancipated Curriculum teaching module is a collection of tools, media, methods, instructions and guidelines designed in a systematic and interesting way, and adapted to the needs of students (Setiawan et al., 2022). Researchers conducted an analysis of the teaching modules in order to gain a deeper comprehension of the learning process beginning with the first semester. After that, the module is analyzed and assessed in order to provide thorough guidance for the production of educational curricular resources. In the course of this evaluation process, an in-depth study of the module's structure, content, and efficacy in meeting learning objectives is carried out. These observations can be of assistance to researchers in determining the weaknesses and strengths of the module. Additionally, they can provide useful insight that can be used by researchers to enhance educational materials in order to make them more relevant and successful in accordance with the requirements of students. Each student's learning style is taken into consideration when developing English learning resources, and this is done in accordance with the module teaching.

Questionnaire

Questionnaires were administered to seventh-grade pupils at junior high school by researchers. We distribute this questionnaire in hard copy format and collect responses from 30 students in the class. The questionnaire consists of 20 questions that assess four different learning styles: Visual Learners, Aural Learners, Read/Write Learners, and Kinesthetic Learners. The statistics derived from the questionnaire responses are displayed in the format of a bar chart. Four bar charts are utilized to display statistics on different types of learners: Visual Learners, Aural Learners, Read/Write Learners, and Kinesthetic Learners (Noviska & Anastasia, 2023). Each bar chart represents distinct information, facilitating the analysis and comprehension of the supplied data. This bar chart encompasses multiple significant facets pertaining to the subject matter addressed in this study.

a. Visual Learner

Visual learners are students who have a tendency to learn through visual modalities. They usually like the use of visual media such as diagrams, graphs, flow charts and models that present information visually (Sulistyanto, 2021). The questionnaire on Visual Learners consists of five questions. The figure below represents questions in the questionnaire as items and the percentages indicate the proportion of data from the whole dataset. The blue bar chart represents the response "Yes" in the questionnaire, whereas the yellow bar chart represents the response "No".

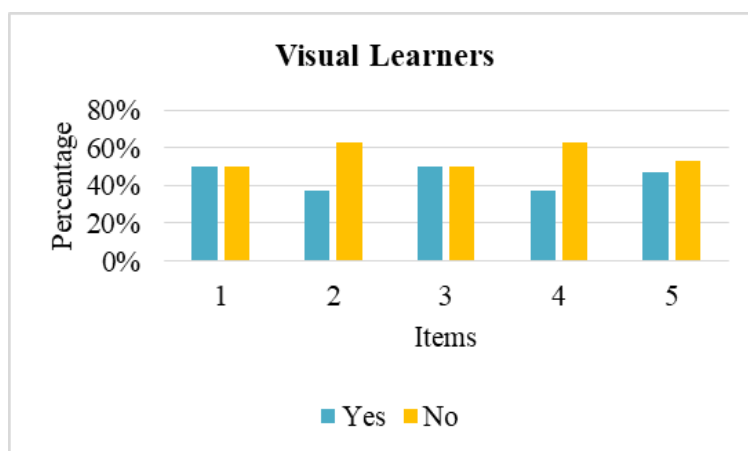


Figure 1. Students Learning style

The bar diagram above illustrates that for questions number 1 and 3, there are two answer choices: "Yes" and "No". Out of the 30 students in the class, 15 students chose each answer. This data indicates that approximately 50% of students experience happiness and engagement when teachers incorporate visual aids such as pictures and posters into their classroom instruction. Similarly, students also express interest and satisfaction when teachers apply educational materials, such as books, that contain abundant illustrations. Conversely, the remaining 50% of students do not share the same level of enthusiasm for these teaching methods. In questions 2 and 4, 11 students responded with "Yes" and 19 students responded with "No". This means that 37% of students felt happy and interested when the teacher used media such as LCD or PPT to explain the learning material in class, and students were happy when given drawing assignments. On the other hand, 63% of students did not like it. In question number 5, 14 students chose the answer "Yes" and 16 students, or 47% of the total, chose the answer "No". The use of visual media, such as pictures, posters, comics, story books, diagrams, and graphs, by the teacher makes it easier for students to remember the material taught. However, 53% of students do not prefer this approach. Overall, the questionnaire results indicate that students most commonly choose the answer "Yes" for questions 1 and 3. This suggests that Visual Learners prefer when teachers use visual aids such as pictures and posters, as well as learning materials with abundant illustrations. Conversely, questions 2 and 4 received the lowest number of "Yes" answers, indicating that Visual Learners do not appreciate teachers using media like LCD and PPT for explaining learning material, nor do they enjoy receiving drawing assignments.

b. Aural Learner

The data collected from individuals who are auditory learners is displayed in the form of a bar chart. The questionnaire consists of five questions, specifically items 6, 7, 8, 9, and 10 in the bar diagram. In this diagram, the color blue represents the answer "Yes" and the color yellow represents the answer "No". In a bar chart, the term "Percentage" represents the proportion of data in relation to the total dataset.

