

## Learning in Style: Unlocking the Key to Individual Learning Effectiveness in the Digital Age

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### ABSTRACT

In the digital age, personalization of learning is crucial to overcome the limitations of a 'one-size-fits-all' approach. This study explores the relationship between learning styles, learning effectiveness, and the role of technology as a personalization enabler. Through a systematic literature study method with thematic content analysis, this study synthesizes various academic sources. The results of the study show that aligning teaching methods with learning styles (visual, auditory, kinesthetic) can improve understanding and reduce cognitive load. It was also found that technologies such as adaptive platforms and AI are key accelerators of personalization, which drives the shift of the role of teachers to facilitators and students to independent learners. It is concluded that the integration of learning styles in educational technology design is a concrete strategy to create inclusive and effective learning.

## INTRODUCTION

Entering the digital era, the education landscape has undergone a fundamental transformation. Advances in information and communication technology are opening up new opportunities to address one of the most classic challenges in education: how to create a relevant and effective learning experience for each individual. However, conventional learning methods that tend to apply a *'one-size-fits-all'* approach, often fail to accommodate the unique diversity that exists in each learner. Differences in learning speed, knowledge background, interests, and most importantly, learning styles, make monolithic methods less effective and potentially hinder students' potential. Therefore, personalized learning emerged as a must to maximize the potential of every learner.

Answering these challenges, this journal aims to explore in depth the fundamental relationship between individual learning styles and the level of learning effectiveness achieved. Furthermore, this paper will examine the urgency of understanding learning styles as the main foundation in designing and implementing personalized learning strategies supported by technology. To achieve this goal, this research is focused on answering two main research questions:

1. How does learning style significantly affect an individual's effectiveness and learning outcomes?
2. What is the role of technology in facilitating and supporting the process of personalizing learning based on the identification of students' learning styles?

## LITERATURE REVIEW

This literature review will examine the three conceptual pillars that form the foundation of this research:

1. Theories about learning styles and their models
2. The Concept of Learning Personalization in the Context of the Digital Era
3. The role of technology, especially artificial intelligence, in realizing adaptive learning.

### *Learning Style Concepts and Models*

Learning style is generally defined as an individual's unique preference or tendency to absorb, process and manage information in a learning process (Putra, 2019). This concept is based on the assumption that there is no one teaching method that is effective for everyone because each individual has a way of learning that is most comfortable and efficient for him or her. Of the various models available, the Visual, Auditory and Kinesthetic (VAK) framework is one of the most popular and easy to apply in a classroom context. This model classifies learners based on their dominant sensory modality:

Visual learners tend to learn best through visual stimuli such as diagrams, graphs, videos and demonstrations. They rely on vision to understand and remember information.

Auditory learners rely more on hearing. They learn effectively through lectures, group discussions, listening to audio recordings and verbal explanations.

Kinesthetic learners learn optimally through physical experience, movement and touch. Activities such as hands-on practice, experiments, simulations and projects that involve "doing" something are very effective for them.

Nonetheless, it is important to recognize that the empirical validity of rigid learning style models is still a matter of debate among academics. Some critics argue that strictly labeling students can be counterproductive (Hidayat, 2022). However, in this study, the concept of learning styles is not used as a rigid diagnostic tool, but rather as a heuristic framework that encourages educators to diversify their teaching methods. In other words, instead of labeling students, educators are encouraged to provide materials in multiple formats (visual, auditory and kinesthetic) to ensure that each student has the opportunity to connect with the materials through the pathway that suits him or her best. *Personalisasi Pembelajaran di Era Digital*

Personalized learning is a pedagogical approach that aims to tailor learning experiences including goals, content, methods, and pace of learning to suit each individual's unique needs, interests, and strengths. It is the antithesis of the "one-size-fits-all" industry model that has long dominated the education landscape (Ministry of Education K.R.-2., 2020). In the digital era, the urgency of personalization has increased along with the awareness of the tremendous diversity of students. Digital transformation in education is not just about moving materials to online formats, but about harnessing the power of technology to create more relevant, flexible, and ultimately, more effective learning pathways for every child.

### ***The Role of Technology in Realizing Adaptive Learning***

Large-scale personalization efforts are almost impossible for a teacher in a conventional classroom without the help of technology. This is where adaptive learning platforms and artificial intelligence (AI) play a crucial role.

