

**THE LEARNING STYLE PREFERENCES OF FEMALE SENIOR HIGH  
SCHOOL STUDENTS IN NURUL HAKIM BOARDING SCHOOL  
LOMBOK: A CASE STUDY**

**THESIS**

In Partial Fulfillment of the Requirement for Master's  
Degree in English Language Education



By  
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2024**

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2. If this thesis is proven as a form of **PLAGIARISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.
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Malang, 16<sup>th</sup> July 2024

The Writer



**KHOFIFAH NURLESTARI**

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This thesis is intended as the requirement for the degree of *Magister Pendidikan* (M.Pd.) in the Directorate of Graduate Program. Its title is “The Learning Preferences of Female Senior High School Students in Nurul Hakim Lombok: A Case Study.”

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**ABSTRACT**

This study aims to discover students' learning style preferences (LSP) and their implementation, specifically in the Nurul Hakim Boarding School (NHBS) for females. A qualitative case study design was used. Dunn and Dunn's (2005) Learning Style Inventory (LSI) Model was adopted and administered to support the questionnaires, semi-structured interviews, and observations in obtaining the data. Furthermore, Mile and Huberman's (2014) data analysis steps are utilized to analyze the data. The result indicates that one student might possess several LSPs simultaneously. Students also have various preferences regarding the environmental, emotional, sociological, physiological, and psychological dimensions. They also personalize their seating arrangements, place and time of study, and companionship regarding the implementation. Lastly, this study also suggests that students should be aware of their LSPs. For teachers and schools, it is suggested that students' LSPs be discovered and an improved system to facilitate learning activities be developed. The suggestion for future research is presented as well, that they should focus on specific dimensions rather than as a whole.

**Keywords: Learning Style, Preferences, Teaching-Learning.**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui preferensi belajar siswi dan penerapannya, khususnya di Pondok Pesantren Nurul Hakim. Penelitian ini berbentuk kualitatif dengan menggunakan desain studi kasus. Model Inventarisasi Gaya Belajar milik Dunn dan Dunn (2005) diadopsi dan digunakan untuk mendukung kuisioner, wawancara semi-terstruktur, dan observasi dalam memperoleh data. Selanjutnya, Langkah-langkah analisis data Mile dan Huberman (2014) digunakan untuk menganalisis data. Hasil penelitian yang ditemukan menunjukkan bahwa siswa memiliki beberapa preferensi gaya belajar secara bersamaan. Siswa juga menunjukkan preferensi yang berbeda-beda mengenai dimensi lingkungan, emosional, sosiologis, fisiologis, dan psikologis. Mereka juga melakukan beberapa penyesuaian preferensi tempat duduk, tempat dan waktu belajar, dan pendamping terkait pelaksanaan preferensi gaya belajar. Kemudian, penelitian ini juga menyarankan agar siswa mengetahui ppreferennsi gaya belajar mereka. Bagi guru dan sekolah, disarankan untuk menemukan preferensi gaya belajar siswa dan mengembangkan sistem yang lebih baik untuk memfasilitasi kegiatan pembelajaran. Saran untuk penelitian selanjutnya juga disampaikan, yaitu sebaiknya fokus pada dimensi tertentu dibandingkan fokus secara keseluruhan.

**Kata Kunci: Belajar-Mengajar, Gaya Belajar, Preferensi.**

## **I. INTRODUCTION**

### **1.1 Research Background**

English is unarguably a global language taught at nearly all levels of education in Indonesia to help them pursue higher degrees within or abroad (Mazlan et al., 2022). According to Muslim and colleagues (2020), English competence paves the way for Indonesian youth for the global world as it is a crucial aspect of human development. However, teaching English nowadays is quite challenging, especially in high school contexts. Some of the causes are unfamiliarity with strategies applied in teaching and learning, environmental factors, low motivation, willingness, and attitude, as well as students' low proficiency in English (Altakhaineh et al., 2023; Lukas & Yunus, 2021; Mazlan et al., 2022; Mokoena, 2022; Sunra et al., 2020). Knowing students' proficiency level, understanding the material and curriculum, applying suitable strategies, and knowing students' preferences are some ways to prevent these issues.

Accordingly, students' preferences in learning are closely associated with learning style (LS). Generally, LS refers to students' preferred learning and studying methods (Pritchard, 2009). Knowing personal LS is essential for every learner because it shows learners' strengths and weaknesses. Hence, it motivates learners and teachers to find solutions and improve students' academic achievement and retention (Coffield et al., 2004). Some studies provided outstanding results on applying teaching-learning strategies and consciousness of students' learning preferences to improve students' achievement (Hasani & Pahamzah, 2022; Yeldham & Gao, 2021). These studies indicate that applying suitable and matching strategies to students' learning preferences helps the effectiveness of the teaching and learning process and enhances learning outcomes.

The next study, conducted by Tazik in 2019 in Iran, focused on the significance of LS to students' writing achievement. They discovered that accommodating writing tasks to students' visual LS improved their writing achievement (Tazik, 2019). Hence, even though teaching students with different LSPs is impossible, preparing a multi-type teaching style is suggested to reach all students. Some studies have also revealed that a multimodal LS emerged as students possess shared LSs (Bin Eid et al., 2021;

Girón-García & Gargallo-Camarillas, 2023). They are kinesthetic, auditory, and visual. Students with multimodal LS showed reflective learning and active participation after validating their LS and results on raised academic achievement. Additionally, Costa, Souza, Valentim, and Castro debunked the idea of a correlation between LS and students' learning environments and found no correlation between LS and virtual learning environments. They stated that four LSPs might not be enough to describe all students' LS. Therefore, they suggested future research to apply other LS theories that widely cover students' LSs (Costa et al., 2020). Based on the previous studies, most of the research focused on the LS of tertiary students' level outside of Indonesia and concludes that there is limited research on LS regarding Indonesian learners and other levels of learners.

Furthermore, studies addressing the difference between male and female students have been dug into every perspective. Regarding learning achievement, female students mainly outperform males (Sabarun et al., 2023). In terms of learning style preferences (LSP), some studies found that there are differences between male and female LSPs. Male students favor kinesthetic and visual, while female students favor reading/writing (Idrizi et al., 2023). The others discovered that both female students share similar LSP (Alonso-Martín et al., 2021; Bin Eid et al., 2021; Hashem, 2022). Furthermore, several studies have explicitly mentioned no correlation between gender and students' LSP (Mu et al., 2022; Nikoopour & Khoshroudi, 2021). In conclusion, even though some students found differences between male and female LSP, gender is not a variable that influences them.

All in all, the previous studies showed limited studies about learning style preferences in the boarding school context in Indonesia. Therefore, this study intended to explore LS as a whole, addressing senior high school students in boarding schools to fill in the gap in the research on LS. Namely, the LSP in Nurul Hakim High School (NHBS) Lombok. Specifically, this study focuses on the female independent learning program because it has a set of rules and is less effective than males. The female dormitory also had limited space and access. Additionally, the number of female students was higher than that of males, and the independent learning programs were

done in the evening and night. Hence, exploring the female part is more possible than the male. These reasons were gathered based on the preliminary observation. In addition, Costa and colleagues (2020) suggested analyzing LSs further as they found insufficient descriptions of students' LS in four categories. Hence, this study applies a broader theory to collect the data. This study is expected to provide a deeper understanding of students' LS, preferences, and implementation and help the boarding school construct suitable learning programs.

## **1.2 Research Questions**

- 1.2.1 What are the learning style preferences of female Senior High School students in Nurul Hakim Boarding School Lombok?
- 1.2.2 How are the learning styles of female Senior High School Students applied in Nurul Hakim Boarding School Lombok?

## **II. REVIEW OF RELATED LITERATURE**

This section covers the review of related literature used in the research, specifically teaching English at the high school level and the theory of LSP.

### **2.1 The Teaching of English in High School Level**

One of the crucial requirements for competing globally nowadays is to possess global language proficiency, specifically English. To Indonesian society, English competence paves the way for the international world as it is a crucial aspect of human development (Muslim et al., 2020). Even in 2015, the Indonesian government's establishment of Millenium Development Goals (MDG) required all stakeholders to work hard to prepare generations of the nation. Hence, they are ready to compete globally (Herlina & Muji, 2019). Therefore, the English language has been extensively taught at nearly all levels of education, even though it is still viewed as a foreign language (Mazlan et al., 2022). The English language has been taught since elementary school even though it is served as a local content lesson. At the high school level,

English is taught to students to help them pursue a higher degree and develop their future. In addition, learning English includes several skills, namely speaking, writing, listening, and reading. Teachers should acquire these skills first, and students are expected to develop them.

However, learning a new language is considered an extensive and complex process. It requires full attention from learners (Brown, 2007). Conveying and receiving messages properly in a new language requires dedication, total involvement, and a total physical, mental, and emotional reaction. Hence, teaching English should not be taken lightly as it also involves the struggle to expand the boundaries of the native language into another language, culture, and a way of feeling, thinking, and acting. Harmer (1998) even pointed out some elements of teaching that teachers should master. Mannerism involves teachers' physical presence and voice, marking students' work, seating arrangements and groupings, and many more. Teachers should also pay attention to students' proficiency levels, preferred learning strategies, and LSs to reach the maximum end of the teaching-learning process. Knowing students' factors in learning English might help teachers prevent boredom or demotivation and motivate students to gain higher English proficiency (Coffield et al., 2004; Mulualet al., 2022; Yeldham & Gao, 2021).

Nowadays, problems regarding English teaching in High school are rapidly surfacing. Such as unsuitable strategies (Peng et al., 2019), low student motivation, and low teacher professionalism (Muslim et al., 2020; Rasman, 2018). In a boarding school context, students also exhibit a low interest and motivation in learning English (Zulfa & Suryaman, 2022). The school and teacher's inability to facilitate students is the leading cause. The low interest and motivation cause a lack of participation as well. Pronunciation difficulty and insecurity were also present (Asgara et al., 2022). Furthermore, different perspectives and beliefs between teachers and students can cause contradictions. Teachers believe they have to use English in class all the time, while students prefer to use mixed language. In addition, students prefer to work in groups or pairs, while the teacher suggests working individually (Rini, 2020). Teaching

and learning activities should be well planned, fully executed, and carefully evaluated to prevent such issues.

## **2.2 Learning Style (LS)**

LS is an individual perspective regarding learning. It refers to biological and mental preferences that result in the differences between one student's and others' styles of learning (Robinson et al., 2022). Cassidy (2004) mentioned that LS is a concept that has served as a valuable recommendation for learning in both academic and other areas. Furthermore, the term style means something that is not a choice yet something humans are stuck with (Robinson et al., 2022). For example, students cannot force themselves to be visual learners when they have an auditory style because they understand faster through listening rather than looking at pictures or videos. Forcing themselves into a visual LS might result in difficulty processing the information. Contradicting Robinson and colleagues' idea, Pritchard (2009) mentioned that LS is not a fixed quality humans will constantly reveal. Learners can adopt different styles in different contexts as well. It is believed that possessing more than one LS helps learners complete the given tasks. An inability or reluctance to adopt more LSs might also result in an ineffective learning process. In conclusion, LS is a personal preference among learners that changes in the context of learning.

