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## The Profile of Affective Abilities at Primary School Students in Natural Science Learning Based on Learning Style

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**Abstract:** This study aims to describe the profile of affective abilities of primary school students in natural science learning in terms of their learning styles. This research uses a qualitative approach with a phenomenological type. The subjects of this study were six students in class V, namely two students with visual learning style, two students with auditory learning style and two students with kinesthetic learning style. Data collection techniques in this study used observation and interview techniques. The instruments in this study, researchers used observation sheets and interviews with six students. The triangulation used is source triangulation. Data analysis techniques in this study are data reduction, data display, and verification. The results of this study indicate that the profile of affective abilities of primary school students in natural science learning in terms of learning styles at SDN Sumput, as follows: 1) students with visual learning styles only two indicator, namely the indicator of receiving and Appreciate, 2) students with auditory learning styles only three indicators, namely the indicators of receiving, responding and organizing, and 3) students with kinesthetic learning styles no indicators were observed, only some aspects appeared. The research that has been done is only up to revealing the affective abilities of elementary school students with different learning styles. Future research is expected to develop learning tools to train affective abilities, so that all five indicators are met.

**Keywords:** Affective Abilities, Learning Style, Natural Science Learning, Primary School

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## INTRODUCTION

Learning is an effort to achieve expected changes in behavior both in the balance between affective, cognitive and psychomotor aspects (Asriyanti & Janah, 2018). The results of the learning process can be seen in the form of the ability to master material (cognitive aspects), skills (psychomotor aspects) and the ability to assess the behavior or attitude of students (affective aspects) (Syafi'i et al., 2018). These three aspects must be given more attention to be able to achieve the desired goals, especially in the affective aspect, there must be maximum emphasis to be able to shape the character of students. This affective aspect is important in a learning process, especially in changing the behavior of students towards the expected educational goals (Fazilla, 2014). A nation needs a better change and the process of change can be done by the education system.

The education system in Indonesia has undergone changes which aim to make education in Indonesia more advanced and development for the better (Rahmah, 2022). The Indonesian government established a new system, namely the curriculum, which aims to shape the nation's generation into a generation with character and ethics (Julaeha, 2019). These characters and ethics are formed in the affective ability assessment process, this is done to facilitate the formation of students' personalities and make changes to the education system for the better (Nurjannah, 2022). Teachers not only conduct assessments in cognitive abilities, namely the assessment of knowledge possessed by students in the learning process, then psychomotor abilities, namely assessments related to the skills or skills possessed by students, but also assessments based on affective abilities, namely the ability in the attitude or response given by students in the learning process (Rosa, 2015).

Affective ability is an important ability for students in teaching and learning activities or outside of teaching and learning activities, where the affective abilities of the students themselves will be seen in the attitudes and interests of students in learning (Anas & Sartika, 2021). Changes in attitudes in

1 students come from the learning process which includes cognitive, affective, and psychomotor abilities, but the fact is that educators assess learning outcomes and student achievement based on cognitive and psychomotor abilities only, while the affective abilities of students are less considered. The affective ability of learners is divided into 5 levels, namely accepting, responding, assessing, organizing and value-based characteristics (Budiarti & Solviana, 2021). The affective ability will be seen during the process of teaching and learning activities.

2 The process of teaching and learning activities has an important role in shaping the character of students (Ningsih, 2019). Character education is an effort to shape and educate children so that they can have good behavior in their lives, so that they can make good decisions and determine their lives in accordance with good character (Setiyawati & Novita, 2015). Learners are taught and educated to have good behavior, so that good attitudes and behavior are formed, such as students respecting parents, teachers, friends and so on (Salirawati, 2021). The uniqueness of the character possessed by each learner is quite difficult for teachers in determining a learning style (Magdalena et al., 2020). Teachers should use various ways so that students can understand what is conveyed by the teacher, so that the learning process can be successful and also the teacher must be able to understand the characteristics of the learning styles of students.

