

The Implementation of the Visual, Auditory, Kinesthetic (VAK) Learning Model to Improve Students' Learning Motivation in Science and Social Studies (IPAS) for Grade V at UPTD SD Negeri 45 Parepare

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Abstract

The main problem in this study is the low quality of the learning process and students' learning motivation in Grade V. This study aims to improve the learning process and students' learning motivation. The approach used is a qualitative approach with a classroom action research (CAR) design. The research subjects consisted of one teacher and 19 students of Grade V at UPTD SDN 45 Parepare in the 2024/2025 academic year, including 13 male students and 6 female students. The research was carried out in two cycles, with four stages: planning, implementation, observation, and reflection. Data were collected through observation, documentation, and questionnaires. The results of the study concluded that the implementation of the Visual, Auditory, Kinesthetic (VAK) learning model can improve the quality of the learning process. This is evident from the increased student engagement in the learning process, better focus and cooperation among students in completing group tasks, as well as a more enjoyable classroom atmosphere. The quality of the learning process and students' learning motivation were found to improve, as shown by the questionnaire data filled in by the students. In Cycle I, the observations of the learning process and students' motivation were categorized as Fair (C), while in Cycle II, both the teacher's learning process aspect and students' learning motivation improved to the Good (B) category. In conclusion, the implementation of the VAK learning model can enhance the learning process and students' learning motivation in IPAS learning.

Keyword: Visual Auditory Kinesthetic (VAK) Model, Learning Motivation, IPAS



INTRODUCTION

Education is a fundamental aspect in shaping the quality and character of individuals as well as an essential foundation for national development. Law Number 12 of 2012 emphasizes that education is a conscious effort to develop students' potential in spiritual, intellectual, and social dimensions. Along with the advancement of science and technology, Indonesia's curriculum continues to be refined, one of which is the implementation of the *Merdeka Curriculum*, which emphasizes character-based learning tailored to students' talents and interests. Within this curriculum, the subject of Science and Social Studies (IPAS) emerges as an integration of Natural Sciences (IPA) and Social Sciences (IPS), designed to help students understand natural and social phenomena in a holistic manner (Parni, 2020; Ramadhan et al., 2024).

However, observations in Grade V of UPTD SD Negeri 45 Parepare revealed that students' learning motivation in IPAS lessons remains low. This issue arises due to teachers' tendency to dominate the learning process, limited use of teaching media, and insufficient efforts to motivate and engage students. On the students' side, they tend to be passive, easily bored, and struggle to comprehend the material. In fact, learning motivation plays a crucial role in fostering enthusiasm, engagement, and academic success (Arianti, 2020).

One alternative solution is the implementation of the Visual, Auditory, Kinesthetic (VAK) learning model, which accommodates students' diverse learning styles. This model optimizes visual, auditory, and kinesthetic aspects to create active, enjoyable, and meaningful learning experiences (Trianasari et al., 2019; Wahyuni & Win, 2019). Several previous studies (Rini, 2018; Aisyah, 2019; Ependi, 2022; Lestari, 2023; Nurlina, 2022) have also demonstrated the effectiveness of the VAK model in enhancing students' motivation, interest, participation, and learning outcomes.

Based on this background, the researcher conducted a study entitled "The Implementation of the Visual, Auditory, Kinesthetic (VAK) Learning Model to Improve Students' Learning Motivation in Science and Social Studies (IPAS) for Grade V at UPTD SD Negeri 45 Parepare."

