

The Correlation Between Visual Learning Style and Students' Interest in Islamic Religious and Character Education

Fadli*, Uswatun Khasanah, Zahra Rahmatika

Universitas Islam Negeri Raden Intan Lampung, Indonesia

* fadlialfariz906@gmail.com (Primary Contact)

ABSTRACT

This study aims to analyze the relationship between visual learning style and students' interest in Islamic Religious and Character Education among tenth-grade students at SMA Negeri 17 Bandar Lampung. It was hypothesized that students with a stronger visual learning style would demonstrate higher interest in learning. The research employed a quantitative correlational design using the ex-post facto method. The population consisted of 120 students, with 54 selected as the sample. Data were collected through a Likert-scale questionnaire tested for validity and reliability. Cronbach's Alpha values were 0.769 for visual learning style and 0.716 for learning interest, indicating reliable instruments. Data analysis included prerequisite tests, correlation, and simple regression. Results showed a positive and significant relationship, with a correlation coefficient of 0.461 and significance value of 0.010. The coefficient of determination of 0.212 indicates that visual learning style contributes 21.2% to students' learning interest in Islamic Religious and Character Education context.

Keywords

Visual Learning Style,
Learning Interest,
Islamic Religious and
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1. INTRODUCTION

Education refers to every effort, influence, guidance, protection, and support provided to children until they reach maturity, or more precisely, assistance that enables them to become capable of carrying out their own life responsibilities independently (Wahyudi dkk., 2025). As human life becomes increasingly modern, the importance of education also grows. Therefore, education should be implemented in an equitable, effective, and efficient manner (Irwan, 2025). Therefore, education becomes an inseparable part of human life. The success of the teaching and learning process continues to develop and change in accordance with the progress of the times and the evolving needs of society. The importance of fostering students' learning interest and motivation is also consistent with Islamic teachings, which strongly emphasize the value of knowledge. As stated in the Qur'an, Surah Az-Zumar verse 9, Allah SWT says:

أَمَّنْ هُوَ قَانِتٌ آنَاءَ اللَّيْلِ سَاجِدًا وَقَائِمًا يَحْذَرُ الْآخِرَةَ وَيَرْجُوا رَحْمَةَ رَبِّهِ قُلْ هَلْ يَسْتَوِي الَّذِينَ
يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ ۗ إِنَّمَا يَتَذَكَّرُ أُولُو الْأَلْبَابِ

Meaning: *“Is the one who worships during the night, prostrating and standing in devotion, mindful of the punishment of the Hereafter and hoping for the mercy of his Lord, equal to others? Say, O Prophet Muhammad, ‘Are those who possess knowledge equal to those who do not know?’ Indeed, only people of understanding are able to take lessons and reflect.”*

The verse emphasizes the virtue of those who possess knowledge, which is attained through a sincere and dedicated learning process. In the Islamic perspective, the process of acquiring knowledge is closely related to *tafakkur* (reflective thinking), which encourages individuals to observe, contemplate, and derive meaning from what they see. This reflective activity aligns with visual learning processes, where students construct understanding through observation of images, symbols, and visual representations. In the context of education, this verse therefore serves as a spiritual motivation to encourage students’ interest and motivation in learning as a form of worship. Its relevance lies in the importance of implementing learning strategies that can foster intrinsic motivation and enhance students’ active engagement in the learning process.

Pebria et al., (2024) defines interest as an individual’s inclination, desire, attention, and active engagement in a particular activity that emerges from intrinsic motivation rather than external pressure. In educational settings, students’ learning interest plays a significant role in supporting academic achievement. Interest that arises from internal motivation is generally more powerful than external influences, although external factors continue to contribute to the learning process (Wafa & Darmawan, 2025). Learning interest is influenced by internal factors, including both physiological and psychological aspects, and is reflected in focused attention, feelings of enjoyment, curiosity, and the willingness to actively participate in the learning process. Conceptually, learning interest consists of three main components: cognition (perception), emotion (feeling), and conation (will), which are interconnected and collectively influence students’ learning behavior (Hidayat dkk., 2025). Interest also involves cognitive and emotional aspects. Cognitively, it encourages the understanding of information, while emotionally it influences individuals’ choices and actions. Therefore, when students’ learning interest develops positively, learning outcomes tend to be more optimal, particularly in Islamic Religious and Character Education, which emphasizes the development of both knowledge and values (Guo & Fryer, 2025).