2 Learning Style is a typical way of learning for students, where each difference in the way students learn shows the best way to be able to receive information from outside themselves (Unaifah & Suprpto, 2014). The existence of a learning style, students will find it easier to obtain the information provided. Therefore, the style must be considered by the teacher in educating or teaching. Learning styles are divided into 5 namely visual style, auditory style, kinesthetic style, olfactory style, and gustatory style, but of the five learning styles the learning style that is more often used by students is only 3 kinds of learning styles, namely visual learning style, auditory learning style and kinesthetic learning style (Syofyan, 2018). Each learning style has different characteristics, so to find out the characteristics of each learning style, the teacher will first understand the ability of the students by assessing their affective abilities (Abdurrahman & Kibtiyah, 2021). Students' learning styles can be seen during the process of teaching and learning activities in the classroom (Kurniati et al., 2019).

6 The process of teaching and learning activities in science learning, where students have their own learning styles so that the information obtained when the teacher explains the material is easier for students to understand or accept (Adawiyah et al., 2020). The success of teaching and learning activities can occur due to the attitudes and learning styles of the students themselves, because the attitudes and learning styles of students have a big influence on the process of teaching and learning activities, especially in the achievements and final grades of students (Nihaya & Yuniarsih, 2020). The attitude is divided into two types, namely acceptance and rejection. The attitude of students in learning science at school can be shown by the reactions of the students themselves during the learning process, so in the learning process the teacher should not only focus on the cognitive ability aspects of students but also focus on the affective ability aspects of students. The learning style of students makes one of the factors that result in students being able to accept science learning delivered by the teacher (Dewantara et al., 2020).

34 The affective abilities of these students have been carried out by several previous researchers, as follows: First, in a study conducted by (Apsari & Sastiawati, 2021), entitled "Cognitive, affective, and psychomotor abilities of elementary school students in science learning using the inquiry method". The results in the study were that there was a significant effect on the cognitive and psychomotor abilities of students in science learning, while in affective abilities the results showed that there was no significant difference between the control class and the experimental class, namely where there was no improvement in affective abilities. Second, in a study conducted by (Anas & Sartika, 2021), entitled "Profile of affective abilities of junior high school students in science subjects in terms of learning styles". The results in the study were that students with visual learning styles had achieved all affective ability indicators, students with kinesthetic learning styles only achieved 1 affective ability indicator and students with auditory learning styles achieved 2 affective ability indicators only. Third, in a study conducted by (Paino & Desmawan, 2020), entitled "Analysis of student attitudes in science learning at SDN 124/VII Sidoarjo, Tebo district". The results in the study are that during science learning students show social interaction, mutual cooperation, but there are students who still do not have a bad social attitude and still do not have interest in motivation for science learning.

2 Based on the results of observations in class V at SDN Sumpu, the science learning process activities of the teacher explaining science material were observed to be good, the attitude and

interest of students during the learning process were observed to be good. During the learning process in the classroom, students look quiet and pay attention, but it seems that they are not concentrating, there are students who take notes on things explained by the teacher, some are just silent and listen, students do their assignments on time, some do not do their assignments but only disturb their friends and when the teacher asks questions, there are students who look attentive but cannot answer, while students who are actively moving to disturb their friends are actively asking or can answer questions from the teacher, and students come on time. Based on the observations that have been made, the researchers are interested in revealing the profile of affective abilities of elementary school students in terms of learning styles. This study was conducted to determine the profile of affective abilities of elementary school students in science learning when viewed from their learning style.

## METHODS

This study uses a research method with a qualitative approach of the phenomenological type. Qualitative research is research that aims to analyze phenomena naturally and about what happens to research subjects and the preparation of this research in the form of descriptions in the form of words (Nuralan et al., 2022). Phenomenology is an approach that focuses on the concept of research in the form of certain phenomena and the form of study is to understand and see firsthand the events or experiences related to the phenomenon. This study aims to analyze the profile of affective abilities of elementary school students in science learning in terms of learning styles. This research was conducted at SDN Sumput, in Sidoarjo city. The subject of this study were six fifth grade students, namely two students with visual learning styles, two students with auditory learning styles, and two students with kinesthetic learning styles. The selection of subject in this study used a learning style questionnaire, which from the result of the questionnaire the researcher could determine the research subjects.