METHOD

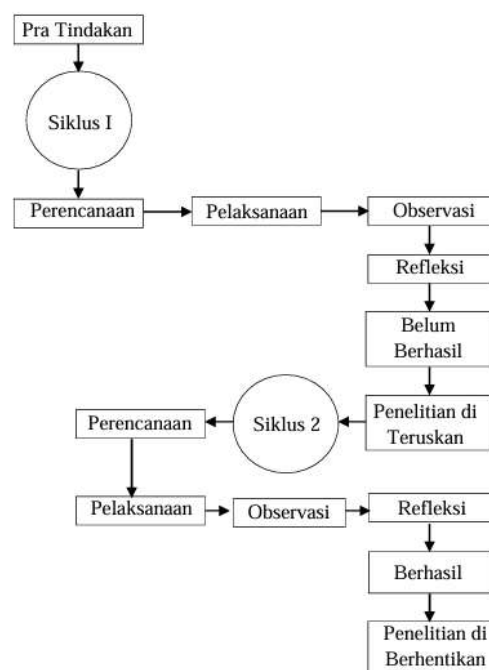
This study employed a qualitative approach aimed at describing teachers' and students' activities in the learning process in a natural and holistic manner. This approach was chosen because it is effective in exploring meanings, concepts, and factual realities in the field through descriptive analysis that emphasizes process and participants' perspectives (Fadli, 2021;



Waruwu, 2023; Zainal et al., 2023; Kaharuddin, 2021).

The type of research used was Classroom Action Research (CAR), which is conducted collaboratively by teachers to improve the quality of learning processes and outcomes through cyclical actions (Lukman et al., 2023; Kusuma in Arifin & Abduh, 2021; Machali, 2022; Maryam et al., 2023). CAR was selected because it is suitable for addressing the problem of low student motivation, with stages including planning, implementation, observation, and reflection.

The research design referred to the Kemmis and McTaggart model, which consists of four main components: planning, action, observation, and reflection. This model was applied to test the effectiveness of the Visual, Auditory, Kinesthetic (VAK) learning model in improving students' learning motivation in Science and Social Studies (IPAS) for Grade V at UPTD SD Negeri 45 Parepare.



Gambar 1. Bagan Model PTK Kemmis dan Mc. Tanggart

This study was carried out in cycles with four recurring stages: planning, action, observation, and reflection, repeated until the objectives were achieved. The research subjects consisted of 20 participants, namely 19 students (13 male, 6 female) and one Grade V teacher at UPTD SD Negeri 45 Parepare, during the second semester of the 2025/2026 academic year. This school was selected because it was relevant to the research problem and received support from the school administration.

Data were collected through observation, questionnaires, and documentation. Observation was used to record teacher and student activities during IPAS learning. The questionnaire contained 25 statements based on Uno's motivation indicators (achievement desire, learning drive, future expectations, recognition, engaging activities, and conducive learning conditions). Documentation, such as archives, photos, and videos, was used as supporting evidence. Research instruments included observation sheets, motivation questionnaires, and documentation, all of which were designed to obtain valid data on students' learning motivation in the implementation of the Visual, Auditory, Kinesthetic (VAK) model.

Documentation in this study consisted of data obtained from the principal and class teacher regarding the students, along with archives as evidence of the research implementation, including photos and videos of classroom learning activities in Grade V at UPTD SD Negeri 45 Parepare. Data analysis was conducted simultaneously through three stages: data condensation, data display, and conclusion drawing. Data condensation involved the process of selecting, focusing, and transforming data to align with the research focus. Data display was conducted by organizing information in the form of matrices, graphs, or charts to facilitate analysis. Conclusion drawing was carried out by summarizing the data from the beginning to the end of the study and comparing the findings with the theoretical concepts used, thereby producing accurate and valid results.

RESULTS

This research began with an initial observation at UPTD SD Negeri 45 Parepare to identify learning problems. The results of the observation indicated that students' learning motivation in the IPAS subject was low, influenced by both teacher and student factors. To address this issue, the researcher conducted Classroom Action Research (CAR) by applying the Visual, Auditory, Kinesthetic (VAK) learning model in the topic "How is My Indonesia Shaped?" for Grade V students. The study was carried out in two cycles, each consisting of planning, implementation, observation, and reflection stages. Each meeting lasted 70 minutes (2 × 35 minutes), with Cycle I conducted on February 19–20, 2025, and Cycle II on February 24–25, 2025.