Ideally, the teaching of Islamic Religious and Character Education should be designed in alignment with students’ characteristics and learning needs so that their interest in learning can be developed effectively (Mardiah, 2024). Every student possesses unique learning preferences, including visual learning style, which emphasizes the use of visual perception as the primary means of understanding information (Roby dkk., 2024). Consequently, Islamic Religious and Character Education should be presented through attractive visual media and instructional strategies, including images, videos, diagrams, and illustrations, enabling students to comprehend conceptual content and religious values in a more concrete and meaningful manner (Datunsolang dkk., 2022). The compatibility between visual learning styles and instructional presentation is expected to increase students’ attention, enjoyment, and active engagement, which in turn can foster greater

learning interest in the learning process of Islamic Religious and Character Education (Syauky & Jannah, 2025).

Nevertheless, empirical conditions in the field indicate that students' learning interest has not been fully optimized. Preliminary research at SMA Negeri 17 Bandar Lampung through observation, interviews, and questionnaires revealed several challenges. The visual learning style questionnaire showed the highest percentage in the indicator "remembering what is seen from what is heard" (31%), followed by "neat and organized" and "detail-oriented" (27% each), while the lowest percentages were "preferring reading to being read to" (6%) and "being a good long-term planner" (9%). Meanwhile, the learning interest questionnaire indicated that "attention" reached 36%, followed by "feeling happy" (33%), and "motivation" as the lowest at 31%, reflecting limited internal drive among students. In practice, teaching remains predominantly lecture-based with limited use of visual media and less optimal teacher-student interaction, which contributes to the less optimal development of students' learning interest. Therefore, alignment between students' visual learning styles and Islamic Religious Education learning strategies is needed to create a more effective and meaningful learning process.

Visual learning style refers to a learning approach that emphasizes the use of sight as the primary means of understanding and processing information, enabling students to grasp learning materials more easily through images, videos, diagrams, or other visual illustrations (Andari, 2025; Muslim dkk., 2022). From a theoretical perspective, the visual approach is considered capable of helping students understand abstract concepts in a more concrete way, while increasing their interest and comfort in the learning process (Sabrina dkk., 2023). In the context of Islamic Religious and Character Education, which includes values, concepts, and normative meanings, visual learning styles are assumed to be related to students' learning interests, because the presentation of material in an attractive visual manner can stimulate attention, pleasure, and motivation to learn (Utami, 2022). Nevertheless, the relationship between visual learning style and learning interest remains an assumption that needs to be scientifically tested. Therefore, this study is necessary to empirically examine the relationship between visual learning style as the independent variable and students' interest in Islamic Religious and Character Education as the dependent variable through valid and systematic research procedures.

Previous studies have shown that learning styles and learning interest contribute to learning outcomes in varying degrees. Herlambang (2021) reported that learning style contributed 2.5% and learning interest 0.40%, while Lestari et al., (2022) found a significant effect of learning style on learning interest (sig. 0.000). Asih (2022) showed that learning interest and learning discipline contributed 68.2% to PAI learning outcomes. The present study found a contribution of 21.2%, which differs substantially from previous findings. This disparity may be due to differences in research instruments, population characteristics, and research context. In addition, Asih combined multiple predictors and examined learning outcomes, which may explain the higher contribution value. These findings are supported by Hanun et al., (2023) and Setiawati et al., (2024), who confirmed that increased learning interest significantly affects PAI learning outcomes. Nevertheless, studies specifically examining the relationship between visual learning style and students' learning interest in Islamic Religious and Character Education remain limited. Therefore, this research offers novelty by focusing on this relationship while providing a comparative explanation for differences with previous studies.

Problems in the teaching of Islamic Religious and Character Education indicate that there are still obstacles in creating an engaging learning atmosphere that encourages active student participation. These challenges are influenced by the limited variation of teaching methods, the inadequate application of learning styles, and environmental learning factors. This condition highlights the need for further research to examine the factors that influence students' learning interest in Islamic Religious and Character Education as a basis for designing more effective learning strategies that are aligned with students' needs. The results of this study are expected to provide insights for teachers and schools in improving the quality of instruction, as well as serve as a reference for developing a more conducive learning environment and for future research related to students' learning interest and instructional strategies in Islamic Religious Education.

