

ANALYSIS OF READING, WRITING, AND COUNTING (CALISTUNG) BASED ON THE LEARNING STYLE OF CLASS II STUDENTS IN MIN 6 PONOROGO

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ABSTRACT

This research is about reading, writing, and counting based on students' learning styles in class II MIN 6 Ponorogo. This research has the following objectives: (1) analyze Calistung based on visual learning styles, (2) analyze calistung based on auditory learning styles, and (3) analyze calistung based on kinesthetic learning styles. This research was conducted using qualitative research methods with descriptive data. Data collection techniques use interviews, documentation, and tests; data analysis techniques use three stages: data reduction, data presentation, and data verification. The conclusions in this study are (a) students with the most dominant visual learning style, with a score of 37 on the indicators of Calistung, he was able to apply it generously and precisely; (b) students with auditory learning styles, with a score of 36, he was able to apply these indicators well, but not maximized; (c) kinesthetic category students with a score of 39 he was only able to use one of the Calistung indicators, but the other indicators were not maximized in their application.

Keywords: Calistung, Learning Styles, Students

INTRODUCTION

Circular Letter No. 1839/C2/TU/2009 on the Implementation of Kindergarten Education and Admission of New Primary School Students by Dikdasmen (Primary and Secondary Education), new competencies (Calistung) are taught formally when students are at the primary school level. Calistung competencies here can be introduced at the elementary level, starting from the shape of letters, the form of numbers, and distinguishing one note from another; the introduction can be given by providing colorful pictures so that each individual doing Calistung activities feels happy and not depressed, the usefulness in the opening of Calistung is very influential in the process of further actions. Reading, writing, and counting, often referred to as (Calistung) is the most essential part of the primary school level, especially for the lower grades. Calistung is a fundamental skill that needs to be introduced to students at an early age. Reading writing students will be able to absorb and convey the information they get, and by counting, children can better develop logical thinking. The role of teachers is also

essential in this Calistung context. Teachers need to diagnose first to determine the student's level of ability so that it can be handled according to the elementary school students' group or class of knowledge (Muammar et al., 2023).

According to Montessori and Doman, quoted by Rahayu, Calistung can also be interpreted as a process of the student's ability to provide a meaningful concept through experience. Teaching reading, writing and counting (Calistung) at an early age is necessary because these components are essential systems in communication. Student's ability to read, write and count (Calistung) activities can be seen in various ways, one of which is adjusting each student's learning style (Rahayu, 2018). Learning style is a combination of how a student absorbs information and then organizes and processes it in the cognitive structure. One thing that needs to be emphasized in students' learning styles is to learn more enjoyably. Each student will have a different learning style, from visual to auditory and kinesthetic.

As revealed by Nichols, quoted by Hasanah, students will be grouped according to their learning styles: students with visual learning styles (will be more likely to learn through the sense of sight), students who have auditory styles (learn through the sense of hearing), and students with kinesthetic learning styles learn through movement, doing, practice (Hasanah, 2021). This learning style unification strategy can make it easier for teachers to create learning activities. The learning styles above can be concluded from the three learning styles having their respective physical in each learning style.

Visual learning style, according to Hasanah, is a learning style that uses the sense of sight more. Learning styles that use forms of vision can be done by seeing or imagining activities as a structured depiction in the utilization they capture. Each student certainly has a way of learning effectively; learning Calistung also for students with a visual learning style has its way of learning to make it easier to understand by providing reading books with text and pictures (Hasanah, 2021).

Auditory learning style, according to Wahyuni, quoted by Hasanah, an individual student generally comes from indicators of personality, knowledge, psychology, socio-cultural background, and educational experience. Auditory learning style is a learning style possessed by each individual with criteria that concern a person's personality, such as knowledge, tendencies in psychology, emotions, and responsibility. Students' auditory learning style in Calistung learning activities will use the pronunciation of letters, numbers, and words; sentences

can use the help of songs because sound activities tend to be favoured with an auditory learning style (Wahyuni, 2022).