LS in English education refers to students' individual preferences in thinking, processing, and understanding of English material. LS also refers to complex manners and conditions in which learners most efficiently and effectively grasp, process, preserve, and recall what they learn (James & Gardner, 1995). There are various LSs based on some theorists. Myers and Myers (1995) classified the LS based on the derivation of psychological theories. The extrovert, introvert, sensor, intuition, feeler, thinker, perceiver, and judger. French (James & Gardner, 1995) proposed seven elements of perceptual dimension. They are visual, print, aural, interactive, haptic, kinesthetic, and olfactory. Following French's idea, Fleming and Baume (2006) divided LS into four outlines of the human sense. The auditory, kinesthetic, reading, and visual. According to James and Gardner (1995), three dimensions of model LS are based on



response to stimuli. The first is perceptual, which covers visual, auditory, tactile, and kinesthetic. The second is cognitive, which includes global and analytic. The last is the affective dimension, which covers preference for motivation, persistence, responsibility, and companions. Another theory by Dunn and Dunn (Coffield et al., 2004) divided the LS dimension into five categories. The environmental, emotional, sociological, physiological, and psychological.

### **2.3 Dunn and Dunn's Learning Style Inventory (LSI) Model**

In this study, the researcher used Dunn and Dunn's LSI model as the indicator of the research instrument. The justification of the theory is based on several considerations. First, Dunn and Dunn's LSI model provides a broad LS dimension. Second, from a quantitative research point of view, Dunn and Dunn's LSI model has the highest reliability and validity ratings regarding LS model reports (Cassidy, 2004). Third, it has been recognized as practitioner-oriented and the most widely applied assessment for LS (Allen et al., 2011). Furthermore, Rita Dunn claimed that Dunn and Dunn's LS is more thorough than other educational movements. This claim was based on the number of tests done at more than 60 higher education institutions and multiple grade levels as of 1989. These tests include every level of academic proficiency (Coffield et al., 2004).

LSI is a tool that helps to distinguish learners' LSP. According to Dunn and Dunn (2005), LS is how a learner concentrates, processes, and retains fresh, complex information. It also refers to a biologically and developmentally imposed set of tendencies that make a similar teaching method helpful for some but difficult for others (Coffield et al., 2004). Furthermore, LS lies beyond learners' ability to learn by hearing, seeing, reading, writing, illustrating, verbalizing, or actively experiencing the material. It is also more than whether they are analytic, global, holistic, or simultaneous. Hence, one must consider beyond single characteristics or investigate the entire matrix of each learner's preferences toward learning. Furthermore, Dunn and Dunn emphasize the patterns through which the highest productivity tends to occur, namely, how the learners prefer to produce or learn best, not what (Sims & Sims, 1995).

Dunn and Dunn's model of LS involves five dimensions broken down into various elements of stimuli preferences (Coffield et al., 2004; Dunn & Dunn, 2005). They are environmental, emotional, sociological, physiological, and psychological dimensions. Furthermore, Dunn and Dunn (Coffield et al., 2004) categorize these dimensions into two kinds. The first is dimensions that are fixed and nearly impossible to change. Environmental and physical dimensions are included in this kind. The second is a more open-to-change dimension that includes emotional and sociological dimensions.

### **2.3.1 Environmental**

The environmental dimension includes sound, light, temperature, and design preferences. According to Dunn and Dunn (2005), some students can work efficiently with noise, while others need a quiet environment, and the absence of sound is not a factor for some students. Light means the ratio of convenient light during the teaching-learning process. Temperature refers to individuals' tolerance of a place's temperature. They are effectively concentrating when the room is air-conditioned or warm. Meanwhile, design refers to the classroom design. It consists of formal design and informal design. Formal design means students prefer to be seated in learning. Meanwhile, students who prefer informal design will study on the floor, bed, or lounge.

According to Madhu and Bhattacharyya (2023), students with quiet preferences were mostly self-supportive. It indicates that students learn better in their own study room, in a calm environment, and tolerate no disturbance. Ozdemir and colleagues (2018) also revealed that female students have the highest environmental learning preferences. It also became the highest variable in improving students' learning (Hassan et al., 2021). Furthermore, environmental LSPs contribute to students' critical thinking skills (Mahmood & Othman, 2020). Therefore, environmental LSPs hold a significant role in improving students' learning and academic achievement.

### **2.3.2 Emotional**

The emotional dimension deals with motivation, persistence, responsibility, and structure preferences. According to Cuadrado and colleagues (2017), the emotional dimension is the most highlighted as an essential LSP of students in Seville. The need

for motivation and supervision from teachers is one of the variables shown by the students. Furthermore, this LS was revealed to be the most preferred LS by male students and poses as one of the vital contributors to students' critical thinking skills (Mahmood & Othman, 2020; Ozdemir et al., 2018; Rae, 2018)

In addition, students' motivation drives them toward academic achievement. Their ability to pay close attention and learn for an extended period refers to persistence or perseverance. Responsibility refers to students' power to complete a given task. Some students might be able to finish what they are given. At the same time, others' attention is diverted when the task becomes difficult to solve. Structure preference refers to students' preference for mandated guidelines of a task. Some might find establishing specific rules frustrating and unstimulating, while others find it helpful (Dunn & Dunn, 2005).

### **2.3.3 Sociological**

The sociological dimension refers to learners' preferences to work or study alone, with peers and teams, with an adult, and in various situations. Dunn and Dunn (2005) mentioned that some students like to learn independently and prefer no interruption, such as talking with others, as it ruins their concentration. However, best friends or students in pairs converse bilaterally in their studies. Furthermore, some students prefer to turn to grownups as their source of information when they have difficulties understanding the material. Furthermore, the sociological dimension also deals with learners' preferences for authority. Namely, there is a need for someone's order to start studying.

Cuadrado and colleagues (2017) discovered that the sociological element of LSPs is essential in learning practice. They found that students mostly prefer learning in a group and with adults. This finding aligns with Husin and colleagues' (2021) discovery that students learn best when an adult is around them based on their preferences. Students also collaborated in the sense of learning in chaotic situations and benefited from group discussions (Madhu & Bhattacharyya, 2023). However, some students prefer to study without being reminded and learn in pairs (Rae, 2018).

Nevertheless, one should remember that students might face different threats with the examples mentioned (Muhtar, 2018).

#### **2.3.4 Physiological**

The physiological dimension refers to learners' perception, which includes visual, auditory, tactile, and kinesthetic preferences. The same goes for previous preferences; the physiological dimension also holds the most vital contributor to students' success in learning (Hassan et al., 2021; Ozdemir et al., 2018). According to Patintingan and Lolotandung (2021), students prefer to learn visually, followed by auditory and kinesthetic learning preferences. However, visual LSP showed the slightest correlation with students' test scores (Kekule, 2017). Diniaty and colleagues (2018) also found a distinct inclination that students were mainly auditory learners.

Furthermore, the physiological dimension deals with the LS elements of learners' intake of food or drink, time, and mobility. Some students like to eat and drink when they study. The study time differs for each student, such as morning, evening, or night. Furthermore, each student's mobilities are different. Some can sit for an extended period, while others are restless and need excessive movement, a change of pace, and a place to study (Dunn & Dunn, 2005). Rae's (2018) findings complement this notion that some students prefer studying while eating and studying in the morning.

#### **2.3.5 Psychological**

The global or analytic LSs are included in the psychological dimension. Dunn and Dunn (2005) add that it includes learners' impulsive and reflective decision-making. While global students perceive a situation with a broader and more open-minded perspective, analytic students are more careful and concentrated. The global LS refers to learners' preferences for participating in some instructional activities (Dunn & Dunn, 2005). Furthermore, they respond better to the information taught globally. Namely, they prefer to deal with significant and abstract issues (Coffield et al., 2004). Meanwhile, analytics refers to learners' preferences for learning without interruption. They like concrete problems that require working in detail. Hence, analytic learners tend to learn conservatively and follow sequential rules. Furthermore,

students with a reflective LS enjoy developing their thinking abilities rather than impulsively.

Ozdemir and colleagues' (2018) findings showed that female students mostly prefer psychological LSs. Furthermore, this style optimizes students' critical thinking skills (Mahmood & Othman, 2020). Meanwhile, Rae (2018) revealed that most students show an analytic LS and prefer to study sequentially and reflectively. They need more time to decide and work on their projects and learning activities.

#### **2.4 The Implementation of Learning Style Preferences (LSP)**

The implementation of LS refers to the implementation methods based on students' preferences. The more students engage in how their learning experience is designed, the more they will be excited about learning (Dunn & Dunn, 2005). Students may remodel the classroom or study place with an essential awareness of styles and needs. The differences in LSs between individuals should be considered as the students prepare a list of changes. Based on Oweini and Daouk (2016), students' learning process and achievement are optimized when teachers utilize instruction that matches their LSP. Bosman and Schulze (2018) even highly proposed that teachers discover and implement students' individual LSP in teaching.

Some ways to implement students' LSP in teaching-learning activities are creating a positive learning environment and teaching methods that accommodate students' various LS (Bosman & Schulze, 2018). Additionally, as far as the literature review is concerned, there is no specification for the sequential steps of LS implementation. This study then explains that implementing students' LSP refers to redesigning the classroom or the study place (Dunn & Dunn, 2005).

As complementary, previous studies mentioned that the application of LS also refers to personalization (Sense et al., 2020), adaptation (Agustini, 2017; Campbell, 1991; Labib et al., 2017), mapping (Latham et al., 2012), and adjustment to learners' LSPs (Fathoni, 2018; Hamada & Hassan, 2017). Some elements that need redesigning are seating, lighting, sound, temperature, and task persistence (Dunn & Dunn, 2005).

Seating arrangements in most schools combine chairs, desks, and tables in four square inches. Sometimes, this results in physical discomfort, making students squirm, fidget, rock, and eventually get out of the chair. To prevent such issues, students use cushions, beanbags, or carpets to make their seats comfortable. Furthermore, teachers can allow students to sit comfortably and permit them to stretch their legs (Dunn & Dunn, 2005).

In the lighting element, students or teachers can sometimes accommodate individual preferences. First, turn on only half of the lights at the study place. Second, stick colored paper between light bulbs in one or more classroom areas. Third, permit students to wear sunglasses or sun visors. Next, mask large, bright, white surfaces whenever possible. Lastly, use dark curtains or dark-toned fabrics to shade areas. Additionally, curtains are also used to block out the sun regarding the temperature element. Fans, layered clothing, and sweaters are commonly used in learning. The students would also require water to drink or dab on their faces (Dunn & Dunn, 2005).

As mentioned before, some students concentrate better when the classroom is noise-free, while others prefer to listen to some sounds. There are several ways to implement individual LS regarding sound: First, students sit away from traffic or activity patterns. Second, use soft cotton or rubber earplugs, earmuffs, or nonfunctioning headphones in study environments. Third, study near traffic areas and permit music or noise for students who prefer background sound. The last element to redesign is task persistence, which refers to students' emotional need to work on a task until it is done. The implementation of the task persistence method is commonly found in analytic or global students. Analytic students will arrange desks and chairs in lairs or private spaces. Meanwhile, globally oriented-students study in small groups and engage in instructional activities (Dunn & Dunn, 2005).

### **III. RESEARCH METHOD**

#### **3.1 Research Design**

A descriptive qualitative research method was used in this study. Meanwhile, the present research design was a case study research design. The case addressed was NHBS's Independent Learning system for female students. The researcher focused on female rather than male dormitories for several reasons based on preliminary observation. First, the number of female students was above that of male students. Second, the independent learning system of female students was less effective than that of males. Third, the system was applied in the evening and night; thus, observing female dormitory was more possible than male. Furthermore, the system required students to sit in a specific place and time.