2. METHOD

This study was conducted in the first semester of the 2025/2026 academic year at SMA Negeri 17 Bandar Lampung. The population consisted of all tenth-grade students totaling 120 learners. From this population, a sample of 54 students from two classes was selected. The sampling technique used was purposive sampling, based on the consideration that the selected classes had relatively homogeneous learning characteristics and were accessible to the researcher. The selection of tenth-grade students was also based on the consideration that they were at the initial stage of senior high school and had not yet been divided into specialization tracks, resulting in relatively similar learning characteristics. This study employed a quantitative approach with a correlational research design and an ex-post facto method, as no treatment was administered and the research focused on analyzing the relationship between visual learning style as the independent variable and learning interest as the dependent variable.

The research instrument was a non-test questionnaire using a Likert scale developed based on theoretical indicators for each variable. The visual learning style variable included indicators such as remembering what is seen from what is heard, being neat and orderly, being attentive to detail, preferring reading to being read to, and being a good long-term planner. Meanwhile, the learning interest variable included indicators of attention, feeling of enjoyment, and motive. Each indicator was represented by several statement items. Prior to data collection, the instrument underwent content validity testing through expert judgment conducted by three validators consisting of a lecturer in Islamic education, a lecturer in educational research methodology, and a senior high school teacher, to ensure the alignment between the indicators and the constructs being measured.

Subsequently, an empirical validity test was conducted by administering the questionnaire to a limited number of respondents. The analysis using the Pearson Product Moment technique revealed that out of 15 statements measuring visual learning style, 11 items were considered valid. Similarly, of the 15 statements measuring learning interest, 11 items met the validity criteria, while the remaining items were deemed invalid and therefore excluded from the research data collection. The reliability test using Cronbach's Alpha produced values of $\alpha = 0.769$ for the visual learning style variable and $\alpha = 0.716$ for the learning interest variable, confirming that the questionnaire was reliable and consistent. The validated instrument was then employed for the primary data collection. The collected data were analyzed using prerequisite tests, including tests of normality, homogeneity, and

linearity, followed by a correlation test to examine the relationship between visual learning style and students' learning interest in Islamic Religious and Character Education.

3. RESULTS AND DISCUSSION

3.1. Results

The normality test was conducted to determine whether the research data were normally distributed as one of the prerequisites for parametric statistical analysis. In this study, normality testing was performed using the Kolmogorov–Smirnov and Shapiro–Wilk tests, and the results of the analysis are presented in the following table.

Table 1. Result of normality test

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
1.00	.081	54	.200*	.972	54	.234
2.00	.117	54	.061	.961	54	.073

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 1, the Shapiro–Wilk normality test produced significance values of 0.234 for group 1 and 0.073 for group 2. Since both values exceed the threshold of 0.05, it can be inferred that the data for both groups are normally distributed. Furthermore, the Kolmogorov–Smirnov test yielded significance values of 0.200 for group 1 and 0.061 for group 2, which are also greater than 0.05. These findings indicate that the assumption of normality has been satisfied. As the data follow a normal distribution, the relationship between visual learning style and students' interest in Islamic Religious and Character Education can be examined using a parametric correlation analysis, specifically the Pearson Product–Moment correlation.

Table 2. Result of homogeneity test

	Levene Statistic	df1	df2	Sig.
Based on Mean	.240	1	106	.625
Based on Median	.229	1	106	.633
Based on Median and with adjusted df	.229	1	104.386	.633
Based on trimmed mean	.241	1	106	.624

The homogeneity test was conducted to determine whether the variances between the two groups of research data were equal. Based on the results of Levene's test presented in the Test of Homogeneity of Variances table, the significance values (Sig.) obtained were 0.625 for Based on Mean, 0.633 for Based on Median, 0.633 for Based on Median and with Adjusted df, and 0.624 for Based on Trimmed Mean. All of these significance values are greater than the significance level of 0.05, indicating that there is no significant difference in variance between the data groups and that the data can be considered homogeneous. The homogeneity of variance is important to ensure the stability of residual distribution in regression analysis. Since this assumption of homogeneity has been satisfied, the data in the study entitled The Correlation Between Visual Learning Style and Students' Interest in Islamic Religious and Character Education are appropriate to be analyzed using parametric

statistical methods, such as the Pearson Product Moment correlation and simple linear regression, and are valid for subsequent hypothesis testing.

