

THE EFFECT OF VISUAL, AUDITORY, AND KINESTHETIC (VAK) LEARNING MODELS ON PPKN LEARNING OUTCOMES IN ELEMENTARY SCHOOLS

¹⁾Wilda A'Inun Hidayah, ²⁾Diana Setiana, ³⁾Wahyu Triono

^{1,2,3)} Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Cirebon, Indonesia

*Correspondence Author: ainunhidayah78@gmail.com

Article Info

Keywords:

VAK
learning
model;
learning outcomes;
Civics education;
elementary school;
learning styles.

ABSTRACT

Learning outcomes of fourth-grade students in Civics education (PPKn) at SD Negeri 1 Watubelah were still below the minimum mastery criterion, largely because instruction remained teacher-centered and did not accommodate students' varied learning styles. This study examined the effect of the Visual, Auditory, Kinesthetic (VAK) learning model on the learning outcomes of fourth-grade students in the topic of Indonesia's cultural diversity. A quantitative quasi-experimental design with a nonequivalent control group was used, involving 33 students in the experimental class (IV B) and 36 in the control class (IV A), selected through cluster sampling. Data were collected through a 15-item multiple-choice test (Cronbach's Alpha = 0.892) and observation sheets, then analyzed using the Shapiro-Wilk normality test, Levene's homogeneity test, an independent-samples t-test, and the N-Gain test. The results showed the average posttest score of the experimental class (85.55) was higher than that of the control class (71.03), with a significant difference ($t = 11.573$; Sig. = $0.000 < 0.05$), so H_0 was rejected. The average N-Gain of the experimental class (69.35%) fell into the "fairly effective" category, while the control class (36.69%) fell into the "ineffective" category. It is concluded that the VAK learning model has a significant positive effect on students' PPKn learning outcomes.

Article Information

Keywords:

Model pembelajaran
VAK, hasil
belajar, PPKN, sekolah
dasar, gaya belajar

ABSTRAK

Hasil belajar siswa kelas IV pada mata pelajaran PPKn di SD Negeri 1 Watubelah masih tergolong rendah, salah satunya disebabkan oleh pembelajaran yang masih berpusat pada guru serta belum mengakomodasi keberagaman gaya belajar siswa. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Visual, Auditory, and Kinesthetic* (VAK) terhadap hasil belajar siswa kelas IV pada materi Keberagaman Budaya Indonesia. Metode yang digunakan adalah eksperimen kuantitatif dengan desain *quasi-experimental* bentuk *Nonequivalent Control Group Design*, yang melibatkan 33 siswa pada kelas eksperimen (IV B) dan 36 siswa pada kelas kontrol (IV A) yang dipilih melalui teknik *cluster sampling*. Data dikumpulkan melalui tes pilihan ganda sebanyak 15 soal (Cronbach's Alpha = 0,892) dan lembar observasi, kemudian dianalisis menggunakan uji normalitas *Shapiro-Wilk*, uji homogenitas *Levene*, *independent-samples t-test*, dan uji *N-Gain*. Hasil penelitian menunjukkan bahwa rata-rata nilai *posttest* kelas eksperimen (85,55) lebih tinggi daripada kelas kontrol (71,03), dengan perbedaan yang signifikan ($t=11,573$; Sig.=0,000<0,05), sehingga H_0 ditolak. Rata-rata *N-Gain* kelas eksperimen (69,35%) berada pada kategori "cukup efektif", sedangkan kelas kontrol (36,69%) berada pada kategori "tidak efektif". Dapat disimpulkan bahwa model pembelajaran VAK berpengaruh positif dan signifikan terhadap hasil belajar siswa pada mata pelajaran PPKn.

