

Teacher Skills in Recognizing Children's Learning Preferences as Supporting the Diverse Learning Process in Early Childhood

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Abstract. This research aims to investigate teachers' skills in recognizing children's learning preferences as a support for the diverse learning process in early childhood. Qualitative research methods were used to collect data through classroom observations, interviews with teachers, and analysis of documentation related to early childhood learning. Teachers who are sensitive to differences in learning preferences can optimize the learning process and increase children's participation and understanding. Teaching strategies that are inclusive and support the diversity of children's learning are the key to achieving effective learning goals.

Keywords: skills, preferences, learning

INTRODUCTION

Early childhood education has a very important role in forming the basis for children's development for their future. Along with understanding that each child has a unique learning style, it is important for early childhood teachers to have in-depth skills in recognizing children's learning preferences. This ability is key in supporting the diverse learning process in early childhood.

Early childhood children tend to have high curiosity, abundant energy, and the ability to learn quickly. Therefore, developing teachers' skills in recognizing children's learning preferences is a must. Every child has a more effective and comfortable way of learning, from visual, auditory, to kinesthetic. By understanding these learning preferences, teachers can design learning experiences that are appropriate and interesting for each child.

The diverse learning process in early childhood requires teachers to be sensitive to individual differences and understand that each child has different potential. Through in-depth knowledge of children's learning preferences, teachers can create an inclusive and supportive learning environment, allowing each child to grow and develop according to his or her capacity.

In this context, research and developing teachers' skills in recognizing children's learning preferences becomes very relevant. Teachers need to be equipped with the knowledge, observation skills, and psychological understanding to read each child's learning tendencies. Through this approach, teachers can provide better support, create positive learning experiences, and optimize the potential of young children in the learning process.

The importance of teacher skills in recognizing children's learning preferences as supporting diverse learning processes in early childhood will be the focus of this research. Thus, efforts to develop learning methods that suit the needs of each child can become the basis for implementing effective and inclusive early childhood education.

METHOD

Based on the problems studied, this research is field research, so the researcher uses qualitative research. (Moleong, 2018) explains that qualitative research is research that is intended to understand phenomena about what is experienced by research subjects, for example behavior, perceptions, motivations, actions, etc. holistically by describing them in the form of words and language in the context. specifically natural ones by utilizing various natural methods. The research design used is a case study. Case study research is qualitative research. Case study research is qualitative research, meaning a form of research (inquiry) or study of a problem that has a special nature which can be carried out through qualitative or quantitative approaches and has as its target subject individuals (individuals) or groups, even society. (Gunawan, 2013).

This research was carried out at the Labschool Unesa 1 Kindergarten. This research location was based because it needed a school that had implemented the use of an independent curriculum which was given the mandate to become a driving school, and the Unesa 1 Labschool Kindergarten had been validated and selected as a driving school by the government. The data collection technique used is data triangulation by conducting observations, interviews and documentation of the teacher's ability to identify children's learning styles to support differentiated learning in early childhood. The instrument used is a structured interview so that the researcher has prepared several questions in accordance with the research focus. The data analysis used uses the Milles & Huberman (2010) analysis technique where activities in data analysis include data reduction, data display, as well as conclusion drawing and verification.

RESULTS AND DISCUSSION

Based on the findings in the field that researchers obtained while conducting research. Researchers obtained data through a series of research methods of observation, interviews, and documentation and then analyzed the research findings in line with the focus of the research being studied. The research results and discussion are as follows:

1. Children's Learning Styles at Unesa 1 Labschool Kindergarten

As is known, learning style is a way that a person, child/individual uses to receive and process information and knowledge. A person's ability to receive information definitely varies. Therefore, sometimes someone has to use different methods in order to receive and understand the same information. In relation to teachers, they must identify children, namely to modify school assignments, learning methods or other related services, which are aimed at developing their potential or capacity to the maximum. Based on findings in the field, the teacher carries out initial identification in the form of an assessment using tests provided by the school when the child first enters school, then continues with the teacher carrying out his own observations of the children during the learning process by observing each child.

2. Teachers in Understanding Children's Learning Styles

Optimal learning situations require a combination of all teaching strategies taking into account learning styles to obtain children's academic excellence. This combination will enable children to improve their cognitive skills to increase their maximum potential and become successful in their future lives.