Table 3. Result of linieritas test

Students' Interest * Learning Style		Sum of Squares	df	Mean Square	F	Sig.
	(Combined)	842.167	19	44.325	1.317	.336
Between Groups	Linearity	250.360	1	250.360	7.440	.021
	Deviation from Linearity	591.806	18	32.878	.977	.538
Within Groups		336.500	10	33.650		
Total		1178.667	29			

The linearity test was conducted to determine whether the relationship between the independent variable (Visual Learning Style) and the dependent variable (Learning Interest) is linear. Based on the analysis of the ANOVA table, the Linearity value showed $F = 7.440$ with $Sig. = 0.021 (< 0.05)$, indicating that the linear relationship between the two variables is statistically significant. Furthermore, the Deviation from Linearity value showed $F = 0.977$ with $Sig. = 0.538 (> 0.05)$, suggesting that there is no significant deviation from the linear relationship pattern. Therefore, it can be concluded that the relationship between Learning Interest and Visual Learning Style meets the assumption of linearity. Since this assumption is satisfied, the research data are considered appropriate to proceed to parametric correlation analysis and hypothesis testing in the subsequent stage.

Table 4. Result of uji t test

Variance Assumption	F	p (Levene)	t	df	p	Mean Diff.	SE	95% CI
Assumed	0.24	0.625	-3.032	106	0.003	-3.574	1.179	[-5.911, -1.237]
Not assumed	-	-	-3.032	106	0.003	-3.574	1.179	[-5.911, -1.237]

Based on the Independent Samples Test table, Levene's test produced a significance value of $0.625 (> 0.05)$, indicating that the variances of the two groups were homogeneous; therefore, the t-test analysis referred to the equal variances assumed. The t-test results showed a value of $t = -3.032$ with $df = 106$ and $Sig. (2-tailed) = 0.003 (< 0.05)$, indicating a statistically significant difference in the mean scores between the two groups. The mean difference was -3.57407 , with a 95% confidence interval ranging from -5.91143 to -1.23672 , which does not cross zero, confirming that the difference is statistically significant. These findings reinforce the presence of a difference in group means within the correlational study without interpreting it as a causal relationship.

Table 5. Result of uji f test

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	250.360	1	250.360	7.551	.010b
	Residual	928.306	28	33.154		
	Total	1178.667	29			

a. Dependent Variable: Students' Interest

b. Predictors: (Constant), Learning Style

Based on the ANOVA table, the F-test was conducted to determine whether the regression model used as the basis for correlation analysis demonstrates a simultaneous significant relationship between the independent variable (Visual Learning Style) and the dependent variable (Learning Interest). The results indicate an F value of 7.551 with a significance level of 0.010 (< 0.05), suggesting that the regression model is statistically significant in explaining variations in Learning Interest. Therefore, within this correlational quantitative study, the regression model is considered capable of explaining the relationship between the variables simultaneously. However, since this research is grounded in a correlational approach, the findings should be interpreted as a significant relationship (correlation) rather than as a causal effect or a definitive influence established through the regression model.

Table 6. Result of coefficient determination test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.461a	.212	.184	5.75793

a. Predictors: (Constant), Visual learning style

Based on the results of the simple regression analysis presented in the Model Summary table, the coefficient of determination (R^2) was found to be 0.212, indicating that 21.2% of the variance in students' interest in Islamic Religious and Character Education can be explained by visual learning style, while the remaining 78.8% is influenced by other factors beyond the variables examined in this study. The correlation coefficient ($R = 0.461$) indicates a moderate positive relationship between visual learning style and students' learning interest. Meanwhile, the Adjusted R Square value of 0.184 confirms that the contribution of visual learning style to learning interest remains relatively consistent after adjusting for the sample size and research variables. These findings suggest that visual learning style plays a fairly significant role in enhancing students' interest in Islamic Religious and Character Education, although it is not the sole determining factor.

3.2. Discussion

The findings indicate that visual learning style has a positive and significant relationship with students' interest in Islamic Religious and Character Education. This result suggests that students who tend to rely on visual abilities to receive and process information demonstrate a higher level of learning interest in Islamic Religious Education. The correlation coefficient of 0.461 reflects a moderate level of relationship, indicating that visual learning style is not the sole determinant of learning interest, but it plays a meaningful role in supporting students' engagement in the learning process. This finding supports the view that the alignment between students' characteristics and instructional strategies is a key factor in fostering sustained learning interest.