Received: 10/08/2026

Revised : 15/09/2026

Accepted: 21/10/2026

Article History

✉ **Corresponding Author:** (1) Wilda A'Inun Hidayah, (2) Elementary School Teacher Education Study Program, (3) University of Muhammadiyah Cirebon, (4) Jl. Fatahillah No.40 Watubelah, Kecamatan Sumber, Cirebon Regency, West Java, Indonesia, 45611, (5) ainunhidayah78@gmail.com

1. Introduction

Education in Indonesia is still experiencing challenges in facing competition from other countries in the world. The results of PISA (Programme for International Student Assessment) often place Indonesia at the bottom of the rankings in reading and mathematics skills (Satria et al., 2025). The low quality of education is also influenced by unequal teacher ability, differences in access to education between urban and rural areas, and a constantly changing curriculum (Handayani & Sukari, 2025).

This problem is evident at the elementary school (SD) level, which is an important basis in developing the minds and character of students. Many teachers still use a traditional, teacher-centered way of teaching. This one-way learning model causes students to be less active in interacting with teachers because students are only given the role of receiving information without being actively involved (Zamhari et al., 2023). This condition contributes to the decline in learning outcomes because the needs of different student learning styles are not met properly.

PPKn learning at the elementary school level has a crucial function in shaping students to become citizens who can master knowledge, skills, and attitudes that are in line with the values of Pancasila. One of the materials taught to grade IV students is about the diversity of Indonesian culture. The purpose of this material is so that students can get to know the various cultures that exist in Indonesia, appreciate differences in ethnicity, customs, language, religion, race, traditional houses, and traditional clothing, and foster an attitude of tolerance as a form of unity in the midst of diversity. Therefore, learning about cultural diversity must be delivered through a learning model that can attract students' attention so that students can more easily understand and remember the learning materials that are taught properly.

One of the subjects in the Independent Curriculum that is important to shape the character and personality of students is Pancasila and Citizenship Education (PPKn). This subject provides an understanding of the constitutional system and helps students develop an attitude of love for the homeland. The results of interviews with grade IV teachers of SD Negeri 1 Watubelah show that the learning ability of students in PPKn subjects has not reached its best level. In the evaluation of the first material, there were 26 out of 32 students (81.25%) who had not reached the Minimum Completeness Criteria (KKM) of 75. Meanwhile, in the final semester exam, there were 22 out of 32 students (68.75%) who had not reached the KKM, with an average class score of 63.3. The use of various learning models involving active student participation in the school has not gone well.

The low learning outcomes indicate that the learning model applied is still not fully able to adapt to the learning style of each student. In one class, there are students who grasp the material faster through visual aspects, while others understand better through explanations from teachers, and there are also those who learn more effectively through direct practical activities. If the learning process only focuses on explanations from the teacher, then not all students will get a learning experience that suits their needs. This situation is one of the causes of students' low understanding of material about Indonesia's cultural diversity.

One way that can be used to solve this problem is to use the Visual, Auditory, Kinesthetic (VAK) learning model. This model combines three types of learning styles by utilizing the

potential that exists in each student so that all types of learning styles can be fulfilled (Sugiyanto in Suryadin, 2017). This model focuses on a fun and interactive learning experience by engaging hands-on sight, hearing, and movement activities.(1)). This model has also been shown to increase student engagement and learning outcomes in various subjects.(2); (3)The VAK learning model was chosen because it can combine three types of learners' learning styles, namely visual, auditory, and kinesthetic, so that students can get a more meaningful learning experience. In this study, the application of the VAK learning model is strengthened by the use of the LKPD Jelajah Budaya Nusantara, which encourages students to research the diversity of Indonesian culture through activities of observing information, discussing, and matching cultural images according to the area obtained by the students. Then, students cut and paste the image onto the LKPD. This activity is expected to increase student involvement while helping them understand the material well.

The use of media and interesting learning approaches are also in accordance with the findings. (4)This shows that learning that uses media and technology appropriately can increase students' interest in learning. (5)Emphasizing the importance of using learning media that is in accordance with the characteristics of elementary school students. They suggested the application of literacy media that has been proven to be able to improve the learning outcomes of elementary school students. Along with that, the use of information systems and technology to support the management and quality of educational services is also part of the digital transformation in the world of education. (6) This is in line with the need for more interactive learning innovations at the elementary school level.

