



Socialization and Simulation of Learning Style Identification with The Vark Approach for Students and Lecturers

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Abstract

Learning style is one of the main elements for students and lecturers to determine the right learning support. The VARK (Visual, Aural, Reading, Kinesthetic) approach is one approach that can be used to identify a person's learning style. Unfortunately, not everyone knows this approach to help determine their learning style. The purpose of this community service activity is to socialize and simulate the VARK approach in identifying learning styles. This activity was carried out in May 2024 at Itekes Bali, Denpasar, Indonesia. A total of 52 participants were involved in this activity, consisting of 42 students and 10 lecturers. Participants in this activity came from Itekes Bali, Denpasar, Indonesia, and from Saint Louis College, Bangkok, Thailand. This activity was carried out with the stages of Preparation, Action, Reflection and Evaluation (PARE). The results of the activity showed that most (67%) participants had insufficient knowledge about the VARK approach in identifying learning styles, and all participants (100%) participants succeeded in having good knowledge about the VARK approach in identifying their learning styles after this activity was carried out. The conclusion is that this educational and simulation activity has succeeded in increasing the knowledge of all participants about the VARK approach in identifying learning styles.

Keywords: VARK, Learning Styles, Visual, Aural, Reading, Kinesthetic.

Abstrak

Gaya belajar merupakan salah satu elemen utama bagi mahasiswa dan dosen untuk menentukan dukungan pembelajaran yang tepat. Pendekatan VARK (Visual, Aural, Reading, Kinesthetic) merupakan salah satu pendekatan yang dapat digunakan untuk mengidentifikasi gaya belajar seseorang. Sayangnya, tidak semua orang mengetahui pendekatan ini untuk membantu menentukan gaya belajar mereka. Tujuan dari kegiatan pengabdian masyarakat ini adalah untuk mensosialisasikan dan mensimulasikan pendekatan VARK dalam mengidentifikasi gaya belajar. Kegiatan ini dilaksanakan pada bulan Mei 2024 di Itekes Bali, Denpasar, Indonesia. Sebanyak 52 peserta terlibat dalam kegiatan ini, yang terdiri dari 42 mahasiswa dan 10 dosen. Peserta dalam kegiatan ini berasal dari Itekes Bali, Denpasar, Indonesia, dan dari Saint Louis College, Bangkok, Thailand. Kegiatan ini dilaksanakan dengan tahapan Persiapan, Aksi, Refleksi dan Evaluasi (PARE). Hasil kegiatan menunjukkan bahwa sebagian besar (67%) peserta memiliki pengetahuan yang kurang mengenai pendekatan VARK dalam mengidentifikasi gaya belajar, dan seluruh peserta (100%) peserta berhasil memiliki pengetahuan yang baik mengenai pendekatan VARK dalam mengidentifikasi gaya belajar mereka setelah kegiatan ini dilakukan. Kesimpulannya adalah kegiatan edukasi dan simulasi ini berhasil meningkatkan pengetahuan seluruh peserta tentang pendekatan VARK dalam mengidentifikasi gaya belajar.

Kata Kunci: VARK, Gaya Belajar, Visual, Aural, Membaca, Kinestetik.

A. INTRODUCTION

The learning style of students in the educational process is unique and varies from one student to another. This condition can occur due to habits, mental readiness, physical condition, and availability of facilities (Peyman et al., 2014). Some lecturers generally do not realize and understand the various learning styles of students in each learning process, which has an impact on the lecturer's less than optimal consideration of references and optimal teaching methods provided (Noviska & Anastasia, 2023). Identifying the right learning style in students is very important and plays a big role for lecturers to understand and choose good teaching methods so that the enthusiasm and quality of learning are better (Peyman et al., 2014). Unfortunately, not everyone knows the right approach or method to use to identify the learning style that suits them.

Learning style is a key element for lecturers to determine the learning environment and methods to be provided, and is the key for students to recognize and implement appropriate learning styles as a way to understand the learning obtained (Chowdhury & Chakraborty, 2017). The Visual, Aural/Auditory, Reading/Write, Kinesthetic (VARK) instrument is one approach that can be used to identify learning styles (Chowdhury & Chakraborty, 2017). VARK is very important in facilitating the development of nursing students, helping students find appropriate learning methods so that they are able to translate theory into nursing practice better (Sinaga et al., 2018). In Indonesia, 70.8% of nursing students use multimodal learning. There is no significant difference in learning between first-year and second-year students (Sinaga et al., 2018).