Data Presentation of Cycle I

The research began with a planning stage that included curriculum review, preparation of a teaching module using the Visual, Auditory, Kinesthetic (VAK) model, preparation of group worksheets (LKK), motivation questionnaire instruments, observation sheets, evaluation sheets, and documentation tools. During the implementation stage, the researcher acted as the teacher,

while the homeroom teacher served as the observer. Cycle I was conducted in two meetings (February 19 and 20, 2025) with the topic “Maps and the Geographical Location of Indonesia.” The learning process followed the four syntaxes of the VAK model—preparation, delivery, practice, and performance—combined with introductory, core, and closing activities.

During the observation stage, the homeroom teacher acted as the observer, referring to the indicators of teacher and student activities. The results showed that the teacher carried out 9 out of 12 indicators with an achievement percentage of 75% (Fair category), while student activity reached an average of 56% (Poor category). These findings indicate that the implementation of the VAK model in Cycle I had not yet achieved the success criteria. In the reflection stage, the observation results were analyzed to identify weaknesses in the learning process from both teacher and student aspects, serving as the basis for improvement in the next cycle to increase students’ learning motivation.

Process Reflection

1. Teacher’s Process Reflection

The percentage of the teacher’s implementation of the Visual, Auditory, Kinesthetic (VAK) learning model in Cycle I was categorized as Fair (C), with an achievement of 75%. The aspects requiring reflection included the need for the teacher to pay closer attention to the indicators in each step of the learning model, particularly in the first stage (preparation), the second stage (delivery), and the fourth stage (performance). Some indicators that were still in the Fair category included: the teacher giving stimulus questions as an introduction to the lesson, asking several questions related to the learning material, and guiding other groups to respond to the presentations of their peers.

2. Students’ Process Reflection

The percentage of student achievement in the learning process using the Visual, Auditory, Kinesthetic (VAK) model did not meet the success indicators, resulting in a Poor (K) qualification with 56%. This was partly due to the absence of six students during Cycle I meetings, so only 13 students were recorded. The critical steps requiring attention were the second (delivery) and fourth (performance) stages. At the delivery stage, students did not respond adequately to the teacher’s explanation, with only 54% of the 13 students showing participation. At the performance stage, students were still weak in responding to group presentations with questions, suggestions, or additional answers, with only 47% participation.

Reflection on Learning Motivation

The results of the motivation questionnaire for Grade V students at UPTD SD Negeri 45 Parepare in Cycle I showed that motivation had not yet reached the high–very high category according to the indicators. Nevertheless, the implementation of the Visual, Auditory, Kinesthetic (VAK) model had fostered enthusiasm, learning spirit, and student engagement through the use of audio-visual media and teaching aids. The researcher’s reflection identified several challenges: lack of focus and activeness of some students during group work, limited responses to teacher questions, difficulty in understanding material without written notes, limited teacher skills in delivering material and managing the class, and students’ reluctance or shyness in presenting. The questionnaire results were then analyzed using five assessment categories based on score intervals to determine the overall level of student learning motivation in Cycle I.

Table 1. Results of Students’ Learning Motivation Questionnaire in Cycle I

No	Interval	Category	Frequency	Percentage
1	25 – 40	Sangat Rendah	0	0%
2	41 – 55	Low	1	8%
3	56 – 70	Moderate	5	38%
4	71 – 85	High	6	46%
5	86 – 100	Very High	1	8%
	Total		13	100%

Based on the table above, it can be concluded that the categorization of students’ learning motivation questionnaire results showed that out of 19 students, 6 students (46%) had not yet reached the high to very high category. Since several shortcomings were identified and the indicators of process and outcomes had not been fully achieved, the classroom action research was continued to Cycle II.