In this study, the VAK learning model was applied to the material on Indonesian Cultural Diversity using media integrated into the LKPD in the form of Indonesian Cultural Exploration. The visual aspect was developed by visualizing images of the types of cultural diversity in Indonesia with an attractive appearance; auditory aspects through group discussions; and kinesthetic aspects through the activity of pasting pictures from the Mystery Card and the exploration of regional cultural information. Based on this explanation, this study aims to understand how to apply the VAK learning model, find out student learning outcomes, and analyze the influence of the VAK learning model on the learning outcomes of grade IV students of SD Negeri 1 Watubelah in PPKn subjects.

2. Research Methods

This study uses a quantitative experimental method with a quasi-experimental design in the form of a Nonequivalent Control Group Design, which consists of an experimental class that is treated with the VAK learning model and a control class that is not treated. (7) The structure of the research design is presented in Table 1.

Table 1 Research Design

Classes	Pretest	Treatment	Posttest
Eksperimen	O ₁	X	O ₂
Controls	O ₃	-	O ₄

Description: O₁ & O₃ = pretest value; O₂ & O₄ = posttest value; X = the provision of treatment.

The research was conducted at SD Negeri 1 Watubelah, Sumber District, Cirebon Regency, in the even semester of the 2025/2026 school year. The research population included all class IV students totaling 69 people, consisting of classes IV A and IV B. Samples were taken by cluster sampling, where class IV B, consisting of 33 students, became an experimental class that received the VAK learning model, while class IV A, consisting of 36 students, functioned as a control class that used a conventional learning model.

The independent variable (X) in this study is the VAK learning model, while the dependent variable (Y) is the learning outcomes of students in PPKn subjects. The instrument trial was carried out on 30 students in grade IV of SD Negeri 1 Pasalakan using 20 initial questions. Using the Pearson Product Moment validity test technique, 15 valid questions were found, and the reliability level of the instrument was measured through Cronbach's Alpha of 0.892, which indicates that the instrument is reliable. The difficulty level analysis showed that the question index ranged from 0.57 to 0.83, consisting of 3 questions in the medium category and 12 questions in the easy category.

Data collection techniques were carried out using tests (initial tests and final tests) and observations. The data were analyzed using several tests, namely the Shapiro-Wilk normality test, the Levene homogeneity test, the hypothesis test with the independent-samples t-test, and the N-Gain test to find out the extent of the learning model's effectiveness. The results were analyzed based on interpretation criteria determined by (8)¹ i.e. 76% show high effectiveness, 56-75% show enough >76% show high effectiveness, 56-75% show quite effective, and 40-55% show less effective

3. Results and Discussion

3.1. Observation Results of the Implementation of the VAK Learning Model

Based on the results of observations on the application of the VAK (Visual, Auditory, Kinesthetic) learning model in PPKn subjects with Indonesian cultural diversity material in grade IV B SD Negeri 1 Watubelah, it can be seen that the learning activity process has been carried out well. Observations of teacher activities show that all aspects observed, namely 15 aspects, in the learning process consisting of introduction, core activities, and closing activities are carried out thoroughly with a percentage of 100%.

In the preliminary stage, the teacher gives greetings and prayers, conveys learning objectives, and provides perception and motivation to students. At the core activity stage, teachers apply the learning elements of the VAK learning model through the presentation of images of Indonesian cultural diversity as visual aspects, the delivery of material and question-and-answer activities as well as discussions conducted by students as auditory aspects, and group activities and LKPD work as kinesthetic aspects. Furthermore, in the closing stage, the teacher and the students conclude the material, provide feedback, and end the learning with a joint prayer.