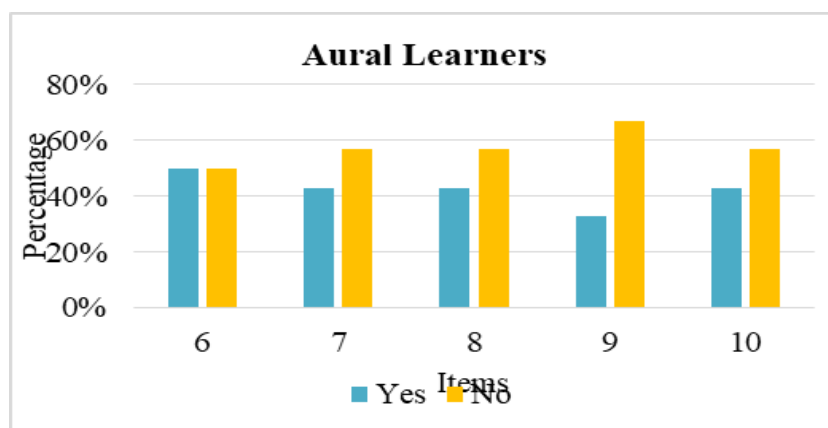


Figure 2. Student Learning Style

The bar diagram indicates that for question number 1, 15 students out of a total of 30 students in the class selected each answer option, "Yes" and "No". These findings suggest that 50% of students experience increased happiness and engagement when teachers use audio learning media to deliver instructional content in the classroom, while the remaining 50% of students do not prefer this approach. Questions 7, 8, and 10 had an identical percentage of responses. Specifically, 13 students replied "Yes" and 17 students answered "No". This data indicates that a significant proportion of students, up to 43%, experience happiness and engagement when the teacher presents the material directly in front of the class and incorporates storytelling as a teaching method (referred to as "Hearing stories"). This approach facilitates students' comprehension and retention of the material by allowing them to absorb the teacher's explanations, engage in discussions, and listen to audio

materials. In addition, for question number 9, 10 students responded affirmatively while 20 students responded negatively. This data suggests that 33% of students exhibit a greater sense of happiness and enthusiasm towards engaging in discussion activities; however the remaining 67% of students do not share the same level of preference.

The findings indicate that in the Aural Learners questionnaire, questions 7, 8, and 10 received the highest number of "Yes" responses, while question 9 had the lowest "Yes" response or the highest "No" response. Consequently, it can be inferred that Aural Learners prefer it when teachers present the material directly to the class and read stories related to the subject matter (Auditory storytelling), as these approaches facilitate comprehension and retention of the material. Conversely, Aural Learners do not like learning through discussion activities.

c. Read/Write Learner

The bar chart questionnaire used to identify Read/Write Learners consists of five questions, specifically items 11, 12, 13, 14, and 15. In the bar chart, the term "Percentage" represents the proportion of data relative to the total data. The blue color indicates the response "Yes" and the yellow color indicates the response "No".

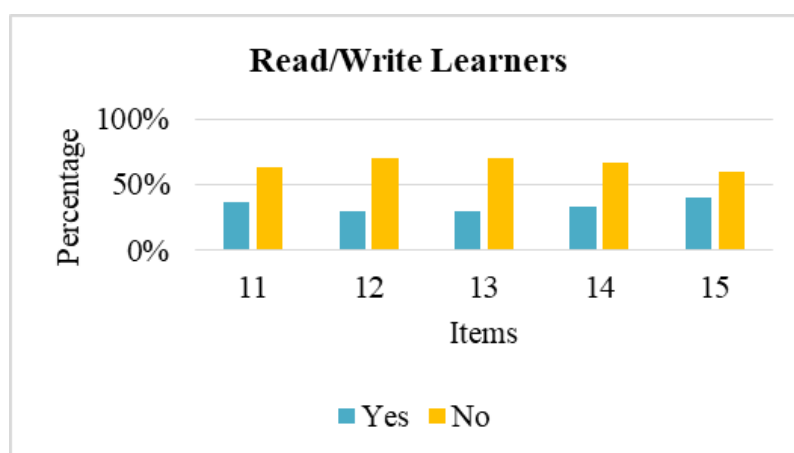


Figure 1. Student Learning Style

Out of a total of 30 students in the class, 11 students responded "Yes" and 19 students responded "No" to question number 11 in the Read/Write Learner bar chart. This suggests that 37% of students are more engaged and content when the teacher reads the lesson material in front of the class, while 63% of students are not fond of it. In addition, the results of questions 12 and 13 indicate that 9 students answered "Yes" and 21 students answered "No." These findings indicate that 30% of students were more satisfied and interested in recording the points from the learning material that the teacher had explained. Additionally, students preferred to re-read the material and notes they had taken, while up to 70% of students were dissatisfied with the process. In addition, confirm that 10 students responded "Yes" and 20 students responded "No" to question 14. This indicates that 33% of students are more engaged and content when the teacher conducts reading and writing exercises in class, while 67% of students are not fond of it. Subsequently, demonstrate that 12 students responded "Yes" and 18 students responded "No" to question 15. It can be inferred that up to 40% of students are more interested in reading and summarizing stories and texts, while 60% of students are not keen on the idea.

