

The Relationship between Learning Styles and Learning Interests: A Study on Fourth Grade Social Studies Students

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ABSTRACT

This research in every learning process, several types of learning styles can be adapted to the students' habits and aims to analyze the relationship between learning styles and students' interest in learning in class IV social studies. The method used in this research is a descriptive qualitative method with a case study approach. The results of this research are: The research participants consisted of 29 students and 1 class IV teacher at one of the state elementary schools in the Sukaraja area, Sumedang, Indonesia. The research instruments used were observation, interviews, and documentation studies. The results and discussion obtained show that learning style is very influential on students' interest in learning in that the percentage of students who have a visual learning style is 14%, while auditory is 52% and kinesthetic is 34%. Thus, the results of the study explain that class IV students at SDN Sukaraja I Sumedang tend to have auditory and kinesthetic learning styles. This can be seen from the enthusiasm of the students in paying attention to the teacher when carrying out differentiated learning activities, especially in social studies learning. Based on the results of research that has been carried out, learning styles are closely related to students' learning interests. This research contributes to analyzing the relationship between learning styles and students' learning interests in elementary school.

Keywords: Learning Style; Learning Interest; Social Science



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INTRODUCTION

Education is one of the fundamental aspects of human life (Harefa, 2023). Education is a factor that affects the programs for human resources to become qualified and useful human beings (Shofwan et al., 2021). In the implementation of the learning process in schools, in general, various problems arise that affect students (as subjects of the school education system) to achieve the educational goals that have been set (Nofrialdi, 2022). Every learning process has several learning styles that can be adapted to student habits. One of the learning difficulties that is often encountered is that teachers' teaching styles do not match students' learning styles, causing students to not recognize their learning styles (Abdurrahman & Kibtiyah, 2021). According to Gunawan, learning style is a method that is more popular with students when carrying out activities that make them think, process, and understand all information related to the learning process. Learning style is the way students prefer when

carrying out learning activities. Learning styles are divided into three types: visual, auditory, and kinesthetic. According to DePorter, the definition of visual learning style is a type of learning style whose working method relies on the performance of the sense of sight in the form of the eyes which plays a very high role in students who have a type of visual learning style. Auditory learning style is a type of learning style that relies on the sense of hearing in the form of ears which plays a very high role in students who have an auditory learning style. Kinesthetic learning style is a type of learning style that relies on movement to obtain learning information. Factors that influence students' learning styles are student' factors, the environment, and peers. (Khoiriyah et al., 2022). As teachers, they need to understand student characteristics because a student's learning style greatly influences the student's interest in learning. According to Bobbi De Porter & Mike Hernacki in doing school work, learning style is a key for all students. Based on the explanation above, it can be concluded that the type of learning style possessed by students will greatly influence them in processing and absorbing information which will later be used as an achievement of the students' interest in learning.

Interest in learning also plays an important role in achieving learning goals. If the learning style matches the student's characteristics, the student's interest in learning will increase. Interest in learning is a tendency among students to show attention and interest in everything related to the learning process (Heri, 2019). If interest in learning tends to be high, it will result in high achievement, and vice versa, if interest in learning is low, it will result in low achievement Subiakto (in Hidayah, 2021). With an interest in learning, students will always have the urge to study diligently so that when the learning style follows the characteristics of each student, the student's interest in learning will be maximized (SALWA, 2023). For example, students who previously had little interest in participating in learning activities, when their learning style was appropriate. This research focuses on the relationship between learning style and students' learning interest in learning social studies. Likewise, the fourth-grade students at SDN Sukaraja I have different learning styles, which causes their learning interests to vary as well. Students are expected to be able to recognize their learning styles so that the learning objectives can be achieved perfectly. This type of learning style analysis aims to enable teachers to provide direction to students in determining an appropriate learning style, so that students can more easily remember and understand the material presented.

