

BEST LEARNING STYLES OF GRADUATES (A Case Study of the Best Graduates of UIN Antasari Banjarmasin)

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ABSTRACT

One key to a student's success in achieving the title of the best graduate is their learning style. This study aims to explain that learning style greatly influences the outcomes of students' struggles throughout their education at the university. This paper is based on interviews conducted with 7 top graduates from UIN Antasari Banjarmasin, selected through purposive sampling using the homogeneous sampling technique. The theory used in this research is Rita Dunn and Dunn Kanneth's. The research design employed is qualitative case study in descriptive form. The results of this study indicate that the majority of the top graduates entered the university through the test-based admission route, specifically the UM-Mandiri route. The most common reason cited by the top graduates for studying is the demand, which includes task requirements and scholarships. The most effective learning environment is a quiet room away from crowds, and music is effective in enhancing focus or concentration and providing a sense of calm while studying. Studying alone is more effective than studying in groups. The senses used are primarily visual combined with auditory perception. The most effective study time is midnight, and the strategy for dealing with difficulties in understanding lessons or completing tasks is to ask someone who has a better understanding of the material or the assigned task. This study is limited to relatively small data, which allows for further research with a larger data scope.

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1. INTRODUCTION

Learners are the focal point of education, particularly in the processes of knowledge input and output. Students represent the highest class of learners, acknowledged for their maturity in thinking. The role of education is to assist and safeguard the integrity and future of the nation, and this responsibility arises from exemplary students. The success of a student in absorbing transferred knowledge from educators is epitomized by the role of the best students in shaping the nation's future.

There are several pieces of data indicating the relationship between learning styles and learning outcomes, namely through research: (Tanta, 2010; Lubis, 2018; Hidayati, 2019). The research indicates that there is a significant relationship between learning styles and student learning outcomes or achievements. Furthermore, some of the top graduates with highly satisfactory GPA scores have demonstrated their learning styles, emphasizing that learning styles influence the achievements obtained. For instance, Steven Wijaksana, the best graduate of the Sepuluh November Institute of Technology (ITS) in 2023 with a GPA of 3.98, exemplifies the impact of learning styles on academic performance (Zubaidah, 2023) and Aletha Shahisa, the top graduate of Bandung Institute of Technology (ITB) in 2023, also achieved a GPA of 3.98 (Swasty, 2023). This further strengthens the argument regarding the importance of choosing the best learning style to achieve goals. Barbara Prashnig also emphasizes that an appropriate learning style will not only provide quick improvements but, more importantly, will serve as a long-term remedy, encouraging continuous efforts for excellence. (Lestari, 2021).

Many studies related to learning styles have indeed been conducted, but most of them tend to focus on the analysis of VAK learning styles, as seen in Irennada and colleagues' research (Irennada, 2022) and the research by Evi Sulastrri and colleagues (Sulastrri, 2022). Previous studies, mostly employing Walter's theory redeveloped by Neil Fleming, examining learning styles or combining learning styles with motivation or other factors to explore their relationship with academic achievement indicate that there has been no research specifically investigating the learning styles of top graduates or the best graduates using the Dunn's Theory.

This writing aims to address the gaps in previous research that haven't delved into the learning styles of students who achieve the title of top graduates. Specifically, this study aims to identify the paths taken by top graduates when entering the university, map out their learning styles throughout their education leading to the recognition as top graduates, and understand their strategies when facing difficulties in assignments or comprehending course materials. The emergence of this writing is intended to assist prospective or current students in planning, choosing, or adjusting their learning styles to graduate with top honors in the future.

The top graduates or best graduates are those who earn distinctions for graduating on time or ahead of schedule and possess the highest Cumulative Grade Point Average (GPA) compared to other students. The hypothesis underpinning this research is that those who become top graduates enter the university through a test-based admission process. Non-test-based admissions are considered by some professors as akin to "buying a cat in a sack" because the examiners are unaware of the true quality of the prospective students. Another argument is that high-achieving students or those with the designation of best graduates excel due to self-awareness. Lastly, the strategy for overcoming difficulties in completing assignments or understanding lessons involves seeking assistance from close associates.