The results of observation of student activities also showed good results. Of the seven indicators observed, all indicators were fully implemented with a percentage of 100%. Students were seen paying attention to the explanations given by the teacher, actively asking questions, working together in groups, seeking information about the diversity of Indonesian culture,

compiling the LKPD of the Nusantara Cultural Tour, presenting the results of their work in front of the class, and respecting the differences of opinion of friends. This activity shows that the application of the VAK learning model does not only focus on the delivery of material by teachers, but also provides opportunities for students to be actively involved in the process of learning activities through seeing, listening, discussing, cooperating, completing assignments, and presenting the results of their work in front of the class.

Thus, the results of the observation show that the application of the VAK learning model in the experimental class, namely class IV B SD Negeri 1 Watubelah, has been carried out in accordance with the learning stages that have been set and is able to create student involvement in the learning process.

3.2. Student Learning Outcomes

Table 2. 2 Descriptive Statistics of Pretest and Posttest Data

Classes	Data	N	Min	Max	Average
Eksperimen	Pretest	33	36	68	52,94
Eksperimen	Posttest	33	77	95	85,55
Control	Pretest	36	37	70	54,14
Control	Posttest	36	61	83	71,03

The posttest score of the experimental class increased from 52.94 to 85.55, thus increasing by 32.62 points. Meanwhile, the posttest score of the control class increased from 54.14 to 71.03, with an increase of 16.89 points. Based on the KKM of 75, all 33 students in the experimental class (100%) managed to achieve the KKM in the posttest, while in the control class, only 8 out of 36 students (22.2%) achieved the KKM. These findings show that the learning outcomes of students in the experimental class (IV B) after learning by applying the VAK (Visual, Auditory, Kinesthetic) learning model are better than before. However, these differences still need to be proven through statistical testing, not just based on the difference in average scores.

3.3. Normality Test

The normality test in this study used the Shapiro-Wilk test because the number of samples in each class was less than 50 students. The data collection criteria in this normality test are that if the significance value is greater than 0.05, the data is declared to be normally distributed. The following is a table of the results of the normality test:

Table.3 Results of the Shapiro Normality Test

Classes	N	Say.	Remarks
Experiment (IV B)	33	0,668	Normal
Control (IV A)	36	0,267	Normal

Based on Table 3, the significance value of the experimental class in this normality test was 0.668, and the control class was 0.267. Both values are classified as greater than 0.05, so the posttest data in both classes are distributed normally. These results show that the posttest score data has met the criteria for

the normality test.

3.4 Homogeneity Test

After the experimental and control class posttest data are normally distributed, the next data analysis is a homogeneity test using Levene's Test. This test is used to determine whether the variance of posttest data in the experimental class and the control class is homogeneous. The test criterion for the homogeneity test is that if the Sig. value is greater than 0.05 indicates that the variance of the two samples is homogeneous. The following is a table of the results of the homogeneity test for the experimental and control classes.

Table 3 Test Results t Posttest Data

Data	t count	df	Sig. (2-tailed)	Remarks
Posttest Experiment-Control	11,573	67	0,000	Signifikan

The results of the homogeneity test listed in the table above show that the significance value of the posttest data of 0.258 means that the value is greater than 0.05, so the variance of posttest data in the experimental class and the control class is said to be homogeneous.

3.5 Uji T Hypothesis

Hypothesis tests were used to calculate the influence of the VAK (Visual, Auditory, Kinesthetic) learning model on student learning outcomes. The hypothesis test was carried out by calculating data on students' posttest scores from the experimental class and the control class using the independent-samples t-test. The null hypothesis (H0) states that there is no influence of the VAK learning model on student learning outcomes. Meanwhile, the alternative hypothesis (Ha) states that there is an influence of the VAK learning model on student learning outcomes.