In social studies learning, teachers have an important role in developing students' knowledge and skills (Sahira et al., 2022). In the social studies learning process, especially when the independent curriculum is implemented, in developing students' knowledge and skills the teacher will be involved a lot because the teacher is the main actor who is very important when teaching and learning activities take place so that meaningful learning is created (Budiwati et al., 2023). When this process can run smoothly, it will be easier for students to remember and understand social studies learning.

Various previous studies related to the focus of this research problem show varying analyses from one study to another. This can be seen based on research conducted by (Ritonga & Rahma, 2021) in a journal article with the research title "Analysis of VAK Learning Styles in Online Learning on Students' learning interest" showing the results that (1) there are three types of learning styles that can be applied by teachers namely visual, auditory and kinesthetic, (2) There are methods that can foster students' interest in learning, namely by knowing the learning style most preferred by students, (3) Learning styles in terms of students' interest in learning can be seen from the results of questionnaires made by researchers and The results show that there are 23 students with a visual learning style, 9 students with an auditory learning style and 4 students with a kinesthetic learning style. From the results of this research, it can be concluded that the type of learning style possessed by students is dominated by the visual learning style. Based on this, it is hoped that this research can provide a deeper

understanding of the relationship between types of learning styles and students' interest in learning social studies, especially for grade IV students at SDN Sukaraja I Sumedang.

METHOD

This research aims to analyze the relationship between learning styles and students' interest in learning in Class IV social studies. Therefore, the research method used in this research is descriptive qualitative. The type of approach used in this research is a case study. Baxter and Jack (in Novelina Santoso et al., 2022) said that a case study is a qualitative research design that is carried out intensively and in detail, and focuses on in-depth analysis of a particular phenomenon or case study. This type of case study approach consists of three stages, namely the initial stage, the implementation stage, and the final stage (Widodo, 2019). This research uses two data sources, namely primary data and secondary data. Primary data is data obtained from interviews with class IV students and teachers at SDN Sukaraja I. Meanwhile, secondary data is data obtained from outside the school environment. The data analysis technique used in this research is the Miles and Huberman model analysis which will go through the process of data collection, data reduction, data presentation and data verification or conclusions.

The instrument used in this research was the researcher himself. However, once the research focus becomes clear, the research instrument may be developed again in a simple way with the hope of completing the data and comparing it with data that has been found through the process of observation, interviews, and documentation studies. Observation and interview instruments are used to obtain data directly, then the data obtained will be described (Makbul, 2021). Observation and interview instruments were prepared based on theory and developed from observation grids into observation sheet instruments as follows:

Table 1. Instrument Guidance Observation Sheet

Indicator	Description of observed aspects According to Deporter & Hernacki 2004: 116-120.
Indicators of the relationship between visual learning style and students' interest in learning in class IV social studies at SDN Sukaraja I	<ol style="list-style-type: none"> 1) Students tend to see the attitudes, movements, and lips of the teacher who is teaching. 2) Not a good listener when communicating. 3) When they receive instructions to do something, they usually look at other friends and then the student himself takes action. 4) Doesn't like talking in front of many people so he often appears passive in discussion activities. 5) Less able to remember information given orally. 6) Prefer demonstration over verbal explanation. 7) Being able to sit calmly in the middle of a stormy and crowded situation without being disturbed.
Indicators of the relationship between audio learning style and students' learning interest in class IV social studies learning at SDN Sukaraja I	<ol style="list-style-type: none"> 1) Able to remember well the teacher's explanation in front of the class or the material discussed in class. 2) Skilled listeners: students easily master advertising materials or songs on television or radio. 3) Tends to talk a lot. 4) Doesn't like reading and is generally not a good reader because he can't remember well what he has just read. 5) Lack of ability in composing or writing tasks. 6) Enjoy discussing and communicating with other people. 7) Less interested in paying attention to new things in the surrounding environment such as the presence of new children, a notice board in the corner of the classroom, and so on.
Indicators of the relationship between kinesthetic learning style and students'	<ol style="list-style-type: none"> 1) Touches everything he encounters, including when studying. 2) Difficulty staying still or sitting still, always wanting to move. 3) Doing everything that allows his hands to be active. Example: when the teacher explains the lesson material, the student listens while his hands are busy drawing.

interest in learning in class IV social studies at SDN Sukaraja I	4) Likes to use real objects as learning aids.
	5) Difficulty mastering abstract things such as maps, symbols, or symbols.
	6) Likes practice or experimentation, games, and activities related to movement.