Adaptive learning platforms use algorithms to analyze student performance data in real-time. Based on quiz answers, learning pace, and other interactions, the system can automatically adjust the difficulty level of the material, recommend additional learning resources, or present concepts in different formats. Furthermore, AI takes these capabilities to a more sophisticated level. Not only can it adapt, but it can also predict areas where a student might struggle, provide instant and in-depth feedback, and even help generate new learning content tailored to the user's profile (Hakim, 2023). As such, it serves as a virtual "personal tutor" capable of serving thousands of students simultaneously with a deep level of personalization.

### ***Literature Synthesis and Research Position***

From the above literature review, it can be synthesized that: (1) learning styles, when viewed as a framework for diversification, offer a student-centered approach; (2) personalization of learning is a key pedagogical goal in the digital age to serve the diversity of learners; and (3) technologies such as adaptive platforms and AI provide powerful technical means to realize such personalization.

However, much of the literature discusses these three concepts separately. There is still a gap in research that explicitly weaves these three elements into a unified conceptual framework, especially in the context of education in Indonesia. Therefore, this research aims to fill this gap by conducting a systematic literature study that explores how an understanding of learning styles can serve as a philosophical and practical foundation in designing and implementing effective learning personalization through technology. (Deak, 2024)

## METHODOLOGY

This research was designed as a qualitative study using the systematic literature review method. This approach was chosen as it is most relevant to achieve the research objective, which is to identify, evaluate and synthesize existing research findings on the relationship between learning styles, learning effectiveness and technology-based personalization in the digital era. This method allows researchers to build a comprehensive and in-depth understanding based on the foundation of proven scientific works (Saefullah, 2020).

The research process was conducted through several systematic stages as follows:

### *Data Sources and Search Strategy*

The data sources for this study were relevant academic literature and professional reports. The types of sources include:

- 1) Scientific Journals: Peer-reviewed articles from the disciplines of education, psychology, and information technology.
- 2) Books and Book Chapters: Works from academic publishers that discuss in depth learning style theory, digital pedagogy, and artificial intelligence in education.
- 3) Digital Education Reports: Reports published by leading research institutions, governments or educational organizations on trends and implementation of technology in learning.

The literature search was conducted online through reputable digital academic databases, such as Google Scholar, Scopus, ERIC (Education Resources Information Center), and ProQuest. The keywords used in the search included a combination of the following terms in Bahasa Indonesia and English: ("gaya belajar OR learning styles)

AND (pembelajaran personal OR personalized learning OR individualized instruction)

AND (teknologi pendidikan OR educational technology OR edtech)

AND (adaptive learning OR AI in education)

### *Literature Selection Criteria (Inclusion and Exclusion)*

Not all literature found will be used. The selection process was based on strict criteria to ensure the relevance and quality of the data. The use of clear inclusion and exclusion criteria is a fundamental principle in systematic literature studies to maintain objectivity and reduce researcher bias (Hermawan, 2019).

Inclusion Criteria (Criteria that must be met):

1. **Topic Relevance:** The literature explicitly addresses the relationship between at least two of the three main concepts: learning styles, personalized learning, and educational technology.
2. **Time Span:** Publications were published within the last 15 years (2010-2025) to ensure the discussion focuses on the modern digital era.
3. **Source Quality:** Articles come from peer-reviewed journals, academic books, or reports from credible institutions.
4. **Language:** Literature is written in Indonesian or English.

Exclusion Criteria (Criteria for which the literature was not used):

1. Articles that are opinion, editorials, or blog posts that are not based on empirical data.
2. Studies that only addressed learning styles in a non-academic or technological context outside of an educational context.
3. Outdated literature where the theory has been heavily revised by more recent research.

### *Data Analysis Technique*

The data collected from the selected literature were analyzed using thematic content analysis techniques (Bachtiar, 2021). The analysis process was carried out with the following steps:

1. **Coding:** Each selected piece of literature was read in depth to identify and code important concepts, arguments, findings, and evidence relevant to the research questions.
2. **Theme Identification:** The codes were then grouped together based on similarities to form key themes. These themes included "The Influence of Learning Style on Effectiveness", "The Role of Technology in Personalization", and "Implications for Educators and Learners".