Researchers found that teachers have the ability to understand children's learning styles, both in terms of differences and characteristics of each learning style. According to research results, understanding children's learning styles has the function of providing learning that suits children's interests, needs and abilities so that teachers are able to choose and have appropriate learning strategies to facilitate children's various learning styles, so that learning goals can be achieved. This is in line with the opinion of Dina et al., if teachers are able to create varied learning that suits children's learning styles, it can have a positive impact that will increase children's learning outcomes and make it easier for children to understand the lesson material given by the teacher.

After the teacher understands the child's learning style, the teacher chooses learning strategies. A learning strategy is a tactic/method used by teachers with their students to optimize the teaching and learning process activities in class in accordance with the learning material so that learning objectives can be achieved effectively and efficiently. Based on the results of research in the field, it was found that the learning

strategy used by teachers at Labschool Unesa 1 Kindergarten was by using various learning media to support the learning process which had been adapted to each child's learning style, and varying both the media and learning activities.

3. Teachers in Dealing with Differences in Learning Styles and Inclusivity

Teachers pay attention to learning styles and inclusiveness by carrying out initial assessments for both regular and ABK children in order to provide learning that suits the children's needs. And teachers make efforts to request report results from parents of children with special needs which teachers then use as a guide to providing appropriate services according to the child's characteristics, needs and abilities. Also applies to regular students, aimed at developing children's potential or capacity to the maximum. It is very important to identify children with special needs as early as possible. If it has been identified, you must immediately make a decision to develop a learning strategy to meet the needs and help the child's individual development.

Teachers provide motivation and stimulate children's interest in learning with various learning styles, namely providing support through giving rewards or awards given to children after the child succeeds in learning and performs an achievement. Apart from that, the teacher also provides a starting point before learning by discussing, then doing ice breaking or singing and doing physical activities so as to foster children's enthusiasm to take part in the next learning process.

4. Teachers in Facilitating Various Children's Learning Styles

Skills are needed to facilitate children's learning styles, so that teachers do not make mistakes in choosing learning strategies or methods. Teachers at Labschool Unesa 1 Kindergarten have skills in facilitating learning styles. Based on the results of research in the field, to facilitate this visual learning style, teachers often use projectors, then show directly various kinds of toga plants, show the real shapes of televisions and radios, as well as the real shapes of bananas. Based on this conclusion, it can be linked to the theory. Children with a visual learning style can easily absorb information in the form of illustrations, diagrams, videos, posters, animations, colors, symbols and graphics.

Based on the results of research in the field, to facilitate this auditory learning style, teachers at Labschool Unesa 1 Kindergarten use sounds such as singing and do lots of repetition of learning material, then invite children to discuss their learning experiences such as questions and answers and allow children to express their desires. to tell stories. Children with an auditory learning style often follow instructions well, focusing more on

music or movement in the background, and repeating things over and over to make sure they understand the information.

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Identification of students through initial assessments and during the learning process. The learning styles found were visual, auditory and kinesthetic. The learning style that children at Labschool Unesa 1 Kindergarten tend to have is a visual learning style. What teachers at Labschool Unesa 1 Kindergarten provide to various children's learning styles and inclusiveness, in organizing learning, namely by teachers not discriminating between regular children and children with special needs, in providing learning adapted to the child's abilities and interests, and not forcing children. To facilitate a visual learning style, teachers use a lot of projectors, showing directly various kinds of toga plants, showing the real shapes of televisions and radios, as well as bananas. Facilitate the teacher's auditory learning style by using sounds, singing and doing lots of repetition, inviting children to discuss, ask questions and allow children to express their desire to tell stories.

B. Suggestion

After conducting observations entitled the teacher's ability to identify children's learning styles as a support for learning (Case Study of Independent Curriculum Implementation in Unesa 1 Labschool Kindergarten), the following suggestions were put forward:

1. It is hoped that this research can be used as input or information for teachers to increase knowledge in implementing differentiated learning in early childhood in terms of children's learning styles.
2. It is hoped that future researchers will be able to examine the ability of teachers to carry out differentiated learning using supporting aspects other than learning styles. So that different and new research results can be found that can add insight into the world of further research.
3. So that in the future, if there are researchers who will next research the same topic, they can carry out tests regarding the learning styles of each child first.

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