1. Data Presentation of Cycle II

In Cycle II, learning activities were carried out to address the weaknesses found in Cycle I, with the topic “Indonesia’s Rich Biodiversity” using the Visual, Auditory, Kinesthetic (VAK) learning model. The planning focused on preparing a teaching module, designing ice-breaking activities, stimulus activities, group worksheets (LKK), evaluation instruments, and documentation. The implementation was conducted in two meetings (February 24–25, 2025), with the researcher acting as the teacher and the homeroom teacher as the observer. The

learning process followed the four syntaxes of the VAK model: preparation, delivery (using videos and picture cards), practice (through group work and concept maps), and performance (via group presentations and discussions).

Observation results showed that teacher activity reached 91% (Good category), while student activity averaged 94% (Good category). These results indicate a significant improvement compared to Cycle I, both in terms of engagement and learning motivation. The reflection of Cycle II concluded that the implementation of the VAK model successfully improved the learning process and students' motivation in IPAS in accordance with the established indicators.

Process Reflection

1. Teacher's Process Reflection

The percentage of teacher performance in implementing the Visual, Auditory, Kinesthetic (VAK) learning model in Cycle II reached 91%, categorized as Good (B). This indicates that the success indicator had been achieved, namely when $\geq 76\%$ of the indicators in the VAK learning steps are classified as Good.

2. Students' Process Reflection

The percentage of students' performance in the learning process using the VAK model in Cycle II also met the success indicator, with a score of 91% in the Good (B) category. This shows that the learning process from the students' aspect was carried out effectively.

Reflection on Learning Motivation

The results of the motivation questionnaire for Grade V students at UPTD SD Negeri 45 Parepare in Cycle II showed that students' motivation had reached the High category, in line with the established indicators. Compared to Cycle I, there was notable progress in students' learning motivation: students became more focused when working on group tasks, demonstrated better cooperation to complete assignments, and responded more actively to teachers' questions related to the lesson being studied. To measure the level of motivation in Cycle II, the researcher distributed questionnaires to all Grade V students. The results were then classified into five categories based on score intervals.

Tabel 2. Results of Students' Learning Motivation Questionnaire in Cycle II

No	Interval	Category	Frequency	Percentage
1	25 – 40	Sangat Rendah	0	0%
2	41 – 55	Low	0	11%

3	56 – 70	Moderate	2	47%
4	71 – 85	High	7	37%
5	86 – 100	Very High	10	5%
Total			19	100%

The achievement of the learning motivation questionnaire distributed in Cycle II to 19 students showed that the overall qualification was in the *High* category, with a percentage of more than 75%. Based on the overall results of the activities carried out in Cycles I and II, it can be concluded that the implementation of Cycle II has met the predetermined success indicators, so the research did not need to continue to the next cycle and was therefore concluded. The researcher had carried out the teaching and learning process well during this classroom action research, although there are still aspects that need improvement based on feedback from the fifth-grade homeroom teacher, particularly classroom management and the effective use of lesson time.

DISCUSSION

This research is a type of Classroom Action Research (CAR). It was conducted as an effort to improve the learning motivation of fifth-grade students of UPTD SD Negeri 45 Parepare in the subject of IPAS through the implementation of the Visual, Auditory, Kinesthetic (VAK) learning model. The research was carried out at UPTD SD Negeri 45 Parepare, City of Parepare, South Sulawesi. The research subjects consisted of 19 fifth-grade students (13 male and 6 female) and one homeroom teacher.

The CAR consisted of two cycles, each with two meetings. Cycle I was conducted on Wednesday, February 19, 2025, and Thursday, February 20, 2025, while Cycle II was conducted on Monday, February 24, 2025, and Tuesday, February 25, 2025. The learning material in Cycle I was *"Maps and the Geographical Location of Indonesia"*, while Cycle II covered the topic *"Biodiversity and the Utilization of Natural Resources."* The implementation followed the CAR procedure consisting of planning, implementation, observation, and reflection by applying the steps of the VAK learning model as outlined by Shoimin (Hardiyanti et al., 2023), who stated that the stages of VAK include four phases: preparation (introduction), delivery (exploration), practice (elaboration), and performance (confirmation).