Table 4. Data on the results of the Posttest test experimental class and the control class

Data	t count	df	Sig. (2-tailed)	Remarks
Posttest Kela's experiment check	11,573	67	0.00	Signifikan

Based on Table 4 above, the calculated t-value of the experimental class and the control class was 11.573 with a df of 67 and Sig. (2-tailed) of 0.000. Since the significance value is less than 0.05, H0 is rejected, and Ha is accepted. Thus, there was a significant difference between the learning outcomes of experimental classes treated with the VAK (Visual, Auditory, Kinesthetic) learning model and the learning outcomes of control classes treated with conventional learning models. These results show that the application of the VAK learning model (Visual, Auditory, Kinesthetic) has a significant influence on the learning outcomes of PPKN students in grade IV B SD Negeri 1 Watubelah

3.4 Uji N-Gain

To determine the effectiveness of the application of the VAK learning model in improving student learning outcomes, an N-

Gain test was carried out based on pretest and posttest scores in the experimental and control classes. The N-Gain test functions to measure how much improvement in students' learning outcomes after receiving learning treatment using the VAK learning model in the experimental class and the conventional learning model in the control class. The results of the N-Gain calculation can be seen in the table below:

Table 4. Average N-Gain Test and Its Categories

Classes	Rata-rata N-Gain	Category
Experiment (IV B)	69,35%	Quite Effective
Control (IV A)	36,69%	Ineffective

Based on the results obtained from Table 4, the average N-Gain for the experimental class was 69.35%, which was included in the "Moderately Effective" category, while the control class, where no treatment was given, obtained an average N-Gain value of 36.69%, which was included in the "Ineffective" category. (9) This difference shows that the improvement in student learning outcomes in the experimental class, where the class is given treatment in the form of a VAK learning model, obtains a higher average score compared to the class that applies the conventional learning model. The results of the t-test on the N-Gain score also showed a significant difference between the two class groups ($t = 15.370$; $\text{Sig} = 0.000$).

The results of the N-Gain test indicate that the improvement of student learning outcomes is in the category of being quite effective. This shows that the implementation of the VAK learning model has made a positive contribution to improving student learning outcomes, even though these results have not reached the maximum level of effectiveness. Several factors can affect this situation, such as the limited time in conducting the research, the variation in students' initial abilities, and the process of adjusting students to the learning model that has just been implemented. However, the results of this study prove that the VAK learning model can be an alternative option that has the potential to improve student learning outcomes. The increase in student learning outcomes is due to the application of the learning model in PPKn subjects.

The increase in student learning outcomes is due to the application of the VAK learning model, which provides opportunities for students to learn according to the characteristics of their learning style. In this study, students gained learning experience through activities such as observing images that display the types of Indonesian cultural diversity (Visual), discussing with group friends to complete the LKPD (Auditory), as well as choosing island envelopes, recognizing regional culture according to the island or region that they got from the selection of cultural envelopes, then cutting and pasting cultural images on the LKPD (Kinesthetic). This series of activities encourages students to be more active in the process of learning process, so that students' understanding of Indonesian cultural diversity becomes better compared to the application of conventional learning models.

3.5. Discussion

The results of observations from the research conducted on the application of the VAK (Visual, Auditory, Kinesthetic) learning model show that all aspects of the observation sheet given to the observer were carried out in their entirety. There were 15 indicators observed, and 15 of them were 100%. In

addition to the observation of the application of the model that has been carried out and obtained results, the observed student activities are also carried out in their entirety with a percentage of 100%. This finding is very important because it can determine the success of the application of a learning model, which is not only determined by the final result of the test score, but also by the implementation of the treatment that is the core of this study. When all stages of learning are carried out, the learning outcome data can be interpreted more as the result of treatments that are indeed applied in accordance with the research design.

The four stages used include the stages of preparation, delivery, training, and performance of results. In the preparation stage, teachers build students' readiness through greetings, prayers, delivery of learning objectives, perception, and motivation of students. These activities are the foundation so that students can understand the direction of learning and be ready to participate in learning activities that are different from one-way learning. At the presentation stage, the teacher provides visual stimulation through the presentation of images of Indonesia's diversity and provides acceptable explanations through the auditory aspect. This is in accordance with the characteristics of the VAK learning model, which combines all learning styles.