It is essential to investigate the case as the system forbids students from bringing snacks and drinks to the study place. However, from the researcher's preliminary observation, nearly all students violated the system by bringing food and drinks and leaving their appointed places. Teachers also need a long time to push students to the independent learning program. Furthermore, through this method, the researcher explored comprehensive and detailed information regarding the LSPs of female senior high school students in NHBS Lombok and its implementation. Using various sources of information and several perspectives, a descriptive qualitative case study was used to analyze a case within a specific context and reveal the case's many dimensions (Ary et al., 2019).

#### **3.2 Research Setting and Subject**

This study was done at the Nurul Hakim Boarding School (NHBS) Lombok, a boarding school located in Kediri, West Lombok. This boarding school was selected because it has an independent learning program that schedules the students to learn independently in their predetermined places from 4.00 pm to 5.30 pm and 7.30 pm until 10.00 pm. Additionally, there is no previous research exploring LSP in NHBS yet, nor has it even explored NHBS in general. Furthermore, this research focused on female senior high school students' LSPs in NHBS. Therefore, the subject of this study was

female senior high school students at NHBS. The female senior high school students are believed to be able to provide relevant information about their LSP and the schools' independent learning program, fulfilling the purposive sampling purpose (Ary et al., 2019). Furthermore, the subject selection was based on the following reasons/considerations.

1. They were students of NHBS.
2. They were at the senior high school level.
3. They followed NHBS's Independent Learning system.

### **3.3 Data**

This study's data were words and sentences drawn from participants' opinions, statements, explanations, and observations about female senior high school students' LSPs in NHBS Lombok. Additionally, the research data were not only qualitative, but also quantitative in the form of percentages from questionnaire results. The data were obtained through several techniques, which will be discussed below.

#### **3.3.1 Data Collection Techniques and Instruments**

The researcher used various data collection techniques, such as distributing questionnaires, conducting observations, and conducting interviews, to collect data about LSPs. Since the primary goal of this study was to collect data, collecting data was the first step in the research process.

##### **3.3.1.1 Questionnaire**

The first instrument used to collect the data was a questionnaire. The researcher administered Dunn and Dunn's LSI Model as the questionnaire indicator. Moreover, Arip and colleagues's (2016) questionnaire was adopted as the questionnaire's instrument. Arip and colleagues' (2016) questionnaire was chosen as it is suitable for adoption with several modifications. First, the content is similar to that of Arip and colleagues' instrument, which was developed using Dunn and Dunn's LSI Model. Second, the reliability and validity of the instruments have already been tested. Hence,



the reason for the quality of scientific judgment has already been proven. Third, several instrument parts can be adjusted to the research context.

The purpose of distributing the questionnaire was to answer the first research question. To do so, the researcher gathered all the senior high school students in the yard in front of the 5<sup>th</sup> TLB room and called the class leaders. With the help of the class leaders, the hard copies of the questionnaires were distributed and collected. Furthermore, the total number of students who answered the questionnaires was 434. 210 from the 1st grade, 122 from the 2nd grade, and 102 from the 3rd grade senior high school students.

Some steps for distributing questionnaires were as follows.

1. Adapting Arip and colleagues' questionnaires into the research contexts.
2. Validating the questionnaire questions through consultation with experts.
3. Distributing questionnaire hard copies to the subjects.
4. Collecting the questionnaires' results.

### **3.3.1.2 Observation**

The observation was also done to get additional data regarding the 2<sup>nd</sup> research question. In this step, the researcher, as a human instrument, observed students' actions and behaviors in implementing their LSPs in their learning activities using anecdotal observation, a non-systematic observation technique in which the researcher collected data based on precise events (Cresswell & Cresswell, 2018). Furthermore, the data from the observation were in the form of field notes in which the researcher wrote notes on students' LSs and behavioral patterns.

Observing the students' independent learning program, the researcher stayed as close as possible to the students and participated with the teachers in the learning activities. The researcher recorded the students' independent learning programs from 04.00 pm to 05.30 pm and from 07.30 pm until 10.00 pm, or even more. Then, the field note was written soon after the observation of the boarding school's learning program was done. The researcher also conducted the observations until the data was saturated

in the sense that the researcher stopped the observation when all the relevant data was obtained. Therefore, the researcher stopped the observation until the 7th.

The steps of conducting observation were:

1. Preparing observation field notes.
2. Conducting observation of the subjects until the data is saturated.
3. Writing and collecting the observation results in the form of field notes.

### **3.3.1.3 Interview**

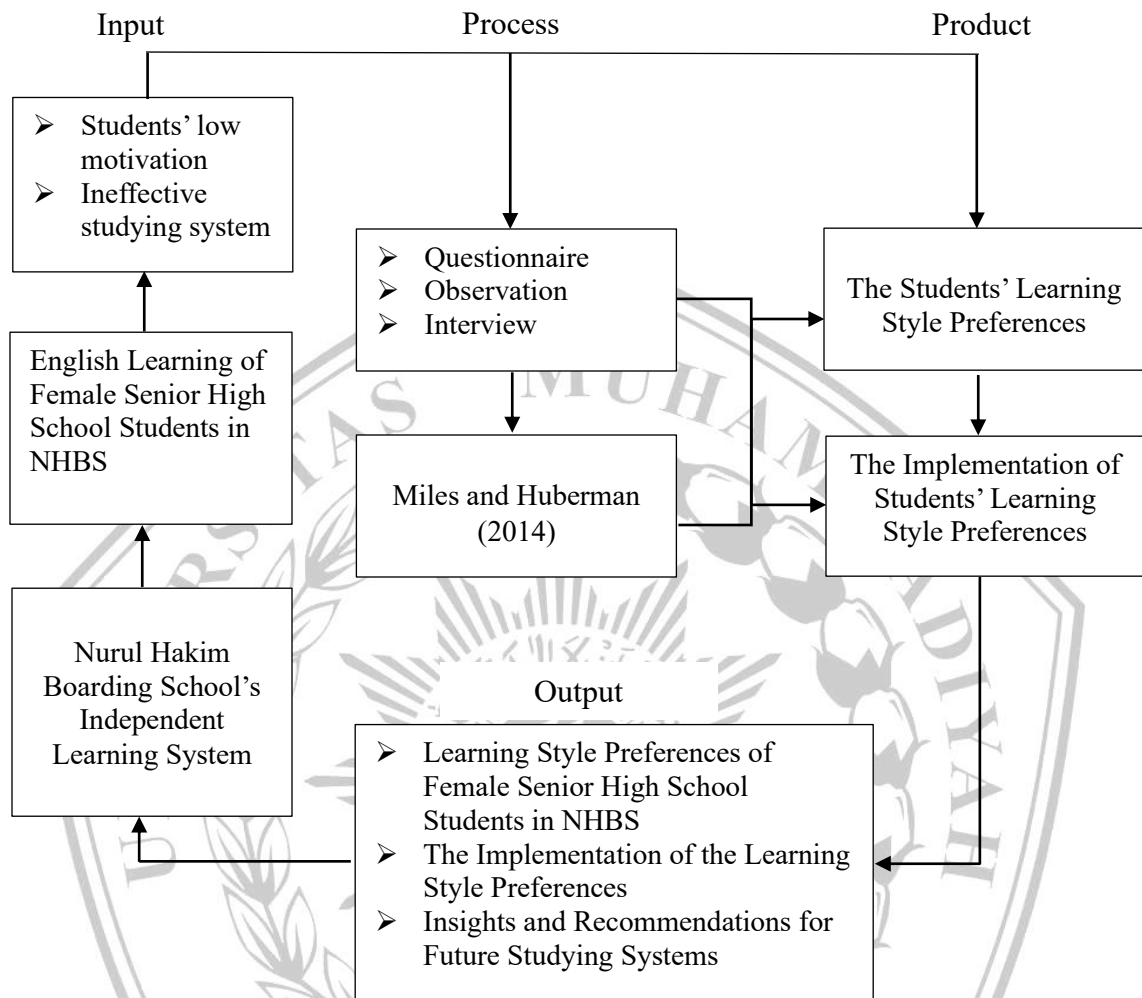
The last instrument used was a human instrument: a semi-structured interview to collect supporting data regarding students' LSPs and how students implement their LSPs in their learning process. Aside from interviewing the students, it is also conducted for the teachers to gain the trustworthiness of the data collected. 28 interview questions were based on research questions. However, not all questions were asked because students' and teachers' previous answers had covered the answers. The researcher also developed and adjusted the order of the questions based on the teachers' and students' answers. Hence, the semi-structured interview was conducted as it was the most fitting way to collect in-depth data regarding students' and teachers' understanding of LS implementation and preferences (Ary et al., 2019).

Before interviewing the subject, the researcher ensured that the students and teachers understood the research context. Specifically, the researcher ensured students' and teachers' understanding of LSPs and the independent learning program. When the subjects understood the concept, a semi-structured interview was done until the data was saturated. Therefore, the interview was stopped because the relevant data was obtained after seven interviews with students and three with teachers.

Some steps of conducting the semi-structured interview were as follows.

1. Develop an interview guide based on research questions and the LSI model.
2. Validating the interview guide through consultation with experts.
3. Conducting interviews with the subjects until the data is saturated.
4. Collecting and transcribing the results of the interview.

The summary of the present study in a blueprint is presented in the figure below.



**Figure 3.1 The Practical Framework of the Present Research**

### 3.3.2 Data Analysis

Data analysis is the process of making sense of the collected data. In this session, the researcher applied Mile and Huberman's data analysis steps to obtain a thorough overview of students' LSPs and their ways of applying them. According to Miles and Huberman (2014), there are three steps researchers should take to make sense of the data after the data collection as follows;

### 3.3.2.1 Data Condensation

In this step, the researcher chose and simplified the data within the entire corpus (body) of written questionnaire documents, interview transcripts, and field notes from observations regarding students' LSPs. The researcher selected the relevant data based on the focus of the research. Then, the researcher classified the data based on the Dunn and Dunn LSI model and the research questions.

### 3.3.2.2 Data Display

In this step, the researcher organized and classified the data according to Dunn and Dunn's LSI Model classification and the implementation process of the LSPs. Data from the questionnaire was turned into percentages to facilitate the researcher's analysis of the students' LSPs. Then, the qualitative interpretation was done. The data were also displayed according to the adaptation of the Dunn and Dunn LSI model in which the level preferences were described into SP (Strong Preference), MP (Medium Preference), and DM (Does not Matter). The table below shows the coding of the data.