Theoretically, this finding supports the concept that learning interest is influenced by students' internal factors, one of which is learning style (Rihdo dkk., 2022). Students with visual learning styles tend to show greater interest in learning when instructional materials are presented concretely through images, diagrams, videos, or other visual media. In the context of Islamic Religious and Character Education, which often contains abstract concepts and normative values, visually presented materials can assist students in developing a clearer and more meaningful understanding. When students are able to

comprehend the material more easily, their sense of enjoyment, attention, and engagement increases, which ultimately contributes to a higher level of learning interest.

The coefficient of determination value of 21.2% indicates that visual learning style makes a meaningful contribution to the variation in students' learning interest. Although this percentage is not dominant, the finding highlights that visual learning style is an important factor that Islamic Religious Education teachers should consider when designing instructional activities. The remaining variation in learning interest that cannot be explained by the visual learning style variable suggests the presence of other influencing factors, such as intrinsic motivation, teaching methods, the learning environment, the role of the teacher, and family support, all of which also contribute to the development of students' learning interest. Therefore, enhancing students' learning interest requires a comprehensive approach rather than focusing on a single aspect alone.

The findings of this study are consistent with previous research emphasizing the importance of learning styles and learning interest in the learning process. Herlambang (2021) reported that the contribution of learning styles and learning interest to learning outcomes was relatively small. In contrast, Lestari (2022) demonstrated that learning styles have a significant contribution to students' learning interest. Furthermore, Eka Dewi Asih (2022), Hanun (2023), and Setiawati (2024) highlighted that improvements in learning interest significantly influence learning outcomes in Islamic Religious Education, particularly through the implementation of innovative learning approaches. Unlike previous studies, this research specifically examines the relationship between visual learning style and students' interest in Islamic Religious and Character Education. Thus, it addresses a research gap that has received limited attention and reinforces the relevance of visual learning styles in enhancing senior high school students' learning interest.

In addition, findings indicating the low level of learning motivation indicators among students highlight the importance of integrating visual learning styles with instructional strategies that can foster intrinsic motivation. Properly utilized visual media not only function as tools to facilitate understanding but also serve as a means of stimulating spiritual awareness, moral values, and the relevance of Islamic Religious Education materials to students' daily lives. Thus, the learning of Islamic Religious Education is not only understood cognitively but also experienced affectively, allowing students' learning interest to develop in a deeper and more sustainable manner.

Based on the discussion above, it can be concluded that visual learning style plays an important role in enhancing students' interest in Islamic Religious and Character Education, although it is not the sole determining factor. Therefore, Islamic Religious Education teachers are encouraged to optimize the use of visual media and instructional strategies that align with students' characteristics, while also considering other factors that may influence learning interest. These findings are expected to serve as a basis for developing Islamic Religious Education learning that is more engaging, effective, and responsive to students' needs.

4. CONCLUSION

Based on the research findings, it can be concluded that there is a positive and significant relationship between visual learning style and students' interest in Islamic Religious and Character Education among tenth-grade students at SMA Negeri 17 Bandar Lampung. This

is evidenced by a correlation coefficient of 0.461, indicating a moderate relationship, and a significance value of 0.010 (<0.05). Visual learning style contributes 21.2% to the variation in students' learning interest, while the remaining 78.8% is influenced by other factors such as intrinsic motivation, teaching methods, learning environment, and the roles of teachers and families. These findings imply that instructional strategies aligned with students' visual characteristics can enhance their learning interest. Therefore, teachers are recommended to implement specific visual-based media such as concept maps, infographic summaries of Islamic values, short animated videos about moral behavior, Qur'anic story illustrations, and PowerPoint presentations enriched with diagrams and flowcharts. In addition, visual approaches should be combined with other strategies, including interactive discussions, collaborative learning, and motivational reinforcement, to address the remaining influencing factors. For future research, it is suggested to examine other variables contributing to the unexplained 78.8% variance, such as learning motivation, digital literacy, teaching styles, and socio-cultural background, as well as to employ experimental or mixed-method approaches to obtain more comprehensive findings.

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