Table 2. Interview Guidelines with Students

Question
What learning activities do you enjoy? Writing down material, listening to the teacher, or practicing group work? What is the reason?
Do you like doodling or drawing in books?
Do you prefer reading to being read to?
Will you remember things better if you write them down?
Do you focus more if you listen to someone while looking at them?
Do you have difficulty understanding what someone is saying when there is noise?
Do you find it easier to complete work in a quiet place?
When you read, will you give voice to the reading in your heart?
Do you memorize more easily if you repeat something in your mind?
Do you like discussing things to understand them further?
Don't you like taking notes in class?
Will you remember what the teacher says rather than demonstrate?
Do you like recording things and listening back to them?
Would you rather hear a lecture about something than have to read it in a textbook?
Do you feel that you study better when listening to music?
Do you feel better when you have freedom of movement?
Do you like telling stories while practicing the movements?
How do you feel when the class teacher starts social studies lessons?
Do you want to answer the questions given by the teacher?
Are you happy when the class teacher starts delivering material related to social studies subjects?
After completing social studies learning, are you interested in deepening your understanding of the material that has been presented?

Table 3. Interview Guidelines with Teacher

Question
Do you think it is important for a teacher to know his students' learning styles, especially in social studies learning?
Do you, as a class teacher who also teaches social studies subjects, use learning resources in delivering lesson material in front of the class?
What learning resources do you use as a subject teacher in delivering learning material in front of the class?
How do you find out which learning styles students prefer in participating in the learning process in social studies subjects?
What do you think is the purpose of a teacher to know students' learning styles, especially in social studies subjects?
Why do you use the discussion method as a teaching method?
Why do you use the lecture method as a teaching method?
According to you, what learning style is more dominant for students in class IV?
According to you, what kind of learning style is often used by students in studying social studies?
Are there students who like to discuss in class?
What strategies and media do you often use in carrying out teaching and learning activities in social studies learning?
According to you, what developments have occurred regarding the relationship between learning styles and students' learning interests in class IV social studies learning at SDN Sukaraja I?
What does the mother do in carrying out the role of teacher to maintain developments that occur in the classroom related to the relationship between learning styles and students' learning interests in class IV social studies learning at SDN Sukaraja I?
Are there special characteristics in children who are interested in learning or not?
What inhibiting factors can influence students' interest in learning, especially in class IV social studies

RESULTS AND DISCUSSION

Results

Learning is a process of interaction between students and teachers (Holly et al., 2023). Learning styles need to be considered when learning activities are carried out. Teaching and learning activities must be carried out and refer to students' interests and conditions. For this reason, a teacher needs to know what type of learning style is most preferred by students so that they can easily obtain and process information related to the learning material presented by the teacher. A person will not necessarily become smarter even if their learning style is known, but knowing an individual's learning style can make it easier to determine learning methods to be more effective.

This research aims to analyze the relationship between learning styles and students' interest in learning in class IV social studies which is of course able to increase students' interest in learning during learning activities. Meanwhile, the learning styles analyzed are visual, auditory, and kinesthetic learning styles. Students with a visual learning style will tend to effectively absorb information through sight. Students with an auditory learning style tend to easily absorb information through hearing. Meanwhile, students with a kinesthetic learning style can absorb information more easily through practice or group work. Based on the results of data analysis, there is a presentation of learning style results as follows:

Table 4. Frequency of Student Learning Styles

No	Learning Style	Frequency	Percentage (%)
1.	Visual	4	14
2.	Audio	15	52
3.	Kinesthetic	10	34



Figure 1. The percentage results are categorized based on student learning styles.