This research uses data collection in the form observation and interviews. This data collection technique is used obtain valid data. In this research, the data collection process used is observation and interviews. Observation carried out by researchers is in the form of direct observation at SDN Sumput in class V, where researchers observe events that occur, namely in the form of observing students' affective abilities. The observation sheet used has two answer options, namely yes or no, by giving a check mark (√) on one of the existing answers. Interview is a data collection by asking questions and giving answers conducted by respondents. This research uses tools in the form of interview guidelines that are asked directly to respondents.

Data analysis in this study uses qualitative analysis. According to Miles and Huberman, the data analysis techniques used in this research are data reduction, data display, and verification (Mayangsari & Sartika, 2021). 1) Data reduction is a process of summarizing or analyzing data on important things, making it easier for researchers to have a picture of the research results in the form of observation, documentation, and interviews. 2) Data display is the process of compiling data from the results of research that has been done, so that it is easy to understand. 3) Verification is a process of summarizing the results that have been written down, thus finding new facts from the action process that has been carried out.

## RESULT AND DISCUSSION

The results of the research that has been conducted in the form of observation results, and interviews about the profile of affective abilities of elementary school students in terms of learning styles, where the source is from six students, namely two students with visual learning styles, two students with auditory learning styles, and two students with kinesthetic learning styles, while the research data can be presented as follows:

### 1. Profile of Affective Ability of Students with Visual Learning Style

#### a. Observation Data

The results of observations that have been made in class V for three meetings with two students who have a visual learning style are as follows:



**Table 1.** Observation Results

No.	Indikator	Subject Observation Results (√)		Description
		1	2	
1.	Receive	√	√	Observed
2.	Respond	√	-	Not Observed
3.	Appreciate	√	√	Observed
4.	Organize	√	-	Not Observed
5.	Characteristics Based on Value	-	-	Not Observed

Based on table 1, it shows that the profile of affective ability of grade V students with visual learning styles is that there are only two indicator of affective ability, namely indicators of accepting and appreciating.

b. Interview Data

The results of interviews conducted in class V with two students who have a visual learning style are as follows:

**Table 2.** Interview Results

Indicator	Question	Answer (Subject 1)	Answer (Subject 2)	Description
Receive	1. What is your habit when you are paying attention or listening to the teacher's explanation when giving lessons?	Listen and pay attention to the teacher's explanation only	I listen to what my teacher explains	Both students can accept the science material delivered by the teacher well and students always pay attention
	2. Do you often ask about phenomena related to the material presented by the teacher?	Yes, I asked about the material presented by the teacher, but I also did not ask questions.	Don't ask too often, but do ask questions	
	3. Do you understand the material that has been delivered by the teacher?	Yes, Understanding	Yes, I can understand what the teacher explains	
	4. Do you often pay attention to the teacher's explanation?	Yes, always pay attention to the teacher's explanation	Yes, I pay attention	
Respond	5. How did you feel during the learning process?	Happy to follow the learning process in class	I like it when I'm in class because I can learn together	Both students are less able to respond to what is given by the teacher, namely students are not active in learning.
	6. Do you often have discussions with friends in class?	Not often, but have had discussions with my peers	Not too often	
	7. Do you often actively ask questions during class?	Do not often ask questions, but do ask when there are difficulties	I don't ask my teacher, but ask my friends	
	8. Are you able to answer questions given by the	Sometimes it works, sometimes	I am not asked	