**Table 3.1 Coding of Students' LSPs**

NO	Indicator	Preferences	Level Of Preferences					Preferences
			SP	MP	DM	MP	SP	
1	<b>Sound</b>	Noise	19%	18%	18%	28%	18%	Quiet
2	<b>Light</b>	Dim	2%	9%	26%	37%	26%	Bright
3	<b>Temperature</b>	Warm	1%	3%	25%	37%	33%	Cold
4	<b>Classroom Design</b>	Formal	40%	26%	18%	12%	4%	Informal
5	<b>Motivation</b>	Does Not Need Motivation	11%	29%	29%	24%	8%	Needs Motivation
6	<b>Responsibility</b>	Is Not Responsible	2%	4%	16%	35%	42%	Is Responsible
7	<b>Task Persistence</b>	Intermittent	13%	29%	43%	12%	2%	Persistent
8	<b>Structure</b>	Structured	13%	37%	22%	22%	5%	Unstructured
9	<b>Alone/Peers</b>	Alone	4%	13%	32%	42%	9%	Peers
10	<b>Group</b>	Small Group	4%	23%	42%	25%	6%	Big Group
11	<b>Adult</b>	Does Not Need Adult	2%	8%	27%	49%	13%	Needs Adult

12	<b>Authority</b>	Does Not Need Authority	1%	4%	19%	52%	24%	Needs Authority
13	<b>Variety</b>	No Variety	1%	5%	26%	43%	25%	Variety
14	<b>Auditory</b>	Do Not Learn by Listening	1%	2%	20%	51%	26%	Learns by Listening
15	<b>Visual</b>	Do Not Learn by Watching	0%	1%	11%	60%	27%	Learns by Watching
16	<b>Kinesthetic</b>	Do not Learn by Moving	0%	3%	21%	47%	29%	Learns by Moving
17	<b>Tactile</b>	Do not Learn by Touching	0%	1%	12%	50%	38%	Learns by Touching
18	<b>Intake</b>	Do Not Need Intake	4%	12%	28%	41%	16%	Needs Intake
19	<b>Tome Of Study</b>	Morning	8%	16%	36%	25%	15%	Evening
20	<b>Mobility</b>	Stationary	16%	30%	33%	18%	4%	Moving
21	<b>Information Processing</b>	Global	8%	31%	21%	31%	8%	Analytical
22	<b>Decision Making</b>	Impulsive	2%	16%	43%	33%	6%	Reflective

*Note.* SP = Strong Preference.  
MP = Moderate Preference.  
DM = Does not Matter.

Furthermore, the interview and observation results were presented comprehensively. The researcher also applied a system of abbreviation and lining to refer to the results. For instance, participants' names were abbreviated. FN stands for field notes, FN1 stands for Field Note 1, Ln represents line, and Ln 1-2 stands for Line 1 to 2. Hence, ESM, Ln 1-2 indicated that the data was sourced from the ESM interview in lines 1 to 2. The same goes with the observation result, FN1, Ln 1-2 indicated that the source of data was field notes 1 in lines 1 to 2.

### 3.3.2.3 Drawing and Verifying Conclusion

In this step, the researcher interpreted the meaning of the classified data from the data display and concluded the data interpretation results. In verifying the conclusion, the researcher also related the data of the female Senior High School students of NHBS Lombok to Dunn and Dunn's LSI Model. Additionally, the researcher also completed the data interpretation by summarizing the female senior high school students of NHBS based on their LPSs and implementation.

### 3.3.3 Trustworthiness

This study used triangulation to determine its trustworthiness or dependability. Specifically, a qualitative study's trustworthiness is enhanced by using multiple data sources to collect the data (Ary et al., 2019). The triangulation was conducted by interviewing the teachers within the NHBS, who are the supervisors of the studying system. Furthermore, they supervise the students for 24 hours. Hence, they are believed to possess a deep understanding of the students.

The table below summarizes and facilitates understanding of the present research.

**Table 3.2 Summary of Research Questions, Data, and Instruments**

No	Research Questions	Forms of Data	Sources of Data	Instruments
1	What are the learning style preferences of female senior high school students in Nurul Hakim Boarding School Lombok?	Transcripts and excerpts about the LSPs of female senior high school students in Nurul Hakim Boarding School Lombok	The female senior high school students of Nurul Hakim Boarding School Lombok	Questionnaire and researcher as a human instrument (Interview guide)
2	How are the learning styles of female Senior High School Students applied in Nurul Hakim Boarding School Lombok?	Transcripts and excerpts about female senior high school students' LS implementation in Nurul Hakim Boarding School Lombok	The female senior high school students of Nurul Hakim Boarding School Lombok	Anecdotal observation and researcher as a human instrument (Interview guide)

## IV. FINDINGS AND DISCUSSION

### 4.1 Findings

In this section, the researcher presented data on LSPs and how the students implement them. Hence, the presented results have two parts, each with dimensions provided.

#### 4.1.1 Students' LSPs

The first section presented the findings of students' LSPs. It covered five dimensions, with each preference mentioned: environmental, emotional, sociological, physiological, and psychological. The findings are presented below.

##### 4.1.1.1 Environmental Dimension Preferences

The table below represents the level of preferences regarding students' LSPs regarding the environmental dimension.

**Table 4.1 Environmental Dimension**

NO	INDICATOR	Preferences	Level of Preferences					Preferences
			SP	MP	DM	MP	SP	
1	Sound	Noise	19%	18%	18%	28%	18%	Quiet
2	Light	Dim	2%	9%	26%	37%	26%	Bright
3	Temperature	Warm	1%	3%	25%	37%	33%	Cool
4	Classroom Design	Formal	40%	26%	18%	12%	4%	Informal

*Note.* SP = Strong Preference.  
MP = Moderate Preference.  
DM = Does not Matter.

The table showed that 18% of students had strong preferences for quiet places, and 28% had medium preferences for so as well. Furthermore, 18% of them moderately preferred sound, while the rest had strong preferences for sound. Students with strong preferences preferred to study somewhere quiet with no sound at all, while those who moderately prefer quiet could tolerate a little noise. 18% of them, however, think that noise and quiet did not matter. They can learn whether there is sound or not around them. Meanwhile, students who moderately preferred sound tended to study in a place with a commotion. They preferred to study while listening to music or a friend's explanation. These numbers show that the students have different learning preferences, and most prefer quiet. Students who have preferences for sound stated that:

*"It is influential if the fuss is pointless. If we're around noisy people in studying activities, it's not too disturbing. However, if it's noisy because they play or gossip, then I'll memorize and remember my lessons (AF, Ln 38-40)."*

Based on the excerpt, students who prefer to learn in a commotion can only tolerate noises from studying or learning commotion. They would feel disturbed when their surroundings gossip or play. They also would force themselves to focus by memorizing or repeating their learning. Therefore, students can learn when they are learning in a studying environment, such as when their surroundings read the Quran and study in general.

Meanwhile, students who preferred quiet said that they could not focus in noisy surroundings. They needed to learn far from the others so no noise would disturb their concentration. This finding was found in the excerpt data below.

*“I can't focus, so I will look for a quiet place with no noise where I can be comfortable studying.” (AA, Ln 11-12)*

Based on the data above, some students can concentrate better when they learn in quiet surroundings, while others cannot. They are disturbed if their surroundings are noisy, such as gossiping and playing. The conclusion that can be drawn from the data above is that the highest preference regarding sound is a medium preference for quiet places, followed by a strong preference for sound and the rest. Students with preferences to learn in a quiet place would sit alone, while students with noise preferences would sit in a group or a learning environment.

The next is regarding light. Based on the table, 2% of the students had strong, and 9% of them had moderate preferences for dim places. 23% of them thought the preferences did not matter. Additionally, 37% of the students moderately preferred bright places, and the remaining 26% strongly preferred them. Most students' LSPs were to study in a place with sufficient lighting and avoid studying in a dim place. Based on the interview results, students prefer to study with sufficient light because of myopia and precise reading. This finding is supported by the interview results below;

*“It's bright because if it's dim, it can hurt my eyes, especially since I have myopia.” (NE, Ln 16)*

Several students share another reason.



*“It's a well-lit place, so the lighting is more precise. My eyes won't hurt, and I can also see the book clearly.” (AF, Ln 42-43)*

Based on the data above, students preferred bright rather than dim because learning in a dim place hurts the eyes and makes the reading unclear. Additionally, some students had the inclination that lighting Does not Matter. It can be concluded that they could learn either in dim or bright places. In a nutshell, most students preferred to learn in a bright place, fewer thought it Does not Matter, and even fewer preferred dim places.

Furthermore, the table showed that only 1% and 2% of the students preferred learning in a warm place. 24% thought the temperature did not matter, while 36% and 38% of them preferred cold. This indicates that students were more enthusiastic to learn in a cool place than in a hot or warm place. This finding aligned with students' preferences to avoid sunlight in learning. As a student explained, they avoid studying in a hot place because they cannot focus.

*“My favorite place to study is the prayer room; it's cold. If it's hot, I won't be able to focus.” (AA, Ln 16-17)*

The other also shared the same preferences. She even added that she preferred to learn in a cool place with gentle winds, such as the *berugak*, the second floor of Firdaus, and Nasruddin Sin mosques. They would also learn in front of their room. These findings are explained in the excerpts below.

*“It's quiet on the second floor of the mosque, and it's nice there; it's a breezy place. So, the material is easier to understand.” (AF, LN 46-48)*

Furthermore, the most preferred design or classroom design is formal (40% and 26%). Meanwhile, 19% of the students did not think that learning formally or informally mattered. However, the rest of them (12% and 4%) preferred to learn informally. Namely, they preferred to learn without a table or chair and learn by sitting or lying down. They preferred to learn in an informal position because it made them

comfortable. They would also change seats and positions if they studied for a long time to avoid boredom and cramps. The main thing was to learn comfortably.

*“No, actually, I prefer to sit down on the verandas immediately. It makes studying more exciting. Rather than us having to use a table or a bench, that's too formal.” (AF, Ln 50-51)*

Nevertheless, students' preferences for formal design contradicted students' interview results. The questionnaires favored formal, yet in the interview, students answered that they mostly learn informally. This results from the lack of facilities supporting students' preferences. Furthermore, they would bring their study table to the learning place to facilitate their learning. This result was found in the excerpt below.

*“No, not enough. That's why here we've become used to it, like being on the veranda, sitting in the yard, because here there are minimal facilities. That's why we use the corridor. If the facilities were adequate, we would be given a particular room, but here we are comfortable in the yard because that's what it is. It was comfortable because it was forced.” (AF, Ln 114-118)*

In conclusion, students' preferences regarding classroom design were rather formal than informal. They did need tables and chairs when they learned independently, yet the scarcity of facilities resulted in the compulsion into informal preference. Students generally had several preferences in terms of environmental dimension. Some of them had strong preferences for quiet, bright, cool, and formal preferences. Meanwhile, some also had preferences for the opposite. Students with neutral preferences were present as well.

#### **4.1.1.2 Emotional Dimension Preferences**

The table below shows that most students were neutral regarding motivation (29%). Some preferred to motivate themselves (11% and 29%), while the rest needed others (24% and 8%).

**Table 4.2 Emotional Dimension**

No	Indicator	Preferences	Level Of Preferences					Preferences
			SP	MP	DM	MP	SP	
1	Motivation	Does Not Need Motivation	11%	29%	29%	24%	8%	Needs Motivation
2	Responsibility	Is Not Responsible	2%	4%	16%	35%	42%	Is Responsible
3	Task Persistence	Intermittent	13%	29%	43%	12%	2%	Persistent
4	Structure	Structured	13%	37%	22%	22%	5%	Unstructured

*Note.* SP = Strong Preference.  
MP = Moderate Preference.  
DM = Does not Matter.

Self-motivated students stated that:

*“In Learning, being motivated is unnecessary because I know the importance of learning. So, the encouragement is from me.” (ZP, Ln 37-38)*

The excerpt above implied that students were aware of their responsibilities and the importance of learning. Hence, motivation from others is unnecessary. Nevertheless, students who were neutral regarding motivation implied that they could either learn with or without motivation from themselves and others. Additionally, according to another excerpt, some even stated that they need to be encouraged to learn because they will not study at all if they are not motivated.