From Figure 3, 14% of students tend to have a visual learning style, while 52% of students tend to have an auditory learning style and 34% have a kinesthetic learning style. Thus, the tendency for students' learning styles when the teaching and learning process is implemented is the audio learning style.

Interest is an observation that contains elements of feeling such as pleasure, inclination, and an unintentional and active desire to receive something from the environment (Septriani, 2022). Interest is a feeling of liking, pleasure, and interest in something without the influence of other people (Sofna et al., 2023). Interest can grow because deep sympathy arises for the

object and gives rise to curiosity about something and wanting to learn more about it (Susanto, 2021).

Interest in learning is a passion for the subject matter, which will then motivate someone to study it and deepen the subject (Audria et al., 2021). A method to increase students' interest in learning during learning activities is to examine the learning methods preferred by the students themselves. By studying the student's learning methods, it will make it easier for students or teachers to carry out the process of teaching and learning activities. Just applying a relevant learning style can generate students' interest in learning, so they will have more enthusiasm for studying material (Annas, 2019).

Based on the results of observations that have been made, when implementing the learning process, especially in social studies learning, to meet the learning needs of students with this type of visual learning style, the teacher uses several objects such as pictures, power points, whiteboard notes and so on. Furthermore, to meet the learning needs of students with this type of audio learning style, the teacher uses several media assistance such as YouTube, animated videos made by the teacher himself, and so on. Meanwhile, to meet the learning needs of students with this type of kinesthetic learning style, teachers use several teaching aids such as statues of heroes, handicrafts, and so on. This is done so that teachers can adapt what is needed by students who have a visual learning style so that these students can increase their interest in participating in social studies learning activities (Widyawati & Rachmadyanti, 2023).

Discussion

Based on the results of observations, interviews, and documentation studies with students and one teacher, the percentage of students with a visual learning style is 14%, students with a learning style is 52% and students with a kinesthetic learning style is 34%. These results indicate that there is a relationship between the type of learning style and students' interest in learning. Students who have visual and kinesthetic learning styles tend to have a high level of interest in learning when participating in learning activities, especially social studies learning carried out by teachers. Meanwhile, students who have an audio learning style tend to have a low level of interest in learning when participating in learning activities, especially social studies learning carried out by teachers.

The level of student interest in learning can be seen based on the results of observations and interviews carried out by class IV students at SDN Sukaraja I. Of the 4 students who have a visual learning style, the four students also have a high interest in learning when participating in social studies learning activities. . Meanwhile, of the 15 students who have an audio learning style, there is only 1 student who has a high interest in learning when participating in social studies learning activities. Apart from that, of the 10 students who have a kinesthetic learning style, 6 students have a high interest in learning when participating in social studies learning activities.

Through these results, a teacher needs to be able to create social studies learning activities that suit the type of learning style each student has. If a teacher can create a classroom atmosphere that suits each student's learning style, then the student's interest in participating in social studies learning activities will certainly increase (Handiyani & Muhtar, 2022). In this research, students who are less interested in participating in social studies learning activities are students with an audio-learning style, so the teacher must be able to create a more enjoyable classroom atmosphere for students with this type of audio-learning style without having to eliminate a pleasant classroom atmosphere for students with this type of learning style. Visual and kinesthetic learning styles. One solution to increase students' interest in learning social studies is by implementing differentiated learning (Aisyah et al., 2024).

The explanation above is following the opinion of (Motoh & Susanti, 2022) who said that this visual learning style is usually possessed by students who like to observe their surroundings. After students see or observe, it will be easier for them to describe what they see. Therefore, the five senses that are used as the main capital for this type of visual learning style are the eyes because their function is to see. Thus, when a teacher wants students who have this type of learning style to easily understand the material presented, the teacher must include concrete evidence that the students must pay attention to first. Assidiqia & Sumarni 2020 (in Cahyani et al., 2023) states that students with an audio learning style will understand learning better by listening to the teacher explain, and their learning strength is certainly by listening. De Porter and Hernacki state that students with this type of kinesthetic learning style have a better way of thinking when done by moving, walking, or moving other body parts. Thus, when a teacher wants students who have this type of learning style to easily understand the material presented, it is better for the teacher to include teaching aids that can be used by the students.