The application of the VAK model in Cycle I already had an impact on student motivation, such as making the learning process more enjoyable. This is in line with Mulabbiyah et al. (2019), who argued that the VAK model makes the learning process more meaningful because it

accommodates three learning styles suited to students' preferences and directly involves them in group activities with peers. Furthermore, Musbaing (2021) noted that one of the strengths of this model is that it enhances students' creativity and activeness, which can be optimally expressed in class.

Based on the data from Cycle I, teacher activity was in the *Fair* (C) category, while student activity was in the *Poor* (K) category. Thus, it can be concluded that both teacher and student activities in Cycle I were not yet optimal, as they did not meet the success criteria adapted from Djemarah (Hakim et al., 2022), namely > 76% with a *Good* (B) category.

In Cycle II, observations showed that the teacher's implementation of the VAK model resulted in increased student motivation. Students were able to collaborate during discussions, and the learning process became more enjoyable and effective. This is consistent with Musfirah et al. (2024), who emphasized that increasing student motivation is an important step to help them achieve optimal and holistic development. The use of the VAK model provides significant benefits by adapting to diverse learning styles—visual, auditory, and kinesthetic. Trianasari et al. (2019) also asserted that applying this model makes learning more engaging and effective by integrating these three learning modalities, allowing students to practice and develop their abilities and potential. Similarly, Russel (in Trianasari et al., 2019) explained that one of the strengths of the VAK model is its effectiveness in integrating multiple learning styles, thus training and fostering students' potential.

The results of teacher and student activity observations in Cycle II indicated that both fell into the *Good* (B) category. This shows that the achievement percentage had reached the expected success indicator, namely $\geq 76\%$ of the steps of the VAK model being implemented at the *Good* level. From Cycles I and II, it can be concluded that the average student motivation in Cycle I was 70%, categorized as *Moderate*, while in Cycle II, the average increased to 83%, categorized as *High/Very Good*.

According to the success indicators adapted from Djemarah (Hakim et al., 2022) for the learning process and Hamzah (Utami et al., 2023) for learning motivation, the process is considered successful when $\geq 76\%$, and motivation is considered successful when $\geq 81\%$. Therefore, it can be concluded that applying the VAK model in IPAS lessons with the topic "*My Wealthy Indonesia*" in fifth grade at UPTD SD Negeri 45 Parepare improved both the learning process and student motivation. Consequently, the research was deemed successful and concluded at Cycle II.

Based on the two research cycles, it can be concluded that the VAK learning model can improve both the learning process and student motivation in IPAS lessons for fifth-grade



students at UPTD SD Negeri 45 Parepare. The improvement was evident from increased student engagement in the learning process, greater focus and collaboration in group tasks, and a more enjoyable learning atmosphere. The results of observations and motivation questionnaires showed a clear improvement from Cycle I to Cycle II.

Thus, the VAK model is effective as an alternative learning strategy that aligns with students' learning styles and fosters their motivation. This finding is consistent with previous studies, such as Rini (2018), who concluded that the VAK model effectively enhances student motivation; Ependi (2022), who found that VAK influences student motivation and activeness; and Lestari (2023), who noted that the VAK model can increase students' interest and motivation. A key difference between those studies and the present research is that earlier studies did not employ visual/audio-visual learning media, whereas this study integrated such tools to support the learning process.

CONCLUSION

Based on the research questions and the results of the study, it can be concluded that the implementation of the **Visual, Auditory, Kinesthetic (VAK)** learning model can improve the learning process of students in the IPAS subject on the topic "*Bagaimana Bentuk Indonesiaku*" in Grade V of UPTD SD Negeri 45 Parepare, and the implementation of the **Visual, Auditory, Kinesthetic (VAK)** learning model can also increase students' learning motivation in the IPAS subject on the topic "*Bagaimana Bentuk Indonesiaku*" in Grade V of UPTD SD Negeri 45 Parepare.

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