Indicator	Question	Answer (Subject 1)	Answer (Subject 2)	Description
	teacher?	it doesn't	questions by my teacher	
Appreciate	9. Do you complete your tasks in a timely manner?	Yes, complete the task on time	Not often, but I have finished on time	Both students can appreciate the explanation from the teacher well, namely being disciplined, doing the tasks given
	10. Are you disciplined and honest in completing tasks?	Yes, being good in class	Yes	
	11. Do you follow the delivery of science material given by the teacher carefully?	Yes, always follow the teacher's explanation	Yes, following	
	12. Do you ever feel bored during the learning process?	Yes, I have	Yes	
Organize	13. Do you always take notes on the material the teacher gives?	I don't always take notes, but I usually take notes at home or during lessons.	not often, but if the teacher asks to make notes, I make them, I only do the questions given by the teacher	Both students do not often organize during the learning process, such as not often taking notes
	14. Have you ever connected science material with natural phenomena around you?	Never	Never	
	15. Do you ever coordinate discussions with friends to make it easier to do the assigned tasks?	Never, I usually only follow if my friends are discussing, so I join in.	I never discuss with my friends when doing assignments	
	16. Do you always do the evaluation tasks as instructed by the teacher?	Yes, working on assignments given by the teacher	Yes, but I always don't finish it, so I'm late when I submit the assignment	
Characteristics Based on Value	17. How do you behave when you don't understand the material presented by the teacher?	Ask friends, if to the teacher ever but not ofte	Whether I read it again or not I will ask my friends but not often	Both students were less active in participating in the learning process, so the indicator of characteristics based on value was not met
	18. Do you study independently first to understand the material to be learned?	Yes, I read the book first	I don't study very often, but I usually study at home	
	19. Have you ever proven a natural phenomenon that your teacher told you about when you got home from school?	Never	Never	

6

2

Indicator	Question	Answer (Subject 1)	Answer (Subject 2)	Description
	20. Do you always involve yourself in expressing opinions when drawing conclusions about the science material learned?	Yes, I draw conclusions together, but I don't often get involved	Never	

Based on table 2, show that the result of interviews with two students, the profile of affective ability of students with visual learning styles is that there are only two indicator of acceptance and appreciation, which is evidenced by the result of interviews from the two students who show the affective abilities of students who have a visual learning style can accept and appreciate the science learning process during class. And also students with visual learning styles are less active in asking questions and responding during learning.

The results of observations and interviews, it is concluded that the profile of affective abilities of students with visual learning styles is that there are only two indicators of affective abilities, namely the acceptance indicator and the appreciation indicator. The affective ability of students with visual learning styles is that these students follow the learning process well, are quite active in class, although they rarely ask questions while in class, accept the material presented by the teacher, pay attention to the teacher's explanation and behave well during the learning process, do assignments according to the teacher's instructions, and follow the teacher's explanation. This is proven by the results of observations and interviews which show that during the learning process students who have a visual learning style can be observed, with almost all aspects observed, although some aspects are not observed. The success of science learning activities in the classroom can be seen through attitudes, interests, talents and learning styles (Zebua, 2022). Students' attitudes and learning styles can determine learning success. The affective abilities of students with visual learning styles can be observed, this is evidenced by the emergence of all aspects in the five indicators, as we know that affective abilities in the learning process are very important (Rijal & Bachtiar, 2015). This is in line with research conducted by (Irawati et al., 2021), stating that visual learning styles have good results during the learning process activities in the classroom.

## 2. Profile of Affective Ability of Students with Auditory Learning Style

### a. Observation Data

The results of observations that have been made in class V for three meetings with two students who have a auditory learning style are as follows:

**Table 3.** Observation Results

No.	Indikator	Subject		Description
		Observation Results (√)		
		1	2	
1.	Receive	√	√	Observed
2.	Respond	√	√	Observed
3.	Appreciate	√	-	Not Observed
4.	Organize	√	√	Observed
5.	Characteristics Based on Value	-	-	Not Observed

Based on table 3, it shows that the profile of affective ability of students with auditory learning styles is that there are three indicators of affective ability, namely indicators of receiving, responding and organizing. Where of the three indicators of affective ability were observed during science learning activities in the classroom.