*“I won't be enthusiastic about learning if I'm not encouraged or motivated.” (AA, Ln 27-28)*

Based on the data above, students must be encouraged to feel enthusiastic about learning. In conclusion, some students were self-motivated and needed others to motivate them when necessary. Fortunately, the boarding school teachers would gather the students before the school started to remind them of the importance of learning and motivate them to study. Hence, students who felt that motivation from others was necessary will always be motivated by teachers.

The next is regarding responsibility preferences. The table also showed that students primarily feel responsible for their studies (42% and 35%). They feel responsible for learning because it was mandated by their parents. They are also aware that learning is for their future development and career, and basically, students' job is to study. Hence, the findings showed that most students' preferences regarding responsibility were high. These findings were concluded from the interview results below;

*“Our responsibilities as children are also students, so our responsibilities are huge. In particular, it is also a mandate from parents, and what's more, our job here is to study.”* (AF, Ln 62-64)

However, 2% and 4% of them felt irresponsible for learning, and 16% of the rest were neutral. It implies that students lacked a sense of responsibility in learning and were unaware of the consequences of their actions. In a sense, when they face a gruff difficulty in solving a task, they will stop trying.

Coincidentally, most students' preferences regarding persistence in learning were neutral. The table implied that 43% of the students could learn both for a short and long time. 13% and 29% of them preferred to learn for a short time, while the rest were persistent (12% and 2%). Based on the interview results, students would learn in a short time or until independent learning is over. Meanwhile, students would learn for a long time because they did not cover all the materials and learned the subjects in their favor. They would stay at their appointed place or move to the mosque and stay there until the morning. This finding was shown by the interview results below;

*“It depends. One lesson might have more material than others. It depends on the material. Usually, this time is used to summarize the important things.”* (ZP, Ln 41-42)

Another student also shared the same reason.

*“It can be done if that's the lesson I like. But if the lesson I don't like, no. I'll be bored or sleepy.”* (ESM, Ln 31-32)

In short, most students' preferences for persistence in learning were neutral. They can learn in a long and short time while their persistence is fueled by their favorite subjects and the amount of material available. Meanwhile, intermittent students would immediately stop learning when the bell rang and covered all the material.

Lastly, most students preferred to study according to the school's schedule (13%, 37%). 22% and 5% of them learned in an unstructured manner, while 22% of them learned both ways. Structured students would obediently follow through when the school appointed them with a learning schedule, while unstructured students would learn independently outside the scheduled time to support or cover other subjects not covered in the appointed schedule. Students who learn outside the appointed place and time usually learn over time. For example, at night, they would continue studying until morning. They would also learn at noon when it was time to nap. Furthermore, they would even learn to kill time while waiting in front of the bathroom. The interview results down below supported this finding.

*“For me, when I have nothing to do, I take a book and immediately read it. So, it doesn't necessarily happen according to the schedule.”*  
(AF, Ln 67-68)

Another student also added that;

*“Where and when I study is not certain; if I have free time, even when I queue in the bathroom, I study.”* (NTP, Ln 31-32)

A student also mentioned another shared preference.

*“I follow the schedule for scheduled lessons, but I also often study alone, so I have my own schedule.”* (ZP, Ln 52-53)

In conclusion, some students would follow the given schedule, while others also learn independently. Students learn based on their schedule when they have free time, for example, when lining up the bathroom or sitting with friends. Findings regarding structure preferences are closely related to the persistence findings because

students would also learn their favorite subjects and cover unlearned material in their individual schedules.

All in all, students' LSPs regarding emotional dimensions vary from strong, moderate, and neutral preferences. Most students have strong preferences regarding responsibility and structure. A high percentage of students for neutrality in task persistence and motivation were also present.

#### 4.1.1.3 Sociological Dimension

The table below summarized students' LSPs regarding the sociological dimension.

**Table 4.3 Sociological Dimension**

No	Indicator	Preferences	Level Of Preferences					Preferences
			SP	MP	DM	MP	SP	
1	Alone/Peers	Alone	4%	13%	32%	42%	9%	Peers
2	Group	Small Group	4%	23%	42%	25%	6%	Big Group
3	Adult	Does Not Need Adult	2%	8%	27%	49%	13%	Needs Adult
4	Authority	Does Not Need Authority	1%	4%	19%	52%	24%	Needs Authority
5	Variety	No Variety	1%	5%	26%	43%	25%	Variety

*Note.* SP = Strong Preference.  
MP = Moderate Preference.  
DM = Does not Matter.

From the data collected regarding the sociological dimension, students' most common LSP was studying with their peers (42%). Some of them also strongly preferred the same (9%). They preferred learning with students at the same level than learning with their seniors and those below them because they would not feel shy, awkward, and tense. Furthermore, the most common learning activity in the boarding school was learning with peers. Hence, they have high preferences for learning with friends at the same level. This finding is supported by the interview results below;

*“I also share ideas with my friends. I don't feel embarrassed or shy about asking my friends. It also makes the lesson quickly understood.” (AF, Ln 25-27)*

Furthermore, 4% and 13% of the students preferred to study alone, while 32% of the rest were neutral. Students' preferences for learning alone aligned with the findings of sound preferences. Students usually sit alone or far from their friends to study comfortably and avoid noise. Students also choose to learn alone when they need to memorize something. The excerpts below supported this finding.

*“It depends on the lesson. If I really want to memorize something, I'll do it by myself. If it's material I don't understand, I'll study with a friend.” (ESM, Ln 40-41)*

Based on the excerpts above, students memorize better when they learn alone because their surroundings are quiet and calm, which correlates with sound preferences in the environmental dimension. It facilitates students with focus and less disturbance. Additionally, students' neutral preferences in learning with companions indicated that they could learn both with peers and alone.

Regarding group preferences, 4% and 23% of students preferred to learn in small groups, 25% and 6 % in big groups, and most of them felt neutral (42%). The variety of preference levels arose because they tended to learn in a group only when necessary. Namely, students would learn together when they struggle to understand a subject. Furthermore, studying together created a lively learning environment. Hence, it makes learning enjoyable. Therefore, students sometimes preferred to learn in groups. Additionally, learning in a group facilitated further understanding for students. When they learned in a group, they tended to discuss the material and share their understanding with the group. Therefore, students could get several insights from the others. This finding is based on the excerpt below.

*“At first, I enjoyed studying alone, but later, when there is something or material that I don't understand, I have to ask someone. So, studying together is also fun because we can share more.” (AF, Ln 72-74)*

The next is that students who prefer authority (52%, 24%) were higher than students who did not (1%, 4%). Meanwhile, the rest of them felt that it did not matter (19%). This finding showed that commands from others, especially someone older, were necessary for students. They must be reminded to learn when they feel down and complacent when playing around. A student even said that:

*“Studying is indeed a responsibility, yes, but the problem is that if I don't force myself, I won't learn. If I'm not encouraged, I won't be reading my book.”* (AA, Ln 38-39)

Another student added that:

*“I need a little bit. We're nothing but an ordinary person, sometimes I'm enthusiastic about learning, sometimes I'm not. So, if I'm enthusiastic, I want to learn, I learn. But later, it's like, an exam like this, I want to prepare beforehand, but I don't have the enthusiasm; how is it possible if I don't have encouragement? Sometimes I don't study. So, I also need it a little bit.”* (F, Ln 32-36)

Based on the excerpts above, older people, specifically teachers, must remind students to learn. They must be reminded when they are not enthusiastic about learning and cannot motivate themselves. However, fewer students also add that they will feel forced to study if the teachers order them to do so, as mentioned in the excerpt below.

*“It'll be hard. If you study under orders, it's like being forced to study. I want to do it myself, at my own will.”* (ZP, Ln 69-70)

They also add that:

*“No, I don't need to be ordered. For example, if we study, it depends on our mood. We're also teenagers, right? For us, without any encouragement, if we are in the mood to study, we immediately take the books and read them straight away. But when we're not in the mood, even if someone told us 10 times, we won't want to.”* (AF, Ln 78-81)

Based on the data above, some students did not need orders from others to study. They preferred to learn based on their mood and will. Furthermore, the orders from others did not affect their willingness because they would not learn even though they



were told to. They felt pressured and insincere in their learning. Hence, students preferred to study at their own will and follow their mood. To conclude, students' authority preferences vary. Students preferred authority because it was necessary to get reminders from others. However, fewer of them preferred no authority because they were not in the mood and did not like to be forced to study.

On the other hand, students preferred to be supported and accompanied by adults in independent learning (49%, 13%) because they were likely to need a teacher's companion while learning. The interview results below supported this finding.

*“Accompanied by the ustazah will be more helpful.” (AF, Ln 76).*

According to the interview results, they felt okay with teachers' companions because learning with teachers facilitated their understanding. They could ask what their friends could not share and exploit the teachers' presence to improve their studying.

However, 2% and 4% of the students did not prefer to be accompanied by the teachers. They felt uncomfortable, uneasy, and rather afraid because teachers frequently asked them to do something, such as sitting in a *muhadatsah* manner, sitting straight from their previous position, or simply cleaning the dorm. The excerpt below supported this finding.

*“Personally, when I'm studying, and teachers come to accompany me, I might avoid them because it's not good. I'm not comfortable being accompanied. (ZP, Ln 64-65).*

Lastly, some students preferred learning in various ways (43%, 25%). This indicated that they preferred to experiment and different strategies. As with the group preferences, students did not focus on age when learning because they could get different insights and references from others. They also could share and ask what they forgot about their previous studies, and vice versa for students above their level. Students mentioned some reasons they prefer the variety style that:

*“If it connects with the material I am learning, I like it. If I really feel comfortable with them, I like it too. I don’t really pay attention to the level or age.” (AA, Ln 62-63)*

Another excerpt showed another reason for the variety of preferences.

*“Yes, because, for example, if I forget the previous lesson, I can ask my classmates. If I have difficulty understanding my lessons, which are the lessons from upper-level students, I can ask them directly.” (ESM, Ln 47-49)*

Based on the excerpts above, they preferred to learn in a group of various ages for comfort and knowledge sharing. Students could learn when they were comfortable with the group members. Furthermore, learning with someone older and younger would facilitate their learning because they can ask and share what they know.

However, fewer students preferred learning with no variety, specifically learning in groups of various ages (1%, 5%). The reasons for such preference were awkwardness, shyness, embarrassment, and insecurity. These reasons were voiced in peer preferences as well. Lastly, 26% of the remaining students felt that learning variety did not matter. It implied that students could learn either with various strategies of age groups.

In conclusion, students' preferences regarding peers, big groups, adults, authority, and variety are higher than the opposites. The number of students who preferred neutral also exceeded the non-preferences yet were below the above-mentioned preferences.

#### **4.1.1.4 Physiological Dimension**

The next finding concerned the psychological dimension. It covered learning preferences through visual, auditory, tactile, and kinesthetic means. It also covered intake, time of day, and mobility preferences. The table below summarizes the findings.

**Table 4.4 Physiological Dimension**

No	Indicator	Preferences	Level Of Preferences					Preferences
			SP	MP	DM	MP	SP	
1	Auditory	Does Not Learn by Listening	1%	2%	20%	51%	26%	Learn by Listening
2	Visual	Does Not Learn by Watching	0%	1%	11%	60%	27%	Learns by Watching
3	Kinesthetic	Does Not Learn by Moving	0%	3%	21%	47%	29%	Learns by Moving
4	Tactile	Does Not Learn by Touching	0%	1%	12%	50%	38%	Learns by Touching
5	Intake	Does Not Need Intake	4%	12%	28%	41%	16%	Needs Intake
6	Time Of Study	Morning	8%	16%	36%	25%	15%	Evening
7	Mobility	Stationary	16%	30%	33%	18%	4%	Moving

*Note.* SP = Strong Preference.  
MP = Moderate Preference.  
DM = Does not Matter.