VARK stands for Visual, Auditory, Read and Write, and Kinesthetic developed by Neil Fleming. VARK is a learning style defined as an individual's preferred way of collecting, organizing, and processing information (Balasubramaniam & K, 2016; (Noviska & Anastasia, 2023). Students and lecturers need a starting place to think about and understand how or style they learn. Learning style is a description of a process or knowledge preference and VARK is designed to be an initial conversation between lecturers and students about learning styles so that it can be a catalyst for developing strategic ways of thinking in teaching and producing learning that results in better, more varied and appropriate teaching (Fleming & Baume, 2006).

Previous research results in Thailand found that cooperative learning with the VARK model improved students' achievement and happiness in learning the Adult Nursing I course (Bunma & Chandeekeawsakun, 2022). The VARK-based learning approach influenced the creative thinking of first-year nursing students at Saint Louis College Bangkok (Tanupabrungsun, 2023). Assessment of students' learning styles is very important and will help better manage education (Tanupabrungsun, 2023). Not many Itekes Bali students understand the concept and approach of VARK in identifying their learning styles. International collaboration with a team from Saint Louis College (SLC) Bangkok-Thailand who has conducted research in the application of the VARK approach to identify learning styles in students is a good step to increase the knowledge of students and lecturers about the concept of VARK in identifying their learning styles at Itekes Bali.

B. METHOD AND IMPLEMENTATION

This community service activity was carried out using socialization methods and simulations regarding the VARK approach concept in identifying learning styles. Participants in the activity were students and lecturers from Itekes Bali and from Department of Nursing, Saint Lous College (SLC), Bangkok, Thailand. This activity was carried out in May 2024, at Itekes Bali, Denpasar, Indonesia. The activity was carried out with the PARE (Preparation, Action, Reflection and Evaluation) (Doubeni et al., 2022).

1. Preparation

- a. Pay attention to the MoU of cooperation between Itekes Bali campus and Saint Louis College, Bangkok, Thailand
- b. Conduct a study on the use of VARK in identifying student learning styles at Saint Lous College
- c. Prepare a joint activity plan in the socialization of the VARK approach in identifying student learning styles
- d. Division of tasks and roles

- e. Preparation of time and place
- f. Preparation of tools and materials for activities.
2. Action
 - a. Pre-test to participants about the VARK concept in identifying student learning styles
 - b. Presentation of material on the VARK approach in identifying student learning styles
 - c. Presentation of research results on the use of the VARK approach in identifying student learning styles at Saint Louis College Bangkok Thailand
 - d. Simulation to participants on how to use VARK in identifying student learning styles
 - e. Discussion about the VARK concept and its use in identifying student learning styles.
3. Reflection
 - a. Knowing the participants' perceptions of the VARK approach in identifying students' learning styles
 - b. Knowing the participants' attitudes towards the use of the VARK approach and identifying learning styles after the activity took place.
4. Evaluation
 - a. Post-test to participants about the VARK approach that can be used in student identifying learning styles
 - b. Evaluation of team performance in implementing activities
 - c. Delivery of messages and feelings of participants and the activity implementation team
 - d. Closing and group photo

C. RESULT AND DISCUSSION

Table 1. Characteristics of Activity Participants (n=52)

Characteristics	Frequency	%
Gender		
Male	15	28.8
Female	37	71.2
Status		
Lecturer	10	19.2
Student	42	80.8
Agency of Origin		
ITEKES Bali	45	86.5
SLC-Bangkok	7	13,5

Table 2 shows that the majority of participants in the PKM activities were female (71.2%), had student status (80.8%), and came from Itekes Bali (86.5%)

Table 2. Participants' knowledge of the VARK approach in identifying learning styles before and after the activity.

Participant Knowledge	Before The Activity		After The Activity		Explanation
	f	%	f	%	
Good	10	19.2	52	100	Increase
Enough	7	13.4	0	0	
Less	35	67.3	0	0	

Table 2 shows that all participants (100%) had good knowledge of the concept of the VARK approach in identifying their learning styles after receiving this educational activity and simulation.