The kinesthetic learning style, according to Hasanah, is more effective if learning individually, and the media used must be relevant so that each individual can practice especially actively. This learning style is more likely to demand that students have an independent and dexterous personality in their learning activities (Hasanah, 2021). Based on the above background, researchers want to solve problems in analyzing activities related to reading, writing, and counting (calistung) based on the learning styles of each student ranging from visual, kinesthetic, and auditory. With this, the researcher wants to take the title "Analysis of Reading, Writing, and Counting (Calistung) based on the Learning Style of Class II Students at MIN 6 Ponorogo".

LITERATURE REVIEW

This research is related to analysing reading, writing and counting skills (calistung) based on student learning styles that have not been done before. Ghina Wulansuci and Euis Kurniati, titled Calistung Learning (Reading, writing, and counting) with the Risk of Academic Stress in Early Childhood. The results of this study indicate that based on problems in reading, writing and counting (Calistung) are indeed a phenomenon in itself; based on the experiences they have encountered, the teachers view that the environment influences early childhood education activities (Wulansuci & Kurniati, 2019).

Another research was conducted by Andre B. Nusantara titled Implementation of Calistung Learning for First Grade Elementary School Students. In this study, it is said that reading, writing, and counting (Calistung) are essential activities. All learning processes are based on the ability to read and write to improve cognition and the ability to count as a provision for understanding material at the next level. The results of this study also show that the implementation of Calistung learning affects students' basic abilities, teacher activities in education, the use of media in learning, and the role of student guardians in supporting learning. The above research has similarities with the researcher studied, namely examining the ability of calistung subjects studied by researchers and elementary school students. The difference lies in the object of research. The thing is learning Calistung in grade I elementary school students.

Further research, as stated by Wahyuni, with the title Analysis of Numeracy Literacy Skills based on Learning Styles in Early Childhood. His research reveals that the numeracy literacy skills of children with visual learning styles are more likely to respond quickly and provide complete answers, while children with auditory learning styles tend not to react immediately; children with this type of learning style will feel insecure. In contrast, children with kinesthetic learning styles are unhappy if given a pictorial test question; they are more mobile and move around, so the answers are incomplete (Wahyuni, 2022). The equation of this research with previous research is that both analyze students' abilities using tests and use the same research method, namely descriptive qualitative research. Still, there are differences; the subjects used in this study are grade II elementary school students, while previous research is children of early age.

Another research conducted by Iwan Suyandi, Muta Yuliani, and Putriawati, entitled Analysis of Mathematical Communication Ability based on Student Learning Style in Mathematics Learning. The results showed that students with high visual learning styles had high mathematical communication skills. In contrast, students with low visual learning styles had high mathematical communication skills, students with high auditorial learning styles had soft mathematical communication skills, students with common auditorial learning styles had low mathematical communication, and students with high kinesthetic learning styles had high mathematical communication skills. In contrast, students with soft kinesthetic learning styles had high mathematical communication skills (Suyandi et al., 2022). The similarity of this research with previous research is that both analyze their learning styles; the difference is in the results of their study using high, medium and low learning styles.

Another research was also conducted by Winarsih, entitled Teacher Efforts in Overcoming Reading, Writing, and Counting Difficulties (Calistung) in First Grade Students of SD Negeri Jatiroto, Wonosari, Purwosari, Giri Mulyo, Kulon Progo. The results of his research state that the efforts made by the first-grade teacher of SD Negeri Jatiroto to overcome learning difficulties in Calistung include: First, using various learning methods such as lectures, questions and answers, discussions and assignments. Second, Creating an effective and conducive learning environment by creating harmonious relationships between teachers and students, creating a pleasant learning atmosphere, not differentiating between students, and building good and healthy competition. Third, additional tutoring for students who have not achieved the learning

indicators for that day. Fourth, giving gifts in the form of grades for work completed by students, verbal and non-verbal reinforcement (Winarsih, 2013). The above research has similarities with what the researchers are researching, namely, examining how to discuss Calistung and the factors that influence difficulties during Calistung activities. The difference lies in the research object; in his study, the problem of reading, writing and counting (Calistung), while the researcher examines the difficulty of beginning reading in students.

METHODOLOGY

This research was conducted using a qualitative approach. Qualitative research methods are based on the philosophy of positivism, used to research scientific object conditions, as opposed to experiments. (Sugiyono, 2016). Researchers took a qualitative method because they found a phenomenon that occurred at MIN 6 Paju, Ponorogo; in this study, researchers wanted to know the ability to read, write, and count (Calistung) of students who had different learning styles ranging from visual, auditory, and kinesthetic. The type of research used in this study is descriptive, which is research aimed at describing current or past phenomena. Descriptive research is research that describes the situation under study by describing it based on the indicators studied. This research determined the ability to read, write, and count (Calistung) based on learning styles in class II students at MIN 6 Ponorogo.