Based on the data, question number 15 has the highest number of "Yes" responses, whereas questions number 12 and 13 have the lowest number of "Yes" responses or the highest number of "No" responses. Thus, it can be inferred that Read/Write Learners exhibit a strong preference for stories and texts, desiring them to be read and summarized. Conversely, Read/Write Learner students tend to avoid taking notes during teacher explanations and reviewing their own notes and learning materials.

d. Kinesthetic Learner

The bar chart below represents the items corresponding to the questions in the questionnaire. The term "Percentage" in the figure indicates the data amount for each item. The color blue represents the affirmative response "Yes", whereas the color yellow represents the negative response "No". The questionnaire for Kinesthetic Learners includes five questions, specifically items 16, 17, 18, 19, and 20, as indicated in the bar graphic.

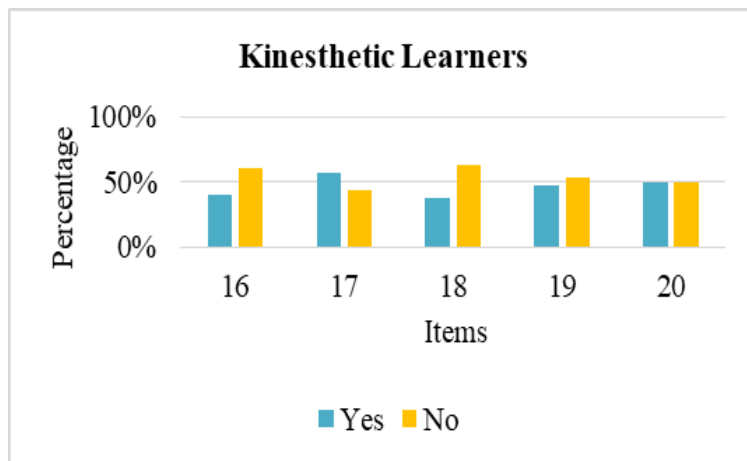


Figure 2. Student Learning Style

The bar chart representing the responses of Kinesthetic Learners in question number 16 indicates that 12 students responded affirmatively, while 18 students responded negatively. These findings suggest that 40% of students exhibit a preference for kinesthetic learning, which incorporates physical movement, as opposed to passive learning in a classroom setting where they solely listen to the teacher's explanations. Conversely, the remaining 60% of students do not share this preference. In addition, question 17 indicates that 17 students responded affirmatively whereas 13 students responded negatively. Thus, it can be inferred that 57% of students experience greater happiness and interest when the teacher employs a demonstrative approach to teaching the content, while the remaining 43% of students do not prefer this method. Question 18 reveals that 11 students responded affirmatively, while 19 students responded negatively. This data indicates that 37% of students experience increased happiness and engagement when the teacher incorporates games that require physical mobility, however 63% of students do not prefer this approach. In addition, question 19 revealed that out of a total of 30 students, 14 students responded affirmatively with "Yes" and 16 students responded negatively with "No". These findings suggest that 47% of students experience increased happiness and engagement when teachers incorporate songs into their lessons and encourage them to sing while being physically active, however the remaining 53% do not prefer this approach. Moreover, the final query in the survey was question 20, with response options "Yes" and "No", both selected by 15 pupils. This data suggests that 50% of students prefer to comprehend the subject through extracurricular learning methods such as physical motions or demonstrations, whilst the remaining 50% of students do not like this approach.

Based on this reasoning, it may be inferred that question number 17 has the highest number of "Yes" responses, whereas question number 18 has either the lowest number of "Yes" responses or the highest number of "No" responses. These findings indicate that Kinesthetic Learners have a preference for instructional methods that involve the demonstration of the subject by teachers. They have a greater facility for comprehending and assimilating knowledge when it is conveyed through practical and demonstrative means, which entail engaging in bodily activities. Conversely, Kinesthetic Learners have a dislike for games that require physical motions when teachers encourage their participation. Despite the inclusion of physical exercise, individuals may perceive that the game does not immediately enhance their comprehension of the educational content. Thus, Kinesthetic Learners favor a

teaching strategy that integrates tangible presentations of the subject matter, enabling them to visually and physically experience the process of learning.