2. METHOD

This research was conducted on the top graduates of UIN Antasari Banjarmasin. The selection of top graduates from UIN Antasari was made because UIN Antasari itself is the first top Islamic University in South Kalimantan. The subjects or informants in this study are students who have graduated and earned the title of top graduates with a bachelor's degree from 2020 to 2023.

Table 1. Data and Frequency of Informants

Year	Quantity
2020	1 person
2021	1 person
2022	1 person
2023	4 person

The informants in this study were selected using homogeneous sampling technique, specifically students who received the title of the best graduate. The method employed in this research is qualitative. This method was chosen as it is considered appropriate for studying the learning styles of the best graduates at UIN Antasari Banjarmasin. The qualitative method used is a case study in descriptive form, aiming to collect information, interpret, and understand a situation while describing it as it is. The type of data used in this study is primary data, obtained directly by the researcher from the relevant informants. The instrument used in this research is an interview sheet based on Dunn's theory to identify the learning styles of the best graduates at UIN Antasari Banjarmasin. In this study, the data collection technique employed is a closed interview.

The research was conducted through several steps. Firstly, determining the topic or background of the problem to be studied. Secondly, formulating the focus of the problem. Thirdly, selecting the theory to be used and compiling a list of questions. Fourthly, the implementation of the research through closed interviews. Fifthly, data processing. Sixthly, reporting the results. The data analysis technique used in this study is qualitative descriptive analysis. The data obtained from interviews were collected, then the researcher organized, described, and systematized the data for examination using a qualitative descriptive method, which involves analyzing, describing, and summarizing various conditions and situations from the collected data to draw conclusions. The data processing method in this study goes through four stages: data inspection (editing), classification, verification, and conclusion making. Editing is carried out based on the interview results with the interviewees, and classification in this study involves grouping all answers sequentially from each informant, not according to question groups. Verification in this study involves presenting data obtained from interviews to informants to ensure the validity of the data.

3. RESULT AND DISCUSSION

After conducting field research, 7 informants were identified who met the research criteria. The best graduates are distributed across various study programs and faculties, with variations each year. Here is the data for these informants:

Table 2. Informant Data

No.	Full Name/ UIN Entrance Route	Date Designated as Best Graduate	GPA	Study Program/ Faculty	Thesis Title
1.	Nadia Ainin/ Mandiri	August 2020	3,78	Islamic Guidance and Counseling/ FDIK	Dakwah Berbasis Al-Qur'an pada Orang Dewasa (Studi pada Griya Al-Qur'an Banjarmasin)
2.	Ahmad Rijali Fahmi/ Mandiri	September 2021	3,84	Islamic Guidance and Counseling/ FDIK	Kiprah KH. Muhammad Ridwan Baseri (Guru Kapuh) dalam Membina Keagamaan Masyarakat Kabupaten Hulu Sungai Selatan)
3.	Nasruddin/ Bidikmisi	August 2022	3,83	Islamic Guidance and Counseling/ FDIK	Dakwah dan Tradisi Tolak Bala di Desa Kuin Besar Kecamatan Aluh- Aluh Kabupaten Banjar
4.	Selbi/ UM- PTKIN	March 2023	3,94	Islamic Economics/ FEBI	Manajemen Wakaf Uang Oleh Badan Wakaf Indonesia Provinsi Kalimantan Selatan terhadap Pemberdayaan Sosial dan Ekonomi Masyarakat di Kalimantan Selatan

5.	Angelique Patricia/ UM-PTKIN	March 2023	3,90	Early Childhood Islamic Education /FTK	Program Merdeka Belajar Pada PAUD di Kota Banjarmasin
6.	Elsa Ismawati/ Mandiri	March 2023	3,86	Sharia Family Law/ FASYA	Pembebanan Utang Bersama Dalam Gugatan Harta Bersama (Studi Putusan Pengadilan Agama Martapura Nomor 807/Pdt.G/2019/PA.Mtp).
7.	Mutia Rahmah/ SPAN	March 2023	3,82	Qur'anic Sciences and Exegesis /FUH	Resepsi Ayat-Ayat Al-Qur'an dalam Pembacaan Hizib Al-Daur Al-A'la di Pondok Pesantren Al-Falah Putri Banjarbaru