RESULT AND DISCUSSION

RESULT

This research determines subjects by looking at the results of the reading, writing, and counting (Calistung) ability test based on their learning style. II class students at MIN 6 Ponorogo totaled 18 students, with 11 boys and seven girls. Subjects were selected based on their learning styles by grouping according to their visual, auditory, and kinesthetic learning styles. In this grouping, it can be seen that the most dominant in each learning style is one male student in the pictorial category, one female student in the auditory class, and one male student in the kinesthetic category.

Table 1. Student Test Results Based on Student Learning Style

No	Subject Code	L/P	Score	Category test based on learning style
1	S-v	L	37	Visual
2	S-a	P	36	Auditory
3	S-k	L	39	Kinesthetic

DISCUSSION

1. Reading, writing, and counting (Calistung) based on visual learning styles of students in class II MIN 6 Ponorogo

Subject S-v represents other students with the most dominant visual learning style, based on the research results that the ability of the S-v subject. In the reading indicator, at the stage of reading correctly in the story problem, S-v can be stated as being able to solve the given problem correctly and can explain how S-v obtained the answer accurately; this can be seen from the results of the S-v interview by rereading the story reading to get the answer. At the punctuation stage, the subject S-v can solve the given problem. So, it can be concluded that S-v paid attention when the researcher gave an example to solve the reading problem. Writing indicators, at the stage of copying and tracing S-v, can solve the problems given appropriately and be able to provide clear and neat writing so that the researcher can read it; this can be seen when the researcher considers the results obtained by S-k and the results of the researcher's interview with S-v, S-v is also able to complete the process of copying the conjunction letters. At the dictation writing stage, the S-v subject ends the given problem, listens well, and can write what is dictated neatly and clearly.

In the counting indicator at the addition stage, the S-v subject can present correctly, and the S-v subject can explain how to get the answer to the question well; this can be seen from the results of the researcher's interview with the S-v subject. At the subtraction stage, subject S-v can solve the problems given correctly and explain how subject S-v obtained the answer to the subtraction; it can be concluded that subject S-v can apply the indicators well. This is in line with research conducted by (Rahayu, 2018), which states that students with a visual learning style have a direct spirit to respond quickly and provide complete answers when given questions in the form of tests. The section presents the research results based on the previously described

research methods. Researchers (writers) should be able to clearly define their research results and assess the study's strengths or weaknesses to produce an accurate analysis. It can be supported by several photos/scans of documents, pictures, illustrations, tables, or other supporting documents to strengthen the research results.

2. Reading, writing, and counting (Calistung) based on the auditory learning style of students in class II MIN 6 Ponorogo

Subject S-a is a representative of other students with the most dominant auditory learning style; based on the results of the research obtained, the ability possessed by subject S-a on the indicator of reading can be said to be able to complete reading correctly on the given story problem, and subject S-a can explain how subject S-a obtained the answer, on the results of the researcher's interview with S-a, S-a answered that he got the answer by repeating reading the story reading. At the next stage, using punctuation in reading the subject S-a can provide solutions appropriately and correctly. It can explain how the subject S-a obtained the answer by listening to the explanation when the researcher explained.

In writing indicators, subject S-a, at the stage of copying and tracing, can present and be able to complete giving answers correctly. Still, subject S-a in writing conjunctions can end but has difficulty; this can be seen when the researcher interviews subject S-a. In the next stage, namely writing dictations, subject S-a can note what the researcher dictates appropriately and precisely, and subject S-a does not feel difficulty when giving dictation questions.

The counting indicators carried out by subject S-a at the addition stage can complete the addition given by the researcher, and subject S-a also explains how to obtain the sum of the answers he gets clearly; this can be seen from the researcher's interview with subject S-a. Furthermore, the reduction of S-a can solve the subtraction problem correctly, and S-a can explain the process of obtaining the subtraction results by length; this is what the researcher did with the subject S-a. This is in line with research conducted by (Konilah et al., 2022) that students with auditory learning styles will tend to be able to accommodate what they get well if the teacher reads or explains the problem.