The table above showed that most students had a strong preference for all perceptual LSPs. They mostly preferred to learn through tactile, visual, kinesthetic, and auditory, while smaller numbers preferred less. Furthermore, high preferences in auditory and tactile showed that students' preferred LS corresponded with the school's learning method, which focused on listening, memorizing, and writing. Based on the results, the students preferred to learn by hearing others' explanations, writing, looking at pictures, and experimenting or practicing. Below are some interview results to support the findings.

*“I prefer listening. The thing is, if I only write the explanation without listening to the explanation, I won't understand when I reread my notes.” (AF, Ln 90-91)*

Based on the data above, students prefer auditory learning because learning while listening to someone else's explanation facilitates students understanding. Furthermore, when they listened as well as wrote what they heard, it helped to instill

their knowledge. They would watch the teacher explain and write the material immediately, as a student mentioned:

*“I said earlier, when studying, the book must be translated. So, while listening while writing.”* (AA, Ln 66-67)

Conversely, below was the excerpt data regarding visual and tactile.

*“I learn best by seeing, like when a teacher shows me how to do something. If I can't see the explanation, I struggle to understand. Then I write it down.”* (F, Ln 74-75)

The last is kinesthetic learning preferences, a student mentioned that:

*I have to practice because I will understand better if I practice that lesson. For example, in biology, if there are networks inside the body, it is practiced how to place them. I'll understand quicker, too.* (ESM, Ln 53-55).

Based on the excerpt above, students preferred kinesthetic learning because they understood better when they practiced their lessons. This also implied that students needed real objects to instil knowledge. All in all, several LSs were interrelated and supported each other to facilitate students' learning. Therefore, students might possess several LSs simultaneously. In conclusion, the findings of varied LSPs showed that students might prefer different LSs simultaneously and accommodate their LSPs in their learning activities.

The next preference is intake. 4% and 12% of students did not need intake, 28% were neutral, and the rest of them needed intake (41%, 16%). Students who preferred intake needed food and drink while learning to facilitate focus and resistance. Students who did not prefer intake did not need them. Meanwhile, students who were neutral could learn with or without intake. Furthermore, based on the interview results, students preferred drinks rather than food. It showed that food was less necessary than water for their learning activity. Students needed water to ease their throats and thirst after reading for a long time. Furthermore, they were afraid of littering their books if they brought food. Students would also focus more on food rather than learning. Hence,

they brought candy as a food replacement most of the time. The excerpt below-supported students' no preference for intake.

*"I avoid food and drink when studying because I can't focus. I can't do two things at once. Eating while studying means I can't focus."* (ZP, Ln 81-82)

While students who prefer intake added that:

*"Drinks. If, for example, we are discussing with a friend, it is like, I have a sore throat and thirst, so I need water."* (NTP, Ln 98-99)

Another excerpt to support the above data was:

*"Mostly candy so that I don't get sleepy, because when we have a snack, our hands get dirty, so I don't feel like holding a pen when I'm writing."* (AF, Ln 93-94)

The next is students' preferences regarding mobility. Based on the table, students who preferred stationary were higher (16%, 30%) than those who preferred moving (18%, 4%). However, most of them were neutral, which conveyed that students could learn with or without movement. As mentioned in the environmental dimension, comfort was the most important regarding position. Hence, students will move accordingly to find comfortable positions and places based on their preferences. The excerpt below also pointed out that students with movement preferences would move places when they feel bored.

*"I must move. I have to move so I won't get bored, and so I won't see the same view. Later, I will definitely get cramps like that, stiffness, boredom, so I have to move around."* (AF, Ln 96-98)

The last is the time of study preferences. Similar to mobility preferences, students with neutral time preferences had the highest percentage (36%), followed by evening and morning preferences. Furthermore, study time was closely related to structure preferences as both parts concerned time. Neutral preferences showed that students can learn during the day and night. Hence, it aligned with students' learning

preferences based on their necessity, mood, and individual schedules. The excerpt below supported this finding.

*“No, it is not certain. As before, if I have free time, I study.”* (NTP, Ln 86)

Meanwhile, students who preferred to learn at night correlated with quiet, alone, and peer preferences. They chose to learn at night because they would not feel bothered, as most students are asleep, which results in a quiet environment. The excerpt below supported this finding.

*Evening. The thing is, people usually sleep at night. So, it's nice to study, no one bothers you. Well, sometimes my friends also stay up late studying too* (F, Ln 57-52).

Additionally, students who preferred morning mentioned that:

*I like dawn more than anything because I can be more focused at dawn. At night, I'll get sleepy quickly. Because I have a myopia, my eyes get tired more quickly.* (ESM, Ln 37-38).

From the excerpt above, students loved learning in the morning because they felt more focused. They chose to rest at night and woke up feeling fresh, which allowed them to concentrate and understand better. They also chose morning because they tended to be sleepy at night. In conclusion, regarding the physiological dimension, most students have a high preference for each perceptual LS and intake. Most of them were also neutral regarding mobility and time of study, while the rest had no preferences for the opposite.

#### **4.1.1.5 Psychological Dimension**

The table below shows the percentage of students' LSPs in terms of the psychological dimension.

**Table 4.5 Psychological Dimension**

No	Indicator	Preferences	Level Of Preferences					Preferences
			SP	MP	DM	MP	SM	
1	Information Processing	Global	8%	31%	21%	31%	8%	Analytical
2	Decision Making	Impulsive	2%	16%	43%	33%	6%	Reflective

*Note.* SP = Strong Preference.  
MP = Moderate Preference.  
DM = Does not Matter.

Based on the table, the number of global and analytical students was similar (8%, 31%). Meanwhile, 21% of them are neutral. It showed that the number of analytic and global students was the same. Analytical students often learn to follow the structure and consider facts rather than feelings. They would also focus on one subject at a time rather than learn several subjects simultaneously. Meanwhile, global students learn from the big picture rather than the details first. They preferred to learn in groups. Hence, it aligned with the sociological dimension regarding group preferences. Some students could also learn from both. The interview results below supported these findings.

*“I have to learn from the details first because if I already know the details, ... I will know what the general theory is like” (NTP, Ln 143-144)*

Based on the excerpt above, students with analytic LSs would learn from details first rather than in general because it helped them understand the general meaning of the material. Conversely, the interview results below supported the findings regarding global LS.

*“I learn from the general first. Then, I definitely need an example and understanding first. If I start learning from the specific, I won't understand.” (AA, Ln 83-84)*

According to global students, learning from specific details hindered and complicated their understanding. Therefore, they would learn from the general to the

specific. Meanwhile, regarding decision-making preferences, most students were neutral (43%). Then, it is followed by reflective (33%, 6%) and impulsive (2%, 16%) decision-making. It implied that students' decision-making preferences were either reflective or impulsive. They added that their decision-making process followed the level of task difficulty. When the task or question students find difficult, they would need more time to solve it as they require more thinking. However, when the question or task was manageable, they can finish it quickly. Below are the interview results that support the finding of reflective preference.

*“It depends on the question. If it's a math question, I'll have to think about it for a long time.”* (AA, Ln 91-92)

Meanwhile, the excerpt data to support the impulsive preferences were shown below.

*“In my case, I don't need to think about it first. It will make me even more confused.”* (AF, Ln 106-107)

Based on the data above, students with an impulsive LS would immediately answer the question or task because they think they will be more confused when they consider answering a question for a long time.

In conclusion, most students are neutral regarding decision-making preferences, and the number of reflective students was higher than that of impulsive students. Coincidentally, the number of analytic and global students was the same, while the rest were neutral.

#### **4.1.2 The Implementation of LSPs**

In this section, the researcher highlighted several points based on the observation field notes supported by interview transcripts. As the implementation of LSPs refers to accommodating students' LSPs in their study place, this section provides how the students adapt and accommodate their learning activities.



#### 4.1.2.1 Environmental Dimension

Several students from grades X to XII were observed in time for the boarding school independent learning programs. Based on the observation field notes, in terms of environmental dimension, all indicators' adaptations were apparent during the independent learning programs: classroom design, temperature, light, and sound. The table below summarized the data findings.

**Table 4.6 Coding Environmental Dimension**

No	Indicator	Preferences	Observation	Appendix	Line
1	<b>Sound</b>	Noise	Students learn in noisy surroundings and listen to music.	FN 1 and 3	25-28 and 11-16
2		Quiet	Students look for a quiet place.	FN 6	22-24
3	<b>Light</b>	Bright	Students sit in a sufficient light place.	FN 1	11-12
4		Dim	Students keep learning even though the lights are turned off and study in a dimly lit place.	FN 2	3-6
5	<b>Temperature</b>	Cool	Students look for a place where fans exist.	FN 3	34-35
6	<b>Classroom Design</b>	Formal	Students learn in a place with tables and chairs and bring their own table.	FN 6 and 5	20-21 and 21-23
7		Informal	Students sat in a variety of positions.	FN 1 and 6	9-11 and 5-7

The first LS implementation concerns preferences regarding sound. In terms of sound, there were two ways students exhibited their preferences. First, they learned in noisy surroundings and tended to learn in groups or near traffic. Second, they listened to music while learning. The place for implementing this preference was usually in the library or the computer laboratory when they were given permission, as access to the location was limited. These findings are shown in the observation results below.

*At that time, it was not only the students who asked questions and listened enthusiastically but all the students in the group except one. Namely, the one who sat on the stairs. She remained focused on the book she was studying without paying attention to the commotion around her. (FN1, Ln 25-28)*

The evidence can also be found in the excerpt data below:

*When the researcher arrived at the library, she heard a song playing from one of the computers used by the students. However, they immediately turned off the music when they saw the researcher coming... "You'll get mad at us when we play music," they said. The researcher laughed and permitted the children to do whatever made them comfortable. After hearing the researcher's words, they played the previously muted song again. (FN3, Ln 11-16)*

The result above also showed that students sometimes felt anxious when the teacher was around while they operated a computer or browsed the internet. This was shown by how they immediately turned down the music even though they preferred to listen to it while learning. The anxiety was caused by how teachers often think negatively of the students. The interview results below supported this notion.

*"In terms of technology media, it is lacking because the access is limited even though we were given assignments that require browsing, It's just the suuzan of us opening unnecessary websites." (F, Ln 109-111)*

Meanwhile, students with noise-free preferences would learn far from traffic. The first thing they did when they intended to learn was to look for a quiet place, such as at school at night, learning in the main building, and going to the second floor of the Firdaus mosque. The excerpt data below provided the results.

*They then laughed, "No, not in general. We are studying here on purpose so we can meet the ghosts." "We're looking for a quiet place, ummun. It's too busy at al-Qo." Said one of them. (FN6, Ln 22-24)*

The next is light preferences implementation. Students with sufficient light preferences would immediately sit in a bright place or under the light. Such as in the mosques, in front of the room, and the *berugak*. In contrast, students with dim preferences will immediately sit in a place with less lighting, such as in front of the first room of *Thahiroh*, the centre of the yard, and the *Berugak* before the 5 TLB. This finding contradicted the questionnaire results.