### b. Interview Data

The results of interviews conducted in class V with two students who have a auditory learning style are as follows:

**Table 4.** Interview Results

Indicator	Question	Answer (Subject 1)	Answer (Subject 2)	Description
Receive	1. What is your habit when you are paying attention or listening to the teacher's explanation when giving lessons?	I only listen to the teacher's explanation, but I don't often write while listening.	Paying attention to what the teacher is explaining and I also listen well	Both students can receive material explanations from the teacher
	2. Do you often ask about phenomena related to the material presented by the teacher?	Yes, I often ask questions during class	Yes, I have asked questions, but not often, because the teacher asks questions	
	3. Do you understand the material that has been delivered by the teacher?	Yes, understanding the material explained by the teacher	Yes, I understand it, if I don't understand it, I will ask at the teacher's desk	
	4. Do you often pay attention to the teacher's explanation?	Yes, I pay attention to the teacher's explanation	Yes, I pay attention to the teacher when explaining	
Respond	5. How did you feel during the learning process?	I really like it when I'm in class, I can ask questions to the teacher and friends.	I'm very happy because I can learn and listen to the teacher's explanation in class.	Both students called the teacher during the learning process in the classroom
	6. Do you often have discussions with friends in class?	Often, usually discussions with friends	Once, I had a discussion with a friend when doing schoolwork	
	7. Do you often actively ask questions during class?	Yes, I like to ask if there is something I don't understand	Yes, I ask questions if I can't do the assignment or when the teacher explains	
	8. Are you able to answer questions given by the teacher?	Not everything I can answer, but I can answer it.	I can answer, but once my answer was wrong	
Appreciate	9. Do you complete your tasks in a timely manner?	Sometimes, I usually chat with my friends first	Not always, because I chat more with my friends, so the assignments are not completed on time	both students lacked respect, such as not completing assignments on time and getting bored quickly
	10. Are you disciplined and honest in completing tasks?	Sometimes too, but not often	Yes, but I have seen answers from my friends	
	11. Do you follow the	Yes, I followed	Yes	

**Table 4.** Interview Results

Indicator	Question	Answer (Subject 1)	Answer (Subject 2)	Description
	delivery of science material given by the teacher carefully?	the delivery of thematic material		during learning
	12. Do you ever feel bored during the learning process?	Yes, I have	Never, I feel happy when I study at school	
Organize	13. Do you always take notes on the material the teacher gives?	Yes, I take notes, but sometimes I don't take notes.	No, I rarely take notes, because I like to listen more	Both students are able to organize during the learning process in the classroom
	14. Have you ever connected science material with natural phenomena around you?	Yes, I have	Yes, I have	
	15. Do you ever coordinate discussions with friends to make it easier to do the assigned tasks?	Yes, I invited my friends to discuss	Yes, I have	
	16. Do you always do the evaluation tasks as instructed by the teacher?	Yes, I do the assignments given by the teacher, although not on time.	Yes, in accordance with the teacher's orders, although the assigned tasks are not completed on time	
Characteristics Based on Value	17. How do you behave when you don't understand the material presented by the teacher?	Ask the teacher and freinds	I will ask the teacher	Both students were not active during the learning process, so the characteristic indicators were not answered, this is evidenced by the results of the interview
	18. Do you study independently first to understand the material to be learned?	Sometimes, but more often I listen to the teacher's explanation directly.	No, I prefer to study together, because at home I study with my tutor	
	19. Have you ever proven a natural phenomenon that your teacher told you about when you got home from school?	Never	Never, because the teacher just explains	
	20. Do you always involve yourself in expressing opinions when drawing conclusions about the science material learned?	Yes, at the end of the lesson, I always participate in summarizing the material together	Yes, but not always	

Based on table 4, it shows that the result of the interviews of the two students, the profile of the affective abilities of students with auditory learning styles is that there are three indicators of affective abilities, namely indicators of receiving, responding and organizing, which is evidenced by the results of the interviews of the two students which show that the affective abilities of students with auditory learning styles are good, where students are active in class, accept and respond to what is conveyed by the teacher, do assignments according to teacher orders, even though they do not

complete assignments on time, always ask questions and also discuss with friend during science learning in class.