**Narrative Synthesis:** The identified themes were then synthesized and organized narratively. This process involves comparing, integrating and interpreting findings from multiple sources to build a cohesive argument and comprehensively address the research objectives, as presented in the Discussion chapter.

## **RESEARCH RESULTS**

Based on a thematic content analysis of the selected literature, three main themes consistently emerged and were interconnected. The findings of each theme are presented objectively below.

### *Significant Influence of Learning Style on Learning Process*

From the literature analyzed, there is a consensus that there is a positive relationship between the suitability of teaching methods to students' learning styles and learning effectiveness. A large number of studies report that students show higher levels of understanding, engagement and retention of information when the material is presented in a format that suits their preferences (visual, auditory or kinesthetic) (Susilo, 2020). The main mechanism identified to explain this phenomenon is the reduction of cognitive load, which allows students to focus more on the substance of the material.

### ***Technology as a Key Accelerator of Learning Personalization***

The literature consistently places technology, particularly adaptive learning platforms and artificial intelligence (AI), as key accelerators enabling personalization of learning at scale (Rahardjo, 2021). It was found that these platforms have the capability to track user interactions in real-time and automatically adjust learning flows, difficulty levels, as well as content delivery formats. Case studies show the successful implementation of this technology in various forms, from adaptive language learning applications to the utilization of virtual labs to accommodate kinesthetic learners.

### ***Paradigm Shift in the Role of Educators and Learners***

A third theme that emerges from the literature analysis is the implications of learning personalization on the role of key actors in education. The literature emphasizes the shift in the role of teachers from a conveyor of information to a facilitator, mentor, and designer of learning experiences (Kementerian Pendidikan K. R., *Peran Guru Sebagai Fasilitator Pembelajaran*, 2022). Along with that, the role of students also transforms from passive recipients to active and independent learners. Concepts such as the development of metacognition skills and learning autonomy are often identified as the expected positive outcomes of the implementation of a personalized learning environment.

## **DISCUSSION**

### ***The Fundamental Influence of Learning Styles on Learning Effectiveness***

The analysis conducted in this study consistently shows that learning style has a direct and significant influence on the level of individual learning effectiveness. These findings reaffirm the hypothesis that when the method of delivering material is consciously adjusted to students' learning preferences, be it visual, auditory, or kinesthetic, there is a marked increase in understanding, information retention, and engagement. This happens because these adjustments are able to reduce unnecessary *cognitive load* (Sari, 2021). Students no longer have to "struggle" to translate material into a format they can digest, so that their mental energy can be fully focused on understanding the core concepts. In addition, this suitability also has a positive impact on affective aspects, such as increasing students' intrinsic motivation and confidence in dealing with material that is considered difficult.

To illustrate the real impact of these adjustments, we can look at some examples of implementation in different learning environments.

1. Application in Conventional Classrooms Let's take the example of a Biology class that studies about the circulatory system. A teacher who understands the diversity of learning styles in his or her classroom will not rely solely on lecture methods and textbooks.
2. For visual students, he will provide large, detailed color diagrams, 3D animated videos of how the heart pumps blood, as well as have them create a mind *map* of circulatory flows.
3. For auditory students, teachers will lead dynamic group discussions, use analogies and verbal metaphors to explain capillary function, or even play a recording of heartbeat sounds for analysis.

4. Meanwhile, kinesthetic students will achieve a deep understanding when they engage in physical activities, such as making a model of a heart out of clay or performing a role play in which each student becomes a component of blood that moves within the "blood vessels" formed by the arrangement of tables and chairs.

In this scenario, even though the learning objectives are the same, the path to achieving that understanding is different. When teachers accommodate these three pathways, the effectiveness of learning across the classroom increases dramatically, not just for a few students.

1. The application in the Digital Learning Platform This influence is becoming more measurable and scalable in the digital age, which is the main focus of this journal. An *adaptive learning platform* can automatically detect and adjust content based on user interaction.
2. A user who identifies as a visual learner will more often be presented with material in the form of video tutorials, interactive modules with lots of images, and visual *drag-and-drop* based quizzes .
3. Users with auditory preferences will get access to materials in *podcast* or *audiobook format*, text-to-speech *readable transcripts*, and interactive webinar sessions.
4. For kinesthetic learners, the platform could provide virtual *lab simulations*, *coding* challenges that require them to build something, or problem-based projects that require them to apply theory directly in a digital scenario.