After the interviews were conducted, it turns out that the respondents have quite varied answers regarding their learning styles. To provide a more structured presentation, the research findings will be detailed according to the responses of each respondent related to the questions asked:

a. Nadia Ainin

Respondent 1 stated that the reason for studying is due to assignments and the desire to graduate quickly. Regarding the study environment, Nadia prefers a cool and quiet room, as she believes it helps to stay focused on learning. When studying, Nadia likes to have music playing. Similar to her preference for the study environment, music helps her relax and enjoy the subjects being studied. It even brings a sense of sincerity to the learning process, making it less of a burden for the mind. Nadia also mentioned that she prefers studying alone because it provides a quieter environment compared to group study. In group settings, there's often someone who disrupts the atmosphere, leading to a loss of focus.

Concerning sensory preferences, Nadia emphasized the need to have something in her hands while studying, be it an object or otherwise. This is a common trait, as some people find it helpful to have something in their hands while studying. In fact, it has been observed that certain individuals may not seem attentive to the teacher's explanation, but when asked, they can respond correctly. Even when teachers joke, these individuals can join in with a smile (Mufidah, 2017).

Additionally, she enjoys learning through videos or listening to explanations from friends because, according to her, the visual method, such as reading, is less effective, especially when encountering difficult words. Nadia also believes that the time of day affects her focus on studying, and she prefers studying at night before sleeping and before dawn prayer. Regarding the study position, Nadia is the type who sticks to one place, not changing positions. When faced with difficult lessons or assignments, Nadia usually seeks help from professors or friends who have a better understanding of the material or task. She may also explore additional explanations from YouTube or Google.

b. Ahmad Rijali Fahmi

Informant 2 states that the reason for studying is to complete assignments and to provide an understanding of the learned material to other friends. For Fahmi, there is no specific requirement for the condition and atmosphere of the study space; the crucial thing for him is that there is an electrical outlet in the room. When studying, Fahmi usually listens to music through a headset; he believes that music enhances focus during studying. Fahmi

also mentions that he prefers to study alone; group study is usually just for gathering reading materials, and after collecting the materials, understanding them becomes easier alone.

The senses Fahmi typically uses in studying are vision, hearing, and taste. He uses vision when studying lighter materials, hearing for more complex discussions, and taste, such as drinking coffee while studying. According to him, coffee refreshes the body and enhances focus. This aligns with the findings of Putu Sinta and colleagues, indicating that coffee does indeed affect a person's focus. (Widyadari, 2021).

According to Fahmi, the time also affects his focus on studying. He usually studies late at night because he considers it a long period, which enhances his study focus. Additionally, he studies after the dawn prayer (subuh), as he believes that the brain is still in a cool condition after the dawn prayer, making it easier to remember lessons. Fahmi's study position is also stationary; he doesn't change locations. When encountering difficult study materials or complex assignments, Fahmi typically asks someone more knowledgeable or searches for additional materials on YouTube to better understand the explanations.

c. Nasruddin

Informant 3, Nasruddin, states that his motivation for studying is the obligation of the scholarship. As a recipient of the Da'i Special Program (PKD) scholarship, his education is funded by the university, and there is a commitment as a PKD student to graduate within 4 years. This obligation motivates him to study diligently to complete his studies within the specified time. Additionally, he studies to graduate quickly, aiming to lighten the financial burden on his parents. Although the university covers all tuition fees, reducing the logistical support given by his parents is at least one way he can contribute. Nasruddin's final reason for studying is the societal pressure and stigmas from his village, suggesting that people from the village won't succeed in a foreign land. Therefore, his educational goal is also to change this perception.

For Nasruddin, a comfortable study space is one that is clean and quiet. Although occasionally he needs a more vibrant environment like a café, he predominantly prefers a calm setting for tasks such as assignments and thesis work. When studying, Nasruddin enjoys having music from his phone as company. He is also an individual who prefers studying alone, mainly because he dislikes working on assignments close to the deadline. Regarding senses, Nasruddin leans towards auditory learning accompanied by visual aids, finding it easier to comprehend.

