



Learning and Learning Styles According to David Kolb

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Abstract

This article discusses about Learning and Learning Styles. Learning style is a combination of feelings and actions (feeling and doing), namely a learning style that interprets the experience through living it in a concrete way and transforms the experience into active experimentation. Student learning style can be defined as the cognitive, affective, and psychological characteristics of a student about how he understands something, interacts and responds to his learning environment, which is unique and relatively stable. In various literatures on learning and learning, we will come across a number of concepts about student learning styles, and one of them is learning styles as suggested by David Kolb, an education expert from the United States, who popularized the learning theory "Experiential Learning".

Introduction

Teaching methods or strategies are able to adapt to the diversity of students (Caena & Redecker, 2019). According to Kolb (1984), the experiential learning model is clarified in the four poles of student learning styles, namely concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE). Concrete Experience (CE), students learn through feelings, by emphasizing aspects of concrete experiences, prioritizing relationships with others and being sensitive to the feelings of others (Uysal & Güven, 2018; Shao et al., 2019). Reflective Observation (RO), students learn through watching, the emphasis is on observing before assessing, listening to a case from various perspectives, and always listening to things that are observed.

Abstract Conceptualization (AC), students learn through thinking and are more focused on logical analysis of ideas, systematic planning and intellectual understanding of the situation or matter at hand. Active Experimentation (AE), students learn through doing (doing), tend to be strong in terms of ability to carry out tasks, dare to something round and whole. His approach to every situation is to "observe" rather than "act". The four poles of learning styles according to Kolb (1984) will form a combination of learning styles known as David Kolb's learning styles, the four learning styles are divergent learning styles, assimilators, convergers, and accommodators.

The diverge learning style is a combination of feeling and watching, which is an individual learning style that shapes the learning experience through experiencing it in a concrete way, then transforming it into reflective observation (Kazu, 2009; Shamsuddin & Kaur, 2020). Students with diverge types excel at seeing concrete situations from many different points of view and then connecting them into something round and whole (Doerr 2022). His approach to every situation is "observing" rather than "acting". Students in their studies usually ask more why (why). The teacher in learning plays a role and serves as a motivator. The assimilator

learning style is a combination of thinking and watching, which is an individual learning style that handles experiences through abstract conceptualization and transforms them into reflective observations (Koob & Funk, 2002). Individuals with the assimilator type have the advantage of understanding various types of information and summarizing them in a logical, concise, and clear format (McCarthy, 2010).

Students with the type of assimilator learning style usually ask more what / what (What). The role and function of the teacher that is suitable for dealing with this type of student is as an expert. Converge learning style is a combination of thinking and doing, which is a learning style by shaping experiences through abstract conceptualization and transforming them into active experimentation (ALQahtani & Al-Gahtani, 2014). Converge-type individuals excel at discovering the practical function of various ideas and theories. Students with the type of convergent learning style usually ask more how (how). The role and function of a teacher suitable for dealing with this type of student is as a trainer by providing guided practice and providing appropriate feedback.

Accommodator learning style is a combination of feelings and actions (feeling and doing), namely a learning style that interprets the experience through living it in a concrete way and transforms the experience into active experimentation (Andreou et al., 2014). Individuals with accommodator learning styles have good learning abilities from the results of real experiences that they do themselves. Students plan and engage in new, challenging experiences. Students with the accommodator type of learning style usually ask more what if (what if). The role and function of the teacher that is suitable for dealing with this type of student is trying to expose students to open-ended questions, optimizing students for the opportunity to learn and explore something according to their choice (Boykin, 2011). Several learning methods were investigated in this way, for each, content and teaching conditions (Van et al., 2021) were suitable for each identified learning style (Alzain et al., 2018), together with typical learner behaviours supporting the learning style (Khamparia & Pandey, 2020; Heidrich et al., 2018). An illustrative example of the application of learning in the following Figure. Student learning style can be defined as the cognitive, affective, and psychological characteristics of a student about how he understands something, interacts and responds to his learning environment, which is unique and relatively stable. In various literatures on learning and learning, we will come across a number of concepts about student learning styles, and one of them is learning styles as suggested by David Kolb, an education expert from the United States, who popularized the learning theory "Experiential Learning".