These concrete examples underline that the key to effectiveness is not the superiority of one learning style over another, but rather the creation of an *alignment* between instructional methods and the natural preferences of individuals. This is where the role of technology becomes crucial, which will be discussed further in the next section (Supardi, 2019).

### ***Technology-Based Learning Personalization: From Theory to Reality***

Following on from the finding that method customization is crucial, the next question is how this personalization can be implemented effectively and efficiently, especially at scale. The answer lies in the intelligent use of technology. This is where *adaptive learning platforms* and artificial intelligence (AI)-based learning play a central role, transforming personalization from an ideal concept into a measurable reality.

Adaptive learning platforms are designed to be more than just digital repositories of materials. The platform actively monitors each student's progress, interactions, and responses in *real-time*. Behind the scenes, the *machine learning* algorithm that is the brains of this system analyzes the data to build a unique learning profile for each individual. AI not only identifies whether an answer is correct or false, but also *how* students arrive at the answer, how long it takes, and what types of mistakes are often made (Budiman, 2022). The results of this analysis are then used to dynamically adjust the difficulty level, content format, and learning *path* to best suit the needs and learning styles of each student. Thus, technology makes it possible to realize virtual personal tutors for millions of students simultaneously.

The tangible manifestation of this technology-based personalization can be found in various applications and platforms that have successfully integrated accommodation into learning styles. Here are some concrete examples:

1. For Visual Learners: Apps like Canva or Miro allow students to summarize information in the form of infographics or compelling concept maps. Learning platforms like Khan Academy or Coursera are very effective for them because they present the majority of their content through explainer videos that come with animations and illustrations of digital whiteboards, allowing complex concepts to be clearly visualized.
2. For Auditory Learners: For them, language learning apps like Duolingo or Babbel that integrate voice recognition and interactive audio dialogue have been very effective. *Podcast* platforms like Spotify have also become libraries of science, where they can listen to in-depth lectures and discussions. In fact, the *text-to-speech* feature that is now standard on many devices is a crucial tool that can turn text into audio material.
3. For Kinesthetic Learners: This style of learning, which is often considered the most difficult to facilitate digitally, is now gaining a lot of medium. Coding platforms like Codecademy or freeCodeCamp use a '*learning by doing*' approach, where users must actively write code to progress. In the field of science, applications with virtual lab simulations such as PhET Interactive Simulations from the University of Colorado Boulder allow students to "perform" experiments, change variables, and see results directly without the need for physical equipment (Aminah, 2018).

The combination of intelligent AI and the wide range of applications available paves the way for a truly personalized learning ecosystem. In this ecosystem, technology is no longer just a tool for conveying information, but has transformed into a learning partner that understands and adapts to the uniqueness of each individual.

### ***Implications for Educators and Learners in the Digital Era***

The findings regarding the influence of learning styles and the potential of technology in personalization carry profound implications that demand a paradigm shift, for both educators and learners. Integrating this understanding into everyday practice is the next step that determines the success of learning in the digital age.

The first and most fundamental implication is for educators. The role of teachers must evolve from just a *content deliverer* to a facilitator and learning *experience designer* (Kementerian Pendidikan K. R., Peran Guru Sebagai Fasilitator Pembelajaran, 2022). For this reason, understanding of students' learning styles can no longer be considered as additional knowledge, but must be a core competency. This means that an educator needs to be equipped with the ability to make observations, use simple diagnostic tools, and most importantly, create various "entrances" into a subject matter. By providing materials in video, audio, text, project, and discussion formats, teachers open up opportunities for each student to find the path that is most recessive and effective for them, so that no student feels left behind just because of a monotonous delivery method.