Nasruddin emphasizes that study time significantly influences his focus. He typically studies at night, late at night, or approaching dawn. Similar to his preference for a stable study space, he does not like changing study positions. When facing difficulties in studying or completing assignments, Nasruddin's strategy involves reading related literature from various sources and seeking guidance from individuals who have previously mastered the material, such as seniors or professors.

d. Selbi

Selbi, the fourth informant and the top graduate with an outstanding GPA of 3.94, expresses that her motivation for studying stems from necessity and obligation. In her analogy, choosing the path of education and university is like fulfilling a fundamental need and responsibility. She compares learning to the basic needs of hunger and thirst, stating that just as one must eat and drink when hungry and thirsty, learning is essential to acquire knowledge. Selbi further emphasizes the importance of a quiet study space, revealing that she never studies in cafes. At home, she has a small dedicated study room, as she believes focus is easily disrupted in a noisy environment.

Selbi also mentions that she prefers studying without music, as she believes that musical beats can influence mood and sometimes divert focus. Similar to some previous informants, Selbi is an individual who enjoys studying alone. She finds it challenging to concentrate when studying in a lively environment, and group study sessions often lack focus on the intended learning objectives. Additionally, she avoids group study due to her chatty

nature, as she tends to engage in conversations when in a group setting, considering it a waste of time. Selbi prefers structured group study sessions, such as those with a mentor in a forum.

Selbi also shares that her learning style is visual and auditory, or a combination of sight and hearing. She has undergone diagnostic tests that confirmed her visual and auditory learning style. In a classroom setting, she relies on sight by observing gestures, body language, speech, eyes, and movements of the lecturer or mentor. This is why she prefers sitting in a position that allows an unobstructed view of the lecturer or the learning material, also influenced by her visual impairment (near-sightedness).

Additionally, Selbi emphasizes the importance of combining visual with auditory learning. For instance, when studying in a museum, despite already knowing the physical form of a sculpture, she still reads information to listen to her own voice or the voices of others regarding details about the sculpture. Hence, she believes that visual learning should be combined with auditory elements. Selbi also highlights the significance of note-taking in the learning process. During lectures, she often rewrites the material found in student handbooks or PowerPoint presentations provided by the lecturer. According to her, rewriting is a method she uses to enhance memory recall. When trying to remember something, the first thing that comes to her mind is the written form that was transcribed into her personal notebook, reinforcing her memory. This aligns with research indicating that individuals who utilize note-taking as a learning technique tend to have higher memorization abilities than those who don't. (Dewi, 2014).

Selbi also agrees that the timing of study sessions significantly impacts her focus, although she considers herself flexible in terms of study hours. She mentions not having a specific time designated for studying, a choice influenced by her parents who never pressured her to have dedicated study hours. Selbi believes that learning should occur when one is ready to receive and explore knowledge in a conducive environment. She has experimented with studying at various times and finds the most effective period to be after the Fajr prayer when the mind is still in a cool state. Selbi asserts that she never stays up late to study; evenings are reserved for family time and relaxation.

Regarding seating positions, Selbi mentions that she typically studies in a fixed position and doesn't shift around. Before starting a study session, she ensures everything she might need, such as drinks, books, pens, and reference materials, is brought and placed on the study table. This principle applies even when studying in the library. As a side note, she highlights that she avoids studying on her bed because it significantly affects her mood and study focus.

When struggling to understand an assignment or grasp a particular concept, Selbi communicates directly with the person who assigned the task or presented the material, whether it be a professor, mentor, or peer. Additionally, she emphasizes the importance of confirming the details of assignments or materials, deeming it more effective than trying to guess the intended meaning, even though she acknowledges the occasional discomfort when seeking clarification from professors, either directly or through social media, and receiving responses that may be less pleasant.