The results of observations and interviews, it is concluded that the profile of affective abilities of students with auditory learning styles is 3 indicators of affective abilities, namely indicators of receiving, responding and organizing. We can know that the affective abilities of students with auditory learning styles are students who have the ability to speak well, have the courage to ask and answer questions from the teacher, every time they have the opportunity to ask, auditory learners do not hesitate to ask questions and prefer to learn together. One of the things that can affect the success of a student's learning process is the learning style, because learning style is a fast way for students to receive, respond to, process information on the material being studied (Hafizha et al., 2022). Auditory learning style we can know that they learn through the sense of hearing, where students will look easier to remember the material explained by the teacher, like to discuss, the ability to speak very well and dare to ask questions (Yusuf & Amin, 2016). This is in line with research conducted by (Wahyudi, 2017), stating that students with auditory learning styles are more than visual and kinesthetic learning styles.

### 3. Profile of Students' Affective Ability Based on Kinesthetic Learning Style

#### a. Observation Data

The results of observations that have been made in class V for three meetings with two students who have a kinesthetic learning style are as follows:

**Table 5.** Observation Results

No.	Indikator	Subject Observation Results (√)		Description
		1	2	
1.	Receive	-	-	Not Observed
2.	Respond	√	-	Not Observed
3.	Appreciate	-	-	Not Observed
4.	Organize	-	-	Not Observed
5.	Characteristics Based on Value	-	-	Not Observed

Based on table 5, it shows that the profile of affective abilities of students with kinesthetic learning styles is that no affective ability indicators are observed, it's just that there are several aspects of affective ability indicators that appear in the observation.

#### b. Interview Data

The results of interviews conducted in class V with two students who have a auditory learning style are as follows:

**Table 6.** Interview Results

Indicator	Question	Answer (Subject 1)	Answer (Subject 2)	Description
Receive	1. What is your habit when you are paying attention or listening to the teacher's explanation when giving lessons?	I listened, but I couldn't focus on the learning in class.	I only see what the teacher explains	Both students could not receive the material well
	2. Do you often ask about phenomena related to the material presented by the teacher?	Never	I never ask questions when the teacher explains in front of the class	
	3. Do you understand the	Understand it	Yes, I	



Indicator	Question	Answer (Subject 1)	Answer (Subject 2)	Description
	material that has been delivered by the teacher?	well enough, but sometimes	understand, but not everything I can understand, because there is material that is difficult to understand	
	4. Do you often pay attention to the teacher's explanation?	Sometimes	Not often, but I have listened to the teacher's explanation	
Respond	5. How did you feel during the learning process?	I'm happy, but I get bored because I can't just sit on the bench all the time.	I feel tired and bored if I keep sitting in class	Both students were unable to respond to the teacher's presentation
	6. Do you often have discussions with friends in class?	I have, but I don't often chat with my classmates.	Never, I like to play and chat with my friends	
	7. Do you often actively ask questions during class?	Yes, often, because if I ask a question I can stand up	Doesn't ask often, but does ask	
	8. Are you able to answer questions given by the teacher?	Yes, I can, but I can't either	I am never asked questions by the teacher while studying	
Appreciate	9. Do you complete your tasks in a timely manner?	Never, always late when completing the assignment	No, I'm always late	Both students could not appreciate the explanation from the teacher
	10. Are you disciplined and honest in completing tasks?	Sometimes	sometimes	
	11. Do you follow the delivery of science material given by the teacher carefully?	No, because I usually play by myself when the teacher is explaining.	Yes, I can follow	
	12. Do you ever feel bored during the learning process?	Yes, I feel bored if I keep sitting on the bench.	Yes, I always feel bored in class	
Organize	13. Do you always take notes on the material the teacher gives?	Never	Never, I don't really like writing	Both students were unable to follow the learning process in class, so the organizing indicator was not met
	14. Have you ever connected science material with natural phenomena around you?	Never	Never	
	15. Do you ever coordinate discussions with friends to make it easier to do the	Never	Never	