However, this new role of educator cannot run optimally without the support of a larger system. The second implication is the need for an evolution towards a more flexible curriculum and the use of technology as a strategic tool. Rigid and overstructured curriculum is often a major barrier to personalization. Therefore, there needs to be greater space for project-based learning, self-exploration, and diverse formative assessments. This is where technology plays a role not as a substitute for teachers, but as a *powerful assistive tool*. Technology can automate the delivery of customized content, provide analytical data about student progress, and free up teachers' time from administrative tasks. Thus, teachers can focus more on aspects that are irreplaceable by machines: deep interaction, guidance, motivation, and a human touch. (Deak, Micro Teaching-Teori dan Praktek, 2024)

Finally, the implications are no less important for the learners themselves. In a personalized learning ecosystem, students are encouraged to be active agents in their education. They learn to recognize their own learning strengths and preferences (a process of metacognition) (Hidayati, 2019), Choose the most effective tools and resources, as well as take responsibility for their progress. This not only improves short-term academic outcomes, but also equips them with *lifelong learning* skills, a most crucial competency for adapting in an ever-changing world.

## CONCLUSIONS AND RECOMMENDATIONS

This study concludes that learning style is an essential key to the effectiveness of individual learning, where digital technologies such as adaptive platforms and artificial intelligence are the main accelerators for realizing personalization. Thus, the use of understanding learning styles in digital learning design becomes a concrete strategy to abandon the 'one for all' approach and create a more relevant, effective, and inclusive educational experience. (Reysti Ayu Lestari, 2023)

Based on this, it is recommended that there be a close synergy between educators and educational technology developers. Educators need to continue to improve their competence in diagnosing learning styles and leveraging institution-supported technology through flexible training and curriculum. (Deak, Kajian Kurikulum Pendidikan Menengah dan Tinggi: Teori dan Implementasi, 2021) On the other hand, developers should prioritize pedagogical value by involving educators in the design process to ensure that the technology created is easy to use and truly addresses learning needs. Further research is recommended to examine the long-term impact of this approach as well as its possible application in diverse socio-economic contexts to ensure equitable distribution of the quality of education.

## ADVANCED RESEARCH

Although this systematic literature review has succeeded in developing a conceptual framework that connects learning styles, learning effectiveness, and personalization technologies, there are opportunities to deepen and validate these findings through future empirical research. Based on the findings and

conclusions that have been drawn, here are some recommended directions for further research:

### ***Empirical Validation through Case Studies and Classroom Action Research (PTK)***

Current research is theoretical based on a synthesis of the literature. The crucial next step is to test this framework in a real context. Advanced research can take the form of in-depth case studies in one or more schools that have implemented adaptive learning platforms. In addition, Classroom Action Research (PTK) can be designed in which teachers actively implement teaching strategies that accommodate the technology-assisted learning styles of VAK, then measure their impact directly on student motivation, engagement, and learning outcomes compared to the control group. (Victor Deak, 2021)

### ***Long-Term Impact Analysis (Longitudinal Study)***

Many studies tend to measure the impact of an educational intervention in the short term (e.g., one semester). Longitudinal follow-up research is needed to understand the long-term effects of personalized learning. This kind of study can follow a single cohort of students for several years to answer questions such as: Does this approach continuously improve students' metacognition skills and learning independence? Has there been a positive impact on their career choices or lifelong interest in learning?

### ***Contextualization and Equity Issues in the Indonesian Context***

The effectiveness of an educational technology depends on the context of its implementation. Further research needs to specifically examine the challenges and opportunities for the implementation of personalized learning in various regions in Indonesia, especially those facing the issue of digital divide) (Pira Pira, 2022). A comparative study between schools in urban areas with abundant resources and schools in disadvantaged, frontier, and outermost (3T) areas will provide valuable insights. The question that can be explored is: How can the principle of personalization of learning be adapted in a low-tech environment?

### ***Development and Innovation of Pedagogical Technology***

Research in the fields of computer science and education can collaborate more closely to develop more sophisticated learning platforms. Advanced research may focus on:

1. Learning Style Detection Algorithm: Develop and test the effectiveness of machine learning algorithms that are able to automatically and accurately identify students' learning preferences from only their interaction data (without the need for manual tests).
2. Adaptive Interface Design (Adaptive UI/UX): Designing and researching user interfaces that not only present different content, but also change the layout and way they interact to suit the user's visual, auditory, or kinesthetic preferences.
3. By pursuing this research direction, the academic community and education practitioners in Indonesia can move from conceptual understanding to

evidence-based implementation, as well as ensure that digital education innovations can be benefited fairly and equitably by all students.

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