In instances of difficulty understanding the material, Selbi promptly adjusts her learning methods, recognizing that her study approach may be the culprit for not comprehending the subject matter. She also seeks additional references related to the material being studied, either on YouTube or in other reference books. Finally, she underscores the key learning insight that professors may not always align perfectly with students, and it is the responsibility of students to intelligently adapt to the given teaching methods.

e. Angelique Patricia

Angel, as the fifth informant, expresses that her motivation to study stems from her personal desire, the aspiration to graduate quickly, and the wish to make her parents proud. She emphasizes that the study environment she prefers is a quiet and clean room. Music serves as a companion only during lighter study sessions, while heavy study sessions require

a silent environment. Angel identifies herself as someone who prefers studying alone, finding it quicker to understand. On the flip side, studying alone prevents causing harm to others. Angel implies that group study or task sharing can sometimes be unfair, with some individuals taking advantage (piggybacking on others' work). Therefore, she opts to avoid group study and chooses to study independently.

Angel utilizes a combination of vision and hearing when studying, along with the necessity of having something in her hands. According to her, this sensory approach is the quickest way to comprehend lessons and leaves a lasting impression on her memory. Additionally, Angel acknowledges the impact of study time on the learning process and focus. She typically studies after 11 PM, at 3 AM, and at 8 AM. Angel also describes herself as someone who prefers to study in one place, believing that changing locations would shift her focus to the new surroundings. Lastly, when facing difficulty in understanding lessons or completing tasks, Angel resorts to rereading her notes, watching relevant tutorials, and creating mind maps for herself. She finds that mind mapping is an effective strategy for improving learning outcomes (Lumbangaol, 2020). Additionally, the informant finds solace and effectiveness in creating a sense of calmness by singing to herself.

f. Elsa Ismawati

Elsa, the sixth informant, emphasizes the goal of studying to graduate quickly. She prefers a dedicated study space, whether in the library or a quiet classroom, with a stable temperature. Elsa enjoys studying with music, as it minimizes distractions and enhances focus, making the learning experience more enjoyable. Being someone who thrives in solitary study, Elsa finds it easier to concentrate and achieve learning goals.

Elsa utilizes her sense of hearing as the primary learning sense, as it aids in better retention of information. Recognizing the impact of study time on focus, she typically engages in productive study sessions from 7:00 AM to 3:00 PM. Elsa prefers studying in one place without shifting locations. When encountering challenging material or complex assignments, she allocates extra time for understanding. If needed, Elsa seeks assistance from knowledgeable peers, seniors, teachers, or professors to gain a deeper understanding of unfamiliar subjects.

g. Mutia Rahmah

Informant 7 shares that the motivation for studying arises from the demands of assignments and curiosity about various topics. Interestingly, this informant doesn't have specific criteria for the study environment, choosing a location based on the mood and feelings at the time. While studying, music is often a companion, particularly selections like selawat or East Asian music, which contribute to a relaxing atmosphere. The preference for solo study is highlighted, although the informant doesn't rule out occasional group study, albeit with a limited number of friends.

The informant utilizes a combination of visual and auditory senses for learning. Depending on the subject, the emphasis may shift, but overall, there is a dominant reliance on auditory input. When memorizing, the informant finds a blend of visual and auditory methods to be most effective. The influence of study time on focus is acknowledged, with a tendency to study more frequently during the night or early morning. Similar to previous informants, sticking to one study location is a common practice. When facing difficulties in understanding lessons or completing assignments, the informant seeks guidance from seniors, professors, or turns to online resources like Google. Engaging in discussions with peers is another strategy employed for problem-solving.

According to Rita and Dunn, learning styles are a set of personal characteristics that make a learning method effective for some individuals but may not be effective for others (Fitriani, 2017). Rita and Dunn, who are pioneers of learning style theory, categorize learning styles into four categories: direct environmental, emotional, sociological, and physical. Direct environmental learning style is influenced by sounds or noises, lighting, air temperature, and study environment

arrangement. Emotional learning style is influenced by motivation, persistence, sense of responsibility, and task resolution structure. Sociological learning style is influenced by peer groups, independence, pairing, teamwork, adult assistance, and variation in learning. Physical learning style is influenced by perceptual abilities, food or drinks, study time, and movement (Jumanto, 2014).