Interview

Following guided interviews, researchers discovered that when learning English, the implementation of the emancipation curriculum involves using the syntax of the emancipation curriculum itself. The operational procedure entails students conducting an initial evaluation, subsequently forming groups, delivering presentations, and autonomously working on LKPD. In the classroom, learning activities are organized into three stages. The first stage is the initial activity, which involves taking attendance and asking questions related to meaning. The second stage is the core activity, which involves presenting material and facilitating group discussions. The final stage is the concluding activity, which includes question and answer sessions or assessing students' comprehension of the previously presented material. In addition, teachers utilize books as a learning tool, employing group discussions that are organized into three tiers - low, medium, and high - based on students' cognitive capacities. By doing so, it can assist educators in adapting instructional approaches to cater to the individual requirements of every student. Students' learning speed varies based on their individual aptitude. During the learning sessions, students had diverse responses, with some displaying keen engagement while others showed the opposite. Consequently, the teacher diversifies instruction by using educational games, although the students' limited comprehension of English vocabulary impedes their progress in the game as a result, the teacher prioritizes teaching fundamental vocabulary skills to the students. Students are equipped with learning tools like Chrome books, which they can utilize to access Google Translate or other digital dictionaries. These chrome books are highly beneficial for pupils as a significant number of students are unable to get an English dictionary owing to financial limitations. In addition to chrome books, teachers utilized supplementary media such as LCDs to present educational content through projectors. Furthermore, teachers offer students the chance to make notes on information shown through movies projected on the screen. Additionally, the teacher encourages pupils to engage in icebreaking activities, such as singing and exhibiting specific moves, to alleviate boredom during the learning process. Engaging in icebreaking activities helps reinvigorate students' concentration and eagerness to actively participate in educational endeavors.

Researchers observed that just four to five students were engaged in learning, while the remainder were participating but not absorbing the material. In addition, there are pupils who are slow and those who are fast at capturing knowledge, as well as those who prefer one learning style and others who don't because students have diverse traits, skills, and learning styles. Students need a learning style that fits their learning style because it makes it easier to understand the subject matter and improves learning achievement based on each student's interests and talents. Students' learning styles are determined via firsthand observation of teachers' classroom practices. Visual learners focus on sight. Visual learners benefit from colors, lines, and shapes. The teacher can use intriguing images, movies, maps, and diagrams in this learning style. A projector and LCD can also be used to show videos in class. Aural learners rely significantly on hearing to learn. Aural learning involves the teacher playing conversational audio and having pupils solve the challenges. Teacher-given LKPD is used to read information briefly, study instructions, and complete assignments so students with a learning style (Read/Write) can write responses to questions. Kinetic learners appreciate body-based learning. Teachers frequently boost learning through games, role playing, and live simulations with students. Learning activities should include learning resources to boost student learning productivity and quality. The researcher found that teachers used the Ministry of Education and Culture's Bright English Book and English for the Archipelago as the main English learning resources. There are distinctions in how these two learning books are used. English for Nusantara covers ATP themes, while Bright English Book emphasizes home learning. This emphasizes the need to adjust learning resources to speed up English language instruction. Besides these two books, teachers use YouTube for learning resources, albeit they occasionally have trouble finding relevant videos. Additionally,

teachers give pupils LKPD (Lembar Kerja Peserta Didik) as learning resources and media. Teacher-created instructional modules follow low, medium, and high standards without considering students' learning preferences. Teaching modules that accommodate student learning styles are similarly difficult to create. The handbook teachers' use is less appealing to students since it has tedious activities and incomplete themes, therefore teachers must use Google to complete lesson material.

4. CONCLUSION AND SUGGESTIONS

This research succeeded in identifying the need for developing English learning materials that suit the learning styles of grade 7 students in junior high schools within the Emancipated curriculum framework. Through in-depth analysis, the learning materials developed are able to present an interactive and interesting approach. This approach is important to ensure that each student can learn in a way that best suits their needs. In the development process, this material integrates differentiated learning methods based on VARK (Visual, Aural, Read/Write, Kinesthetic) learning styles. Thus, every aspect of the learning materials is designed to accommodate a variety of student learning styles, from those who learn better through visuals to those who are more responsive to kinesthetic learning.

So that this learning material can be implemented effectively, training for teachers is very necessary. This training will also help teachers master the technology and digital platforms used in the material, so they can deliver lessons more interactively and according to students' learning styles. Additionally, ongoing evaluation and monitoring of the use of materials in the field is essential. This evaluation ensures the effectiveness of the material and provides the data necessary to make further improvements and adjustments. Diversification of learning materials also needs to be considered. Material must cover a variety of topics and themes that are relevant to the Emancipated curriculum, and tailored to students' needs and interests. In this way, students' learning motivation can be increased, and the learning material remains interesting and relevant, so that the learning process becomes more effective and enjoyable.

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