Indicator	Question	Answer (Subject 1)	Answer (Subject 2)	Description
	assigned tasks?			
	16. Do you always do the evaluation tasks as instructed by the teacher?	Yes, I do what the teacher tells me to do, but I don't finish the assignment on time.	Yes, I sometimes do it, but I never finish it on time	
Characteristics Based on Value	17. How do you behave when you don't understand the material presented by the teacher?	Ask a peer	I will ask my next-door friend	Both students were not active during the learning process, so the value-based characteristics indicator was not met
	18. Do you study independently first to understand the material to be learned?	Sometimes	Never, at home I also rarely study	
	19. Have you ever proven a natural phenomenon that your teacher told you about when you got home from school?	Never	Never	
	20. Do you always involve yourself in expressing opinions when drawing conclusions about the science material learned?	Sometimes if asked by the teacher	Never	

Based on table 6, it shows that the results of interviews with the two students who have kinesthetic learning styles are that no affective ability indicators are observed, this can be seen from the results of the interviews that have been conducted, where the two students are not very active in participating in the learning process in class, feel bored, do not complete assignments on time, pay less attention to the teacher's explanation, but there are several aspects in the indicators that are fulfilled.

The results of observations and interviews, it is concluded that the profile of affective abilities of students with kinesthetic learning styles is that no ability indicators are observed from 5 existing indicators, although there are only a few aspects that appear. We can know that students with kinesthetic learning styles will feel bored because they have to sit for a long time, cannot pay attention to the teacher's explanation properly, and never do assignments on time. Students with kinesthetic learning styles are known as attractive children or cannot stay still for a long time, so the affective abilities of kinesthetic students in the classroom are not good. Kinesthetic learning style tends to learn by movement or hands-on learning (Leasa et al., 2017). The affective abilities of students with kinesthetic learning styles have an attitude that cannot sit in their seats for a long time, get bored quickly, and actively move (Cicilia & Nursalim, 2019). This is in line with research conducted by (Kuslaila et al., 2017), stating that the kinesthetic learning style is not good.

Based on the result of observations and interviews about the profile of affective ability of fifty grade students at SD Negeri Sumpat in science learning in terms of visual, auditory and kinesthetic learning styles, it can be concluded that: 1) The profile of affective abilities of students with visual learning styles is that there are only two indicators of affective abilities, namely accepting and appreciating, 2) The profile of affective abilities of students with auditory learning styles is that there are three indicators of affective abilities, namely indicators of accepting, responding and organizing, 3) The profile of affective abilities of students with kinesthetic learning styles is that no indicators are observed. Each learning style has different characteristics and cannot be equated, this is what makes each student have affective abilities that are not the same as other students, and students affective abilities arise because of the learning style possessed by the student (Anas & Sartika, 2021). The

7  
25  
35  
31  
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1



characteristic of learning style itself is to determine how students best receive, respond to, and appreciate the material delivered by the teacher during the learning process (Asriyanti & Janah, 2018). Students who have a visual learning style look good during the learning process, but they are less active in asking questions or responding to what the teacher says (Adawiyah et al., 2020). Students who have auditory learning styles are more active and dare to ask questions, so students with auditory learning styles are better than kinesthetic learning styles (Kuslaila et al., 2017).

## CONCLUSION

Based on observations and discussions regarding the affective abilities of fifth grade students at SD Negeri Sumput in science learning in terms of learning styles, it can be concluded that: 1) Profile of Affective abilities of students based on visual learning styles include indicators of accepting and appreciating, 2) Profile of affective abilities of students based on auditory learning styles include indicators of receiving, responding, and organizing, 3) Profile of affective abilities of students based on kinesthetic learning styles are no indicators observed, it's just that there are several aspects that appear. Future research is expected to develop learning tools to train affective abilities, so that all five indicators of affective abilities are met.

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