At the training stage, the implementation of VAK is more obvious because students move and receive information, then process and use information. Through group discussion activities, it can facilitate auditory and social aspects; The activity of selecting and pasting images provides a kinesthetic experience, while cultural images help students organize information visually. Other group cultural exploration activities also encourage learners to observe and seek information, record, and communicate findings. The series shows that a single material can be learned through several directions or types of experiences in an integrated manner.

At the stage of performance of results, students presented the results of the group's work. This presentation activity is not just to close the learning activity, but to provide an opportunity for students to communicate understanding and receive feedback. Thus, the application of VAK in this study does not stop at the use of images or physical activities, but also forms a complete learning flow from preparation to the appearance of results. This is in line with the explanation put forward by DePorter. (1) About the importance of fun and interactive learning pages through seeing, hearing, and moving activities.

In the learning outcomes between the experimental class and the control class, there was a difference in the average score. For the experimental class, an average score of 85.55% was obtained, while for the control class, an average score of 71.03% was obtained. In addition, all students in the experimental class achieved KKM on the posttest score, while in the control class only 8 out of 36 students achieved the KKM. The data show that there is a clear difference in the achievement of learning outcomes after the learning takes place.

The greater improvement in learning outcomes in the experimental class can be understood from the form of learning experience obtained. The material on Indonesian cultural diversity can become more concrete when students see cultural examples through pictures, then discuss them with friends, then carry out direct activities through Exploring the Culture of the Archipelago and exploring information. Students gain more than

one opportunity to receive and process information. These conditions can help them connect concepts with visual representations and real activities.

In the control class, conventional learning tends to provide a more limited experience in receiving information from the teacher. The control class still experienced an increase in learning outcomes, but the improvement obtained had a lower rate of improvement in grades. This shows that ordinary learning still provides a change in knowledge, but in the context of this study, the VAK model combined with learning activities and media produces higher achievements. Thus, the difference in average grades obtained by the two classes not only shows a change in grades, but also gives an idea that the type of learning experience that students receive is related to their assessment.

After issuing the learning results obtained by the students in the experimental class and the control class, the learning results of the students were then tested with normality, homogeneity, and hypothesis tests. The posttest normality test obtained by students in the experimental class and also the control class received a sig score. 0.668 in the experimental class and 0.267 in the control class. Both values were greater than 0.05, so the posttest scores of both classes were distributed normally. These results provide a methodological basis for the analysis of differences in mean values using parametric statistics. The use of posttest data for normality and homogeneity tests, as well as hypothesis tests, was also in accordance with the research objectives, namely comparing the final results of the two groups after the experimental class received the treatment of the VAK learning model.

For the homogeneity test of both classes, a Sig. value of 0.258 was produced, which was greater than 0.05. This shows that the posttest variance in both classes is categorized as homogeneous. After the normality and homogeneity tests were carried out, a hypothesis test was then carried out to find out whether there was an influence of the VAK learning model on student learning outcomes. The results of the t test or hypothesis $t = 11.573$ and Sig.0.000. The significance value is below 0.05, so H_0 is rejected, and H_a is accepted. Thus, there is a significant influence of the VAK learning model on student learning outcomes in PPKN subjects.

The average N-Gain value of the experimental class reached a value of 69.35%, which was included in the "Moderately effective" category, while the control group obtained a score of 36.69% and was included in the "Ineffective" category. These findings show that the VAK (Visual, Auditory, Kinesthetic) learning model produces a more significant improvement in learning outcomes compared to conventional learning, although the level of effectiveness is not yet high.

The implementation of the VAK (Visual, Auditory, Kinesthetic) learning model in this study transforms the learning process about Indonesia's cultural diversity into a more tangible experience through visual, auditory, and kinesthetic activities. The students saw pictures, listened to explanations delivered by teachers, discussed through the Nusantara Cultural Exploration activities, and conveyed the results of the activities.