Rita and Dunn have also identified numerous variables influencing an individual's learning preferences. For instance, some people may learn best in bright light, while others prefer dim lighting. Some thrive in group learning settings, while others favor authoritative figures such as parents or teachers, and some find solitary work most effective. The need for music as a background varies among individuals, with some unable to concentrate without silence. Some individuals thrive in an organized and tidy workspace, while others prefer to spread out their materials for better visibility (Mufidah, 2017).

The results of this study indicate that achieving success involves various processes that informants must go through and experience. As Setiawan Febrianto suggests, success needs to be carefully and precisely planned, as it does not happen by chance. Additionally, strategy is considered the key to success (Febrianto, 2023). This is consistent with what the informants experienced, as they used various learning styles to navigate through the struggles until finally achieving the highest predicate during graduation.

The results of this study also show that among the 7 best graduates investigated, most of them came from the UM-Mandiri pathway. As known, UM-Mandiri is the last resort for admission to UIN Antasari Banjarmasin, and those who took the test through this pathway were declared unsuccessful in the SPAN pathway and UM-PTKIN pathway. This emphasizes that failure does not always end in failure, and here they are the ones who achieve more outstanding achievements towards the end of their studies. This reality proves that indeed the best graduates come from those who enter UIN through the test pathway. In other words, these results align with previous research showing that the GPA of students in the SPAN pathway is below that of the UM-PTKIN pathway, which is an entrance pathway that uses tests (Annizar, 2021).

Another fact obtained from the results of this research is that among the informants, there are both similarities and differences in terms of learning styles. In terms of learning goals, only one informant studies purely because they are consciously aware that studying is a necessity and obligation. This informant is Selbi, who received the highest GPA among the informants, namely 3.94, and was awarded the best graduate predicate. This aligns well with previous research indicating that the higher self-awareness, the higher the learning outcomes (Rini, 2017). Furthermore, among the other 6 informants, 2 individuals are also aware of the necessity of studying, but their goals are accompanied by other reasons, such as the desire to graduate quickly and the wish to bring happiness to their parents swiftly. Additionally, the curiosity about something and the demands of assignments contribute to their motivation to study.

Essentially, academic pressure does influence students' academic achievements. (Rahmawati, 2021). This is reinforced by this research, indicating that studying due to specific demands holds the highest position. Among the 7 informants, 3 state that they study due to task demands, and 1 due to scholarship requirements. Furthermore, the reason for studying to graduate quickly is expressed by 3 informants, while other reasons emerge, such as wanting to impart understanding to others, bring joy to parents, and change the mindset of the village community. This demonstrates that not all top graduates study due to personal self-awareness, challenging the initial hypothesis as the field evidence contradicts the initial argument.

Regarding the study environment, 5 informants share the same criteria, preferring a quiet or serene space. This is because there is indeed a correlation between the learning environment and academic outcomes (Bayanah, 2019). A calm and conducive atmosphere is a supportive factor for students' or students' focus on learning and the effectiveness of a teacher's or lecturer's teaching. Tranquility can also be achieved through music, as music can be used as emotional management. Music also has the power to change one's mood and help process emotions. As found in this research, 5 informants enjoy studying with music, with the most common reason being that music can enhance focus and create a more tranquil environment. Other reasons include minimizing distractions such as

disruptive noise. This aligns with the theory of music therapy, stating that music can calm the mind, which is related to mental health stability (Efivania, 2023).

On the other hand, not everyone enjoys music, and for some, it can even be a disturbance to tranquility. This is exactly as expressed by one informant who mentioned not liking studying with music because, in their opinion, it disrupts focus. Meanwhile, another informant stated enjoying studying with music for lighter topics but preferred complete silence when dealing with more challenging subjects.

Regarding studying alone or in groups, all the top graduates among the informants agree that studying alone is more preferable, as it is deemed more effective and efficient. This aligns with previous research findings that concluded independent studying or working on tasks individually is more favored than group study (Annajmi, 2019).