Result and Discussion

Kolb classified Student Learning Styles into four main trends, namely; (1) Concrete Experience (CE). Students learn through feelings, by emphasizing aspects of concrete experiences, prioritizing relationships with others and sensitivity to the feelings of others. Students involve themselves completely through new experiences, students tend to be more open and able to adapt to the changes they face; (2) Abstract Conceptualization (AC). Students learn through thinking and are more focused on logical analysis of ideas, systematic planning, and intellectual understanding of the situation or matter at hand (Elder & Paul, 2020). Students create concepts that integrate their observations into a sound theory, by relying on systematic planning (3) Reflective Observation (RO). Students learn through watching, the emphasis is observing before assessing, listening to a case from various perspectives, and always listening to the meaning of things being observed. Students will use their thoughts and feelings to form opinions, students observe and reflect on their experiences from various aspects (4) Active Experimentation (AE). Students learn through action (doing), tend to be strong in terms of ability to carry out tasks, dare to take risks, and influence others through their actions. Students

will appreciate their success in completing work, their influence on others, and their achievements. Students use theory to solve problems and make decisions. Furthermore, Kolb argues that each individual is not dominated by one particular learning style absolutely, but tends to form certain combinations and configurations of learning styles, which he classified into the first 4 (four) types Type 1. Diverge This type is a combination of Concrete Experience (CE) and Reflective Observation (RO), or in other words a combination of feeling and watching (Johnson, 2014).

Students with the Diverge type have an advantage in the ability to imagine and see concrete situations from many different points of view, then connect them into something round and whole. His approach to every situation is to "observe" rather than "act". Students like this like learning assignments that require them to generate ideas and like to gather various information, like issues about literature, culture, history, and other social sciences. They usually ask more "Why?". The role and function of the teacher that is suitable for dealing with this type of student is as a motivator. Type 2. This second type of assimilator is a combination of Abstract Conceptualization (AC) and Reflective Observation (RO) or in other words a combination of thinking and watching. Students with the Assimilator type have the advantage of understanding and responding to various information presentations and organizing them in a logical, concise, and clear format. Usually, this type of student tends to be more theoretical, preferring to work with abstract ideas and concepts, rather than working with people. His subjects of interest are science and mathematics. They usually ask "What?" More. The role and function of the teacher that is suitable for dealing with this type of student is as a type 3 expert. This type of converged is a combination of Abstract Conceptualization (AC) and Reflective Observation (RO) or in other words a combination of thinking and doing. Students are able to respond to various opportunities and are able to work actively on any well-defined task. Students like to learn when faced with a question with a definite answer, and immediately try to find the right answer. He was willing to learn by trial and error only in an environment he considered relatively safe from failure. Converged students excel at discovering the practical function of ideas and theories. Usually, they have good skills in problem solving and decision making (Shapiro & Stefkovich, 2016). They also tend to prefer technical (applicative) tasks. She tends to be unemotional and prefers to work with objects over people, social problems or interpersonal relationships. Subjects of interest are science and engineering (Riding & Rayner, 2013). They usually ask more "How?" The role and function of the teacher that is suitable for dealing with this type of student is as a coach, who can provide guided practice and can provide appropriate feedback Type 4. This type of accommodator is a combination of Concrete Experience (CE) and Active Experimentation (AE) or in words another combination between feeling (feeling) and doing (doing). This type of student likes to apply subject matter in a variety of new situations to solve real problems they face (Hulaikah et al., 2020; Sudria et al., 2018). The strength of this type of student is to have good learning ability from the results of real experiences that they do themselves (Kolb & Kolb, 2018; Stander et al., 2019; Cimermanová 2018). They like to plan and involve themselves in new, challenging experiences. In trying to solve problems, they usually consider human factors (to get input / information) rather than technical analysis.

They tend to act on intuition / impulse rather than logical analysis, often use trial and error to solve problems, are impatient and eager to act. If there is a theory that is not in accordance with the facts, tend to ignore it. His favorite subjects are related to the field of business (business) and engineering. They usually ask more "What if?". The role and function of the teacher (Aldrup et al., 2018) in dealing with this type of student is trying to expose students to "open-ended questions", maximizing students' opportunities to learn and explore something according

to their choice (Beattie 2022; Bdair 2021). The use of the Problem-Based Learning method seems very suitable for this fourth type of student.

Conclusion

Children are the younger generation who will carve out how this nation will be. Children are also a very valuable human resource because they determine the direction of the nation's further progress. Therefore, children need to get attention to the rights they have to get, one of which is the right to get an education. But in reality, not all of the children's needs for education are fulfilled. This can be seen from the number of school dropouts that occur.

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