These activities support the cognitive, affective, and psychomotor development of students. Test results: the t-test on the N-Gain score showed $t = 15.370$ and Sig. 0.000, indicating that there was a significant improvement between the

experimental class and the control class. Therefore, the improvement in learning outcomes in the experimental class is not only descriptive but also supported by statistics.

The results of this study are in line with research conducted by Sudiantini et al. (2019), which revealed that there is a difference in knowledge competence in PPKn subjects between classes that apply the VAK (Visual, Auditory, Kinesthetic) learning model and classes that apply the conventional learning model. These findings are also the same as the research. (1) which suggests that the results of the posttest score in the experimental class are higher than in the control class. In addition, this research also corroborates the opinions of (10) which states that the characteristics of each student in receiving and understanding information can be improved through real learning experiences.

The findings of this study show that the application of the VAK learning model can produce an atmosphere of learning activities that are more focused on students. In the process of learning activities, students not only receive information from teachers, but actively seek information, discuss, and complete group assignments. This activity provides a very meaningful learning experience for students because students have the opportunity to understand the subject matter through seeing, listening, and engaging in activities directly. In this way, students can more easily understand and remember material about Indonesia's cultural diversity, so that the learning results achieved are maximized.

Learning styles used by students include visual, auditory, and kinesthetic. The three activities in this study make students actively and comprehensively involved, according to the opinion. (10) Learning style is the characteristic that students use to receive, manage, and understand information.

The "Quite Effective" category in the N-Gain in the experimental class showed that the VAK learning model was able to transform material on cultural diversity from abstract to more concrete by using multisensory stimuli. (11) The application of the VAK model was able to increase student involvement and learning outcomes in PPKn lessons. (5) The use of media and learning methods that can arouse students' interest in learning, and the use of learning media that are in accordance with the characteristics of elementary school students, has also been proven to be effective, as shown

In contrast, control classes using conventional learning methods achieved an N-Gain score in the "Ineffective" category, which reinforces the finding that a teacher-centered approach to learning that does not accommodate students' differences in learning styles makes student participation less active (Zamhari et al., 2023). The findings of this study are also in accordance with the research of Sudiantini et al. (2019), which showed that there was a real difference in the knowledge ability of PPKn between classes using the VAK model and conventional classes, as well as the research of Elisa et al. (2019) which showed that posttest scores in the experimental class were better than the control classes in science subjects. Thus, these findings strengthen the evidence that using the VAK learning model continuously has a good impact on student learning outcomes in various subjects, including PPKn.

(12) Not all students are able to use all three learning styles in a balanced manner. The observation results show that there are

still some students whose N-Gain score increase has not reached the maximum level, so teachers still have to pay special attention to students who tend to have a certain learning style.

The results of this study also support previous findings that the VAK (Visual, Auditory, Kinesthetic) learning model has a positive impact on improving student learning outcomes. The similarity of the research results shows that student participation through visual, auditory, and kinesthetic activities can create a more dynamic, fun learning activity process and can increase students' understanding of learning materials. Therefore, the results of this study further show that the VAK (Visual, Auditory, Kinesthetic) learning model is feasible as an alternative learning model that can be applied in PPKn subjects at the elementary school level.

In this study, the VAK learning model does not divide students based on one specific type of learning style, but rather presents the experience of the three learning styles, namely visual, auditory, and kinesthetic, in an integrated manner. The proper use of media can also strengthen the results of research, (4) Recognizing the importance of selecting media that is in accordance with the characteristics of students. Therefore, the application of the VAK (Visual, Auditory, and Kinesthetic) learning model supported by LKPD Jelajah Budaya Nusantara can create a more dynamic and real learning experience, thereby contributing to improving student learning outcomes in PPKn subjects optimally.