In learning, the sensory abilities of an individual play a crucial role in determining the effectiveness of the learning process. Regarding the senses used for learning, numerous studies indicate that the simultaneous utilization of auditory and visual senses is more effective than other senses, especially when it comes to memorization. Even today, many Islamic boarding schools (pondok pesantren) in Indonesia employ this method as it has proven to yield positive results and effectiveness for the students (santri) (Legowo, 2023). The findings align with this research, indicating that a combination of auditory and visual senses is predominantly used by the informants, with four of them agreeing that this combination enhances the absorption of knowledge. One informant mentioned the necessity of incorporating the sense of touch when learning, emphasizing the need to hold something in their hands. Another informant relies solely on auditory perception without combining it with visual stimuli. Additionally, one informant utilizes visual perception for light study sessions, auditory perception for more challenging material, and includes taste by drinking coffee. Another informant emphasizes the importance of auditory and tactile senses during learning.

All informants unanimously agree that the timing of study sessions is related to or influences their learning focus. Research generally suggests that the most effective time for learning is in the morning due to its freshness, making it the most productive time for various activities, including the learning process. This conclusion is in line with the opinions of scholars. Furthermore, each specific time of day is deemed suitable for different learning activities: pre-dawn (sahur) and afternoon are suitable for memorization, evening is preferable for review and analysis, and daytime is more fitting for writing and copying knowledge (Rachmat, 2022).

The results of this study differ from the research mentioned earlier, as most informants state that their effective study time is during midnight. Some mention specific times such as before pre-dawn prayer, after pre-dawn prayer, night before sleep, morning, 3:00 AM, and others note the morning until 3:00 PM. All informants unanimously agree that they prefer not to change study locations, remaining in one place or sitting position. This preference arises from the belief that changing positions would alter the previously acquired focus on the material.

Regarding strategies when facing difficulty understanding a subject or completing tasks, there are at least eight variations in the informants' responses. However, the most common strategy is seeking help from someone who has a better understanding of the material or task, with only one informant not expressing this approach. The second most frequently used strategy is asking questions to professors, as mentioned by five informants. This proves the initial hypothesis that when encountering obstacles in learning, individuals tend to seek assistance from those around them.

Other strategies implemented by the informants include opening YouTube, agreed upon by four informants. Additionally, searching on Google, finding references related to the material or task, adjusting learning methods, allocating extra time for understanding or rereading lecture notes, creating mind maps, and discussing with fellow students are among the varied strategies employed by the informants.

The strategies mentioned above reinforce a concept that, naturally, a crisis compels individuals to seek a way out. If they don't find someone else to help them navigate through the crisis, they must force themselves to overcome it (Peter, 2013). Therefore, it is important to pay

attention to and plan beforehand which learning style to follow or find suitable for each individual to face challenges that arise during learning. Success in learning can be achieved through various learning styles, as seen in the diverse learning styles applied by each informant, yet still yielding outstanding results, namely the title of the best graduate during the graduation ceremony.

4. CONCLUSION

This study seems to reveal a new learning style design that can be applied by students based on the most common responses from the top graduates investigated. The findings are as follows:

1. Most top graduates entered the university through the test route, specifically through the UM-Mandiri route in this study.
2. Among all the top graduates, one student achieved the highest GPA. It was found that this student's learning goal was driven by self-awareness, considering it a need and obligation. In contrast, other informants with lower GPAs mostly had learning goals based on demands, such as assignments and scholarships. Overall, it can be concluded that the most common learning styles they use are related to study space, the influence of music, individual or group study, sensory preferences, study times, study positions, and strategies for handling difficulties in understanding lessons or completing tasks:
3. The most effective study space is a quiet and undisturbed room.
4. Music is effective for enhancing focus or concentration and providing tranquility during study sessions.
5. Studying individually is more effective than studying in groups.
6. The preferred senses are a combination of sight and hearing.
7. The most effective study time is midnight.
8. The strategy when facing difficulties in understanding lessons or completing tasks is to ask someone who understands the material or task.

This study is limited to the number of informants investigated. Further research is needed with a broader scope of data involving top graduates or alumni from various universities in Indonesia. Moreover, the methods used could also include quantitative research or experimental research with a wider range of topics and stronger results. Subsequent research could also explore the types of music most commonly used or preferred by high-achieving students, as this study revealed a bias regarding the preferred types of music among the informants.

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