Referring to the results of observations, interviews, documentation studies with 29 students and 1 class IV teacher as well as the discussion above regarding the relationship between learning styles and students' learning interests in class IV social studies learning at SDN Sukaraja I Sumedang, it can be said that the types of learning styles possessed by students Class IV is dominated by the audio learning style with 15 students, then the kinesthetic learning style with 10 students and finally the audio learning style with 4 students. In the interviews that have been carried out, it can be stated that the relationship between the visual learning style possessed by 4 grade IV students at SDN Sukaraja I Sumedang and students' interest in learning tends to be high and enthusiastic when participating in social studies learning activities. Furthermore, the relationship between the audio learning style possessed by 15 grade IV students at SDN Sukaraja I Sumedang and students' interest in learning is very low and they are less enthusiastic when participating in social studies learning activities. Meanwhile, the relationship between the kinesthetic learning style possessed by 10 class IV students at SDN Sukaraja I Sumedang and students' interest in learning is relatively high and quite enthusiastic when participating in social studies learning activities.

With the field results described above, the class IV teachers at SDN Sukaraja I are quite capable of adjusting the types of learning styles that students have so that they can increase students' interest in learning, especially when social studies learning activities are carried out. Adjusting the type of student learning style is carried out by implementing well-differentiated learning. In implementing differentiated learning, teachers have used strategies, methods, and media that support the delivery of learning material so that it is easier for students to understand according to their respective learning styles. For example, in implementing differentiated learning activities, teachers use lecture methods, demonstrations, discussions, practices and so on which aim to meet the needs of each student in understanding the learning material presented by the teacher. Therefore, it can be concluded that learning styles and students' learning interests, there is an interrelated relationship.

CONCLUSION

Based on the results of research that has been carried out, learning styles are closely related to students' learning interests. Therefore, a teacher is required to be able to create a learning situation that is as interesting as possible so that it can encourage students' desire to learn and foster students' interest in learning. A method that can foster students' interest in learning is by knowing the learning styles that students prefer during learning activities. Learning style greatly influences a student's interest in learning. Because using a relevant learning style will make it easier for students to absorb the learning material that will be delivered by the teacher.

Following the results of data analysis, it is stated that class IV students at SDN Sukaraja 1 tend to have audio and kinesthetic learning styles. This can be seen from the results of the percentage of learning styles of students who have a visual learning style of 14%, students who have an audio learning style of 52%, and students who have a kinesthetic type of learning style of 34%.

Learning style is closely related to students' learning interests when participating in learning activities. This can be seen from the number of students with audio and kinesthetic learning styles who have more interest in learning when participating in social studies learning activities. This is because when learning activities begin, students who understand the learning material are students who have audio and kinesthetic learning styles. These students more easily understand the learning material presented by the teacher when listening directly and carrying out practice or group work with peers. After completing this research, the researcher provided several recommendations to related parties. For student, students are expected to be able to participate in learning activities well according to the type of learning style they have so that they can increase their interest in learning, especially in social studies learning. Apart from that, students are expected to have the courage to ask class teachers about learning material that is difficult to understand. For teachers, it is recommended that teachers be able to continue implementing differentiated learning so that they can adapt to each student's learning style to increase students' interest in learning, especially when social studies learning activities are carried out. For future researchers, it is recommended that future researchers be able to develop similar research results in a broader and deeper scope. Furthermore, researchers are expected to be able to expand the analysis of the relationship between learning styles and students' interest in learning in other learning activities as well as at class levels and even higher school levels.

CONFLICT OF INTEREST

The authors in writing this research did not have any conflict of interest in any form or with any party. This research was written genuinely to be used as intended.

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