*The lighting in the prayer room at that time was not too bright nor too dark. (FN1, Ln 11-12)*

Another excerpt also found that.

*Because the number of class X Aliyah was huge, some of them sat under trees that had no light at all. Only the lights around them illuminate their learning activities. Meanwhile, others sit right under the lamp so they have enough light to study. (FN2, Ln 3-6)*

Based on the data regarding dim preferences above, the students chose to learn in a dim place because no other place was available. This result aligns with the students' interview results below.

*“No, because there is a lack of space, not enough bright light, etc.”  
(NH, Ln 64)*

Based on the interview result above, students learn in dim places because of the lack of space and lights. Hence, they often force themselves and accept that they can only learn in poorly lit places.

The next is the implementation regarding cool preferences. First, students accommodated their LS by looking for a place with cold temperatures, such as the mosques, under the tree, and the *berugak*. Second, they try to find a place where fans or air conditioners exist, such as the main building, the library, and the computer laboratory.

*The fan was originally on level one and raised to level 3. (FN3, Ln 34-35)*

However, access to those places was limited. Hence, they tried to make do with the available places.

Lastly, the implementation concerning classroom design. Based on the questionnaire and interview results, students preferred to learn in formal and informal positions. The observation result aligned with these findings. Namely, there were formal and informal design adjustments. Students who preferred a formal LS needed tables or chairs in their learning activities. Hence, first, they looked for chairs and small tables around. Second, they brought their own study tables to the study place. Third, they immediately went to the classroom where chairs and tables were available, even though it meant they broke the rules by not studying in the appointed place.

*Only a few students study there because the class is very far from the dormitory. (FN6, Ln 20-21)*

Another excerpt of data to support the data above is shown below.

*Not far from them was a group studying in rows of tables and chairs. One of the students even sat at the table while studying. (FN5, Ln 21-23)*

Additionally, students who preferred an informal design also exhibited several behaviours. First, they sat immediately on the floor when they arrived at the study place. Second, they lay down on their stomachs. Third, they sat cross-legged or hung their legs down. Fourth, they sat on mats or prayed mats. Fifth, they sat by leaning on the wall or a pole. These findings were shown by observation results below;

*Some of them study while lying down or on their stomachs, sitting with one leg raised, and others sit on stairs and use the steps as a base or table to study. (FN1, Ln 9-11)*

Other evidence also showed that:

*When the researcher entered the location, the students had already spread mats in front of the al-Kubra rayon room and studied together. (FN6, Ln 5-7)*

On the other hand, some students also used mats while learning because they could not sit in a cold place. A student even said she would get itchy if she sat on the floor immediately. However, the majority of the students did not use mats or chairs to sit. They only used a table and chair when necessary, such as when bored, itchy from sitting and lying down too long and needing to lean on something. Students also learned without tables and chairs because of the lack of facilities. This result is based on the interview below.

*No. The facilities here are very lacking, especially tables and chairs. That's why we have to look, really look, for where the bench and table are. (ESM, Ln 77-78)*

Based on the findings above, each LSP is related to the place of study and seating arrangements. The study also showed that students sometimes learn without tables and in the available places because they can only learn there without following their LSPs. This is because the boarding school lacked facilities, place, and access. Therefore, it is suggested that the school improve in terms of the three mentioned points.

#### 4.1.2.2 Emotional Dimension

The next LS implementation concerned the emotional dimension. Two apparent implementations are task persistence and structure. The table below summarized the implementation of the emotional dimension.

**Table 4.7 Coding Emotional Dimension**

NO	Indicator	Preferences	Observation	Appendix	Line
1	<b>Task Persistence</b>	Persistent	Students add their learning time even after the bell rings.	FN 1	44-55
2		Not Persistent	Students immediately stopped learning after the independent learning finished.	FN 1	40-46
3	<b>Structure</b>	Structured	Students learn the subjects for tomorrow at the given time.	FN 6	35-37
4		Unstructured	Students learn in their own schedule.	FN 7	38-41

Regarding task persistence, the first implementation was persistent. Specifically, students' preferences to learn over the given time. There were several ways students developed to adjust their persistent preferences. First, they brought all the books and materials of the intended subject to the study place. Second, they brought snacks and drinks to help them focus. Third, they learned in groups to encourage themselves. When they learned alone, they were likely to return to the room when independent learning was finished. Fourth, they moved to the most comfortable place when most students returned to their rooms. Some of the places were the mosques and the corridors. Fifth, they brought out prayer mats to the study place. Lastly, they lay

down on their stomach while learning. Persistent students commonly applied these steps at night and slept at that place. The detailed information was reported below.

*When the clock showed 23.00, some prayer room lights were turned off. However, the students still did not leave the prayer room and continued studying despite the lights being turned off. At that hour, all the students lay down in a circle... However, at around 01.22 am...The class XII Aliyah students who initially sat on the edge of the prayer room have moved to the inside of the prayer room wearing their prayer clothes. They were seen reading books, lying down, and sitting on prayer mats. Meanwhile, the others slept. (FN1, Ln 45-55)*

These findings were also supported by students' interview results, which showed that students mostly learned at night over a given time. The reason for adding the learning time also varies. For example, they had yet to understand the material, they were learning the favored subjects, friends were still learning at the study place, they were unwilling to go back, and they intended to sleep throughout the night at the study place. The last reason commonly happened to students who learned in the mosque. Students would wear their praying clothes, lay on their stomachs on the prayer mats, and learn.

The second implementation concerning task persistence was not persistent. Namely, the opposite preferences of persistent students. However, similarly to the persistent implementation, the ways students implement not persistent preferences were the same except for the last step. That is, they immediately returned to their respective rooms. The observation transcript below proves this.

*When the clock struck 21.30, the bell that indicated the end of all learning activities rang. Several class XII Aliyah students initially studying in the prayer room returned to their respective rooms. (FN1, Ln 44-46)*

The next implementation concerned the structure. There were also two apparent preferences for implementation: structured and unstructured. Students who preferred structure mostly brought the subjects for tomorrow's lesson. They also read the first subject rather than reading randomly. Moreover, they only learned at the given time,

such as after *Asr* and *Isya* prayers and stopped learning when the given time is over. The information was described below.

*At 22.30, the mosque lights began to be turned off one by one. However, many Tsanawiyah students come wearing mukenah. Most of Aliya's class X had also left the mosque. Therefore, the researcher ended the observation at that hour. (FN6, Ln 35-37)*

According to the excerpt, the X-grade students returned to their respective rooms because the mosque was filled with junior students. Specifically, they were appointed to study in the *Darul Zakirot* area, where junior students' activities were mostly lived and conducted. Hence, the mosque was filled by junior students who intended to continue learning. They left the learning area because they felt uncomfortable. This finding aligns with peer preferences. Students feel less awkward, shy, and uncomfortable if they learn with friends on the same level and vice versa.

Lastly, the unstructured preferences specifically dealt with students' preference to learn outside the given time and materials. Some activities students exhibited were learning when their friends rested, such as in the evening and at midnight. They brought books everywhere and read them when they were free. They even read their book while queuing in the bathroom. The reason they exhibited those traits also varies. For example, it was their responsibility to learn, so they must maximize the time spent studying in the boarding school. They learned their favorite subjects, and learning at the given time might not be effective as the environment was crowded because all students gathered at the same time and place. The excerpt below proved the unstructured preferences.

*However, the researcher left the room again at 02.04 to go to the bathroom. Before entering the room, the berugak in the yard was initially quiet. However, now the berugak is filled by a class XII Aliyah group of six people. Five of them studied on their stomachs, while the rest studied by leaning on poles. After returning to the room, the researcher ended the observation activity. (F7, 38-41)*

In conclusion, most students followed the school's predetermined schedule regarding structure preferences, and fewer had their own schedules. They feel that

learning by following the school's scheduled time was enough. Meanwhile, the others with their own schedule feel that they must maximize their learning. Furthermore, learning at the scheduled time might disrupt their focus because nearly all students will gather there.

#### 4.1.2.3 Sociological Dimension

The next is the social dimension preferences. To summarize the findings, the researcher provides a table below.

**Table 4.8 Coding Sociological Dimension**

NO	Indicator	Preferences	Observation	Appendix	Line
1	<b>Working</b>	Alone	Students sit alone while studying.	FN 2	10-11
2		With Groups	Students learn in peer and groups to improve and share their understandings.	FN 5	2-6
3	<b>Authority</b>	Needs Authority	Students need to be encouraged and pushed to learn by the teachers.	FN 5 and 7	1-2 and 1-3
4		With Adult	Students need to be accompanied by teachers only when necessary.	FN 4	11-13

Similar to the previous dimension, there were two LS implementations in the sociological dimension. The working and authority covered the preferences to learn alone, with peers, with groups, the need for authority, and with adults. Students usually look for a less crowded place in terms of learning alone. They also searched for a quiet place. When they could not find such places, they studied alone but sat in groups. According to the students, studying alone facilitated their focus and reduced noise from the others. They would also sit in a group but rather focus on studying individually. There are several findings regarding this preference. One of them was shown below.

*“Because the yard was filled, several students sat on the steps of the Firdaus Mosque to study. Most of the students there sat with friends but focused on their respective books.” (FN2, Ln 10-11)*

Based on the excerpt above, students sometimes forced themselves to learn in an appointed place with other students even though they preferred learning alone. They sat at the far back and focused on their respective books. Furthermore, this LSP is closely related to the environmental dimension sound preference. Namely, students



prefer to learn in a quiet rather than a noisy environment. However, as stated above, lack of place might be one of the obstacles for students with preferences for studying alone.

The next preference is learning with peers and groups. The researcher chose to combine the preferences because students exhibit the same traits. Namely, they immediately sat with friends when they arrived at the study place. Moreover, students who learned together were likely to discuss their learning. They would also facilitate each other's LS. For example, one student read aloud while the other listened. This activity promoted auditory LSP. Regarding group preferences, most students studied in groups when they struggled to understand the material. They needed others to explain it because they thought their friends understood better.

*Several third-grade students formed groups to study...Then, one of them explained the lesson they learned with the blackboard to the other 4 people. (FN5, Ln 2-6)*

Regarding authority, most students needed to be reminded, ordered, and supervised so they could study seriously. It aligned with the questionnaire's findings. This was concluded because the boarding school teachers came to each room every night and afternoon to encourage the students. They even need to wait for the students to change clothes to ensure they are going to their appointed study place. Furthermore, it occasionally took 30-40 minutes for the students to arrive at the study place. Some traits students exhibited in terms of authority were staying in their room until the teachers came to remind them, studying far from the teachers' supervision, often going to the bathroom, and often playing rather than learning. The evidence can be seen below.

*“At 20.15, the coaches started encouraging the students to study. However, learning activities only took place as a whole at 20.40.”  
(FN5, 1-2)*

Another excerpt also showed that students must be encouraged and ordered to start learning.

*“As usual, the researcher, together with all Aliyah supervisors, began inviting students to study after tarawih prayers.” (FN7, Ln 1-3)*

The last implementation concerned preferences with adults. Namely, students’ preferences to learn with their teachers. Students were usually in need of teachers’ companions when they had some misunderstanding of the material, needed information regarding outside life, and when they need to revise their memorization. Hence, some activities students adjusted to these preferences were closely related to the three mentioned points. First, they sat near the teacher or supervisor’s place. Second, they came to the teachers when they needed their help. For example, they asked the teacher to listen to their memorization. The information below proves this finding.

*Not infrequently, some students ask for help from coaches and researchers to listen to their memorization. (FN4, Ln 11-13)*

To conclude, the finding of adult preference was that students mostly exhibited these traits only when they needed help with their learning materials, memorization, or just talking about their problems. Hence, they will come to the teachers only when deemed necessary regarding school activities, yet they will also play with the teachers outside of those.

#### 4.1.2.4 Physiological Dimension

The table below represents the findings regarding the psychological dimension.

**Table 4.9 Coding Physiological Dimension**

<b>NO</b>	<b>Indicator</b>	<b>Preferences</b>	<b>Observation</b>	<b>Appendix</b>	<b>Line</b>
1	Perceptual	Visual	Students watch YouTube videos while learning. They also draw figures on the whiteboard.	FN 3	8-10
2		Auditory	Students learn through discussion and memorization.	FN 5 and FN 4	5-9 and 4-8
3		Tactile	Students learn through writing summaries, material details, and translations.	FN 3	8-10
4	Intake	Food/Drinks	While learning, students bring snacks, candies, and water bottles.	FN 5 and 2	7-8 and 21-22
5	Time of Day	Day/Night	Students are night owls rather than early birds.	FN 1 and 6	51-55 and 39- 41

6	Mobility	Movement	While learning, students often change places and positions.	FN 3 and 2	22-23 and 21
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From the data collected regarding physiological dimensions, the apparent implementations were visual, auditory, tactile, intake, time of day, and mobility. Regarding visual learning preferences, students looked for a place with computers. They sat cross-legged in front of the computers. Then, they played a video explaining the needed material by sitting straight in front of the computer. It also aligned with auditory LS as they usually played videos on the computers. They drew formulas and figures on the board while learning. They would also write down the material they got, which aligns visually with tactile preferences.

Accordingly, tactile learners exhibit several traits. Mainly, they need to jot down everything they learned. First, they looked for a table. When they didn't find any, they sat and bowed while learning. Second, they wrote summaries, material details, and translations in their books. Sometimes, they even brought their diaries to the study place. Furthermore, they talked minimally as they focused on writing. The excerpt data below, provided evidence for visual and tactile LSPs.

*Regarding how to learn, the students learn more by writing, likewise with students who sit in front of the computer. They opened books on their laps to record what they got from the internet. (FN3, Ln 8-10)*

The next implementation is auditory LSPs. Students with auditory LSs are likely to sit in a group and engage in discussion. They also sat near students who read aloud. Furthermore, while sitting in a group, they listened to their friends' explanations rather than opening and reading their books. Oftentimes, they memorize the subject they are learning. This finding is supported by the interview transcript below.

*Then, one of them explained the lesson they learned with the blackboard to the other 4 people. They sit cross-legged and use their feet as a base for writing. During the explanation, students who explained sometimes drank the water she brought. Not infrequently, her listening friends also asked questions or explained things. (FN5, Ln 5-9)*

Other evidence to support the finding is shown below.

*However, learning is more precisely called memorising because all students learn by memorising...Some memorise it while standing, walking, or sitting at the root of a tree, and some even read it to their friends. Some ask their friends to listen to it. (FN4, Ln 4-8)*

On the other hand, according to the field notes, students preferred auditory and tactile more than students prefer visual. This was because of the lack of media and access to support visual learners, even though they preferred visuals. Students of kinesthetic style were absent as well because students mainly read and write. Hence, the practices regarding visual and kinesthetic preferences contradicted the questionnaire's findings. This finding was voiced by some students in the interview. They stated that:

*“Sometimes, we are given assignments that require browsing, but to look for additional insights, they don't let us. The point is, in terms of technology media, it is lacking. It's just the suuzan of us opening unnecessary websites. (F, Ln 109-111)*

They also voiced that:

*Then there's not enough practice; for example chemistry or biology, for example, there is a practical assignment, and you have to practice directly. For example, if we only listen or we only imagine, that's not enough, so we have to increase it and practice it. Next is with the lab. The lab, what's the new lab? What's going on in the lab? They said it's a new lab, that's it yeah. It's never been used. What's the point? (F, Ln 184-189).*

Based on the excerpt above, the reason for students' lack of visual and kinesthetic practice was the lack of access to technology and location. This was because they were not permitted to access the computer, the internet, and the laboratory in the school as the teachers were doubtful of them. The teachers thought negatively that students would open unnecessary websites when they were given access. Therefore, to overcome this problem, teachers and students need to build trust in each other to facilitate ideal learning activities.

In terms of intake preferences, it aligned with students' preferences for persistence. Namely, they brought snacks and drinks to the learning place to facilitate

learning. Furthermore, the observation found that students who preferred drinks were much more than students who preferred food. Most students would bring small cups of water to every independent learning activity. They thought that food disturbs their focus and litter their fingers and books. Meanwhile, drinks would help them ease their throat from reading too much and regain focus. Additionally, they also preferred candy. Some students might prefer to bring food or snacks. However, their snacks were often confiscated as the boarding school rules forbid students from bringing them to their study place. The evidence is shown below.

*“During the explanation, students who explain sometimes drink the water she brought.” (FN5, Ln 7-8)*

Another piece of evidence supported the findings.

*“Even while studying, many students bring food and drinks to accompany them in studying. (FN2, Ln 21-22)*

The excerpt data below explained that students’ reason for replacing food with candy was to prevent sleepiness while learning.

*“Mostly candy. So that I don't get sleepy, because when we have a snack, later, when we've already taken a snack, our hands get dirty, so I don't feel like holding a pen when I'm writing, so candy is simple, like it's not complicated, it's not dirty too.” (AF, Ln 120-122)*

Regarding the time of study, most students were night owls rather than early birds. They preferred to study at night because it was quiet and others were asleep. Hence, they could focus more on learning. This finding aligned with students’ preferences for unstructured and persistent LSs. The ways they implemented the preferences were also similar. Namely, they would learn mostly at night, bring their prayer mats to the mosque, sit or lie down while learning, and learn until sunrise. Moreover, they mainly learned in groups rather than alone or with teachers. This finding was a result of the information below.

*“However, at around 01.22 am, the researcher went out again to go to the bathroom. The group of class XII Aliyah students who initially*

*sat on the edge of the prayer room... They were seen reading books, lying down and sitting on prayer mats. Meanwhile, the others slept.” (FN1, Ln 51-55)*

Another excerpt of data also showed the same result.

*However, the researcher left the room again at 02.04 to go to the bathroom. Before entering the room, the berugak in the yard was initially quiet. However, now the berugak is filled by a class XII Aliyah group of six people. Five of them studied on their stomachs, while the rest studied by leaning on poles. After returning to the room, the researcher ended the observation activity. (FN6, Ln 39-41)*

The last is regarding mobility LSPs. Nearly all students preferred movement rather than being stationary. This finding contradicted the questionnaire. They reasoned that sitting in one position and place might cause boredom, itch, and cramps. Hence, they spent time learning by walking, changing positions, and going to the bathroom. Some positions they changed into are sitting cross-legged, dangling their feet, lying down on their stomachs, sprawling and holding up the books, leaning on the wall or a pole. Meanwhile, some breaks they took between learning were going to the bathroom, visiting other groups, joking or gossiping around, and sleeping in the study place.

*“After sitting for about 20 minutes, one of the students who was initially sitting in front of the sofa suddenly stood up.” (FN3, Ln 22-23)*

Another excerpt also explained students’ way of accommodating their preferences for mobility.

*“Many also have permission to go to the bathroom” (FN2, Ln 21)*

In conclusion, students perform activities to make their learning more enjoyable by adjusting their actions to their LSPs. Namely by changing positions, places, and methods of learning. As the physiological dimension is concerned with adapting the learning place and positions, it is closely related to the environmental dimension.

#### 4.1.2.5 Psychological Dimension

Lastly, the observation result showed that most students are global rather than analytic.

**Table 4.10 Coding Psychological Dimension**

<b>NO</b>	<b>Indicator</b>	<b>Preferences</b>	<b>Observation</b>	<b>Appendix</b>	<b>Line</b>
<b>1</b>	<b>Information Processing</b>	Global	Most students are actively engaging in group discussions and are easily bored.	FN 2	17-22

Students displayed several traits in the psychological dimension, specifically in information processing preferences. First, they actively engaged in a group discussion. Second, they could eat, drink, and learn simultaneously. Third, students were easily bored and needed breaks while learning. Fourth, they were not disturbed by a loud commotion. These traits corresponded with a group, food and drink intake, mobility, and sound preferences. The supporting data is shown below.

*Even though the researcher sat with the students on the mosque's steps, they continued their learning activities regardless of the researcher's presence. However, others choose to leave the location to move to another place. While studying, the students played a lot and moved from one group to another. Many also have permission to go to the bathroom, either to defecate or urinate. Even while studying, many students bring food and drinks to accompany them in studying. (FN2, Ln 17-22)*

In conclusion, in practice, a global LS is more apparent than an analytical one. Furthermore, each LS correlates with the others, which indicates their cooperation in helping students store, process, and understand knowledge. Hence, one student might possess several LSs at the same time.

## 4.2 Discussion

Based on the findings, some points can be discussed and highlighted. Firstly, regarding the environmental dimension, most students were inclined toward a formal learning setup, favoring bright light, cold temperatures, and quiet environments. These

preferences enhance their concentration and comfort while engaging with their study materials (Hassan et al., 2021). The reason for such preferences is that the presence of noises, dimness, and hot temperatures divert students' attention and diminish their motivation to study. However, the school's condition, where facilities were scarce, pushed students towards informal learning setups, such as learning in a dimly lit place close to traffic and warm temperatures. This finding aligns with existing literature that the institution's inability to provide and support students' learning environmentally makes students less interested in learning (Zulfa & Suryaman, 2022).

Secondly, the findings highlighted how most students are predominantly responsible, self-motivated, and structured regarding the emotional dimension. However, their learning persistence was neutral based on material coverage and subject. Parental influence and financial considerations were noted as driving factors behind students' sense of responsibility, while jealousy and fear of falling behind were common motivational factors. Nonetheless, external motivators, such as encouragement from parents, teachers, and peers, though less favored, were acknowledged as valuable supportive elements. In comparison, Madhu and Bhattacharyya (2023) and Hassan and colleagues (2021) also discovered that students' tendencies toward personalized and scheduled learning are driven by self-motivation and persistence. This finding underscores the complex interplay between emotional support, learning environments, and the development of essential cognitive abilities, pointing towards the necessity for educators to integrate motivational strategies and supervisory presence in their teaching methodologies to cater to this preferred LS effectively (Mahmood & Othman, 2020; Ozdemir et al., 2018; Rae, 2018).

Thirdly, in sociological dimensions, students at NHBS showed a distinct inclination towards peer-based learning, with groups, and need teachers' companionship and supervision. The comfort and ease of studying with classmates in a group discussion significantly outweigh the intimidation and shyness experienced in mixed-age groups (Madhu & Bhattacharyya, 2023). They also felt that teachers' presence and authority enhanced their understanding as well as influenced their engagement in learning activities. This finding, however, contradicted the existing



literature emphasizing that students were independent in learning and learned without teacher supervision and reminders (Rae Tina, 2018).

The next is the physiological dimension. This study also found that students had multimodal learning in perceptual style. It indicated that students possess several learning styles at once. This finding supported the previous literature that discovered the presence of multimodal LS on students' perceptual learning (Bin Eid et