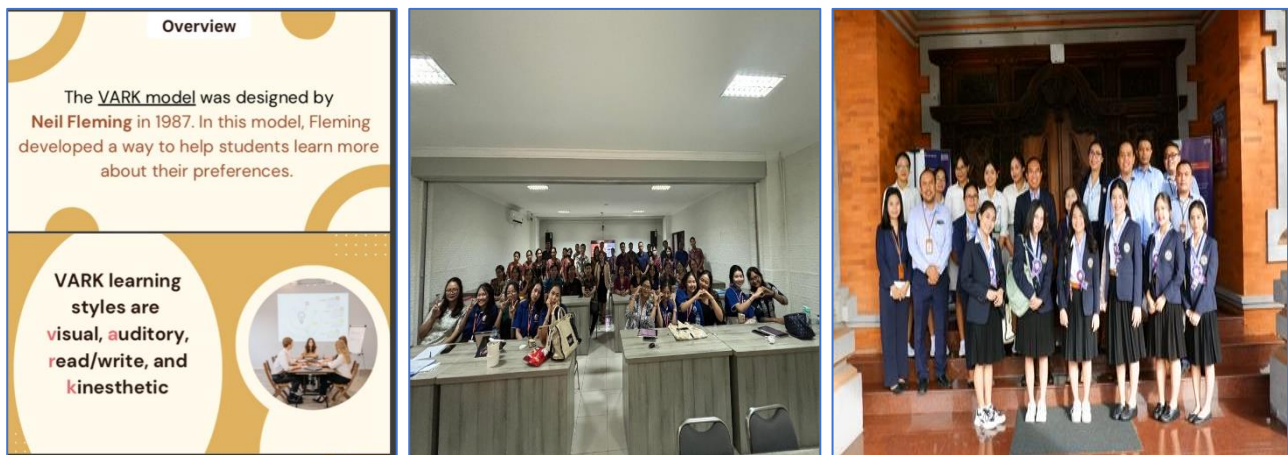


Figure 1. Overview of educational and socialization materials, atmosphere in the educational and simulation class, and a group photo of the collaboration team from Itekes Bali, Denpasar, Indonesia, and Saint Louis College, Bangkok, Thailand.

DISCUSSION

This activity has successfully increased the knowledge of all participants about the VARK approach in identifying their learning styles. Whatever a person's learning style preference, it is their personal responsibility both as students and as lecturers to always be active in the learning process according to their preferred learning style (Chowdhury & Chakraborty, 2017). Assessment of learning experiences is very valuable in determining how to learn to achieve learning outcomes for participants. The VARK-based learning approach can affect participants' creative thinking but not their academic achievement. Assessment of previous learning experiences is very valuable in determining the impact of learning outcomes on education management (Tanupabrungsun, 2023). Many people are not yet aware of their learning styles, which hinders their ability to consider individual preferences and optimize learning methods. Understanding various learning styles in the context of learning has significant implications for learning practices that allow someone to optimize their efforts in choosing and implementing different teaching methods that are tailored to their needs (Noviska & Anastasia, 2023).

Some learning styles emphasize the importance of practical experience and hands-on practice as the best style to enhance the learning experience of students. Health and Educational Institutions must adapt to suit students' preferred learning styles and focus on sophisticated learning tools that can meet educational needs (Khamparia, & Pandey, 2020; Regmi, & Jones, 2020; El-Sabagh, 2021; Almarwani & Elshatarat, 2022; Essa, Celik, & Human-Hendricks, 2023). Several studies have found that undergraduate nursing students tend to prefer multimodal learning styles, which are significantly different from diploma three nursing students. Kinesthetic modality is the dominant unimodal learning style among undergraduate and associate nursing students, and reading-writing modality is the least popular (Zhu et al., 2018). A basic understanding of the differences in learning style preferences can be an important consideration in formulating learning methods that can be used effectively. As lecturers, it is important to consider the unique learning style preferences of students in optimal and effective learning and to facilitate their differences in learning style preferences (Fikri & Nuradina, 2023).

CONCLUSION

This community service activity has been carried out well. All participants who attended managed to learn about the VARK approach in identifying learning styles. In the future, we hope that every lecturer and student can recognize their own learning style, and get adequate facilities to support learning according to their preferred learning style.

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