4. Closing

Based on the results of the research and discussion, it can be concluded that the application of the VAK learning model to PPKn learning in grade IV of SD Negeri 1 Watubelah was carried out through four stages and ran optimally, with teacher activities in the "Very Active" category and student activities in the "Active" category. The learning outcomes of students in both classes have increased. However, the increase in the experimental class was much higher, with all students in the experimental class achieving the KKM in the posttest. The results of the t-test showed a significance value smaller than 0.05 (H_0 was rejected, H_a was accepted), and the N-Gain test showed that the experimental class was in the "Moderately Effective" category, while the control class was "Ineffective". Thus, the VAK learning model has been proven to have a significant effect on the learning outcomes of students in PPKn subjects in elementary school. Teachers are advised to make the VAK learning model one of the learning alternatives that are implemented in a sustainable manner, while still paying attention to time management and individual attention to students.

5. Acknowledgments

The author would like to express his gratitude to SD Negeri 1 Watubelah, the supervisor, and all parties who have helped and supported during the research and writing process of this article.

References

- [1] P.R. Amruddin, et al., Quantitative Research Methodology, 2022.
- [2] J. Archambault, The Effect of Developing Kinematics Concepts Graphically Before Introducing Algebraic Problem-

- Solving Techniques, Action Research, Arizona State University, 2008.
- [3] Elisa et al., The effect of the VAK (Visual, Auditory, Kinesthetic) learning model on the science learning outcomes of grade IV students of SD Negeri 147 Pekanbaru, 2019.
- [4] A. Firmansyah, D. Setiana, F. Fikriyah, Analysis of improving student literacy using Let's Read Asia media at SDN Pasirayu, ULIL ALBAB: Multidisciplinary Scientific Journal, 2024.
- [5] R.R. Hake, Analyzing Change/Gain Scores, AREA-D American Education Research Association's Division D, 1999.
- [6] Y. Handayani, Sukari, Problematics of the education system in Indonesia, JUPENDIS: Journal of Education and Social Sciences 3 (1) (2025) 168-179.
- [7] R. Janah, K. Nurachadijat, Auditory and kinesthetic visual learning models in Qur'an lessons, Journal of Innovation, Evaluation, and Learning Development (JIEPP) 3 (2) (2023) 75-80.
- [8] M. Maksudi, W. Triono, Web-based mapping geographic information system for high school/vocational schools in Kuningan Regency, REMIK: Research and E-Journal of Computer Informatics Management 9 (2) (2025) 712-722.
- [9] M.F. Maulani, The Influence of the VAK (Visual, Auditory, Kinesthetic) learning model on the motivation of students of Harapan Mekar Medan Marelan Private Junior High School T.P. 2017/2018, Thesis, University of Muhammadiyah North Sumatra, 2018.
- [10] Rahmah, VAK learning model in learning, 2024.
- [11] D. Satria, I.H. Kusasih, G. Gusmaneli, Analysis of the low quality of education in Indonesia today: A literature review, Journal of Bintang Pendidikan Indonesia 3 (2) (2025) 292-309.
- [12] D. Setiana, A.N. Amelia, Implementation of e-learning on students' learning interests during the Covid-19 pandemic, Basicedu Journal 6 (1) (2022), doi:10.31004/basicedu.v6i1.1899.
- [13] E.A. Silitonga, I. Magdalena, Student learning style at Cikokol 2 State Elementary School 2 Tangerang, PENSA: Journal of Education and Social Sciences 2 (1) (2020) 17-22.
- [14] Sudiantini et al., The effect of Tri Hita Karana-based Visualization, Auditory, Kinesthetic (VAK) learning model on PKn knowledge competence, 2019.
- [15] Sugiyono, Quantitative, Qualitative, and R&D Research Methods, Alfabeta, 2013.
- [16] Sugiyono, Quantitative, Qualitative, and R&D Research Methods, Alfabeta, 2017.
- [17] Suriaman, The Application of the VAK-based learning model in improving PPKn engagement and learning outcomes, 2024.
- [18] Triyan, DePorter: VAK learning model, 2019.
- [19] Zamhari, D. Noviani, Zainuddin, The development of education in Indonesia, MORFOLOGY: Journal of Education, Language, Literature and Culture 1 (5) (2023) 1-10.