3. Reading, writing, and counting (Calistung) based on the kinesthetic learning style of students in class II MIN 6 Ponorogo

Subject S-k is a representative of other students with the most dominant kinesthetic learning style; based on the results of the research obtained, the ability possessed by subject S-k on reading indicators with the stages of reading correctly can be said to be able to solve the given story reading problems, and subject S-k can explain how subject S-obtained the answer. On the indicator of the reading story issue, subject S-k was able to provide the correct answer and was able to explain well what S-k knew about the problem in the interview results; the researcher asked how subject S-k got the answer, subject S-k answered the answer to the question given by the researcher by showing the solution obtained in reading the story problem. It can be concluded that S-k knows the answer by using physical movement to get the response he got. At the next stage, namely the subject S-k with a question of punctuation in a conversation and the use of interrogative words in a dialogue, S-k was able to provide answers correctly and well; in the results of the researcher's interview with S-k, the researcher asked how S-k got the answer but, S-k only answered yes he could, from the results above it can be concluded that S-k experienced a lot of movement when giving explanations and examples without paying attention to what was explained.

The writing indicator at the stage of writing and tracing the subject S-k can complete, and the subject S-k can explain well; this can be seen in the results of the researcher's interview with S-k when the researcher asked about the difficulty of the subject S-k in solving the problem of copying and tracing the connecting letters, it can be concluded that S-k had trouble at the stage of writing the connecting letters. At the scene of writing dictation, subject S-K could complete well and understand the problems given by the researcher. However, unlike other subjects, S-k tended to ask the researcher to do repeated repetitions at the dictation stage.

The counting indicator at the addition stage of the S-k subject was completed correctly; when the researcher interviewed the S-k on how the S-k subject got the addition result, the S-k subject only mentioned the results he obtained but could not if asked to re-explain. So, it can be concluded that S-k has a lot of movement, so he does not pay attention when the researcher gives a problem in the form of a test to be

completed. The reduction of subject S-k can solve the subtraction problem well, but when the researcher interviews S-k, subject S-k only answers the results that subject S-k obtained. This is in line with research conducted by (Suyandi et al., 2022), which states that students' kinesthetic learning styles have two categories, namely high and low; students with high kinesthetic learning styles have mathematical communication skills, while low kinesthetics have high mathematical communication skills.

CONCLUSION

Based on research on reading, writing, and counting (Calistung) based on the learning styles of IIC class students at MIN 6 Ponorogo conducted on three respondents, it can be concluded that:

- a) Subject S-v can fulfil the indicators well. At the stage of reading correctly, the subject can explain clearly and precisely. Then, at the location of reading with punctuation, the subject S-v can determine the correct punctuation; at the writing stage, namely tracing and copying, the subject S-v can solve the problem correctly, and the writing given is transparent so that it can be read by the researcher, at the next stage, namely writing typed subject S-v can complete the test correctly. At the counting stage, namely addition, the S-v subject can complete correctly and can explain clearly; at the counting stage, namely subtraction, the S-v subject can explain how he got it well.
- b) Subject S-a can fulfil the Calistung indicators well. At the stage of reading correctly, subject S-a can be explained clearly and precisely. In the scene of reading with punctuation, subject S-a understands the question of using punctuation in dialogue and the use of question words in conversation. At the writing indicator stage, namely copying and tracing, the subject S-v can complete the test questions appropriately given, but for writing conjoined letters, the subject S-a finds it challenging to meet at the stage of writing dictation, the issue S-a also does not find it challenging to complete the test questions. In the following indicator, namely calculating the addition of subject S-a, he can explain how he obtained the results clearly; at the subtraction stage, subject S-a can present the results correctly and accurately.
- c) Subject S-k, at the stage of reading correctly, can complete it well; at the location of reading with the use of punctuation and question words, subject S-k can carry out clearly

and well; at the writing stage, namely copying and tracing subject S-k can complete well and understand the meaning of the given problem, but many movements are made when giving test questions to subject S-k. At the stage of writing dictation, subject S-k can be completed well. Still, several times, subject S-k asked the researcher to repeatedly mention the dictation question at the counting stage, namely addition and subtraction, which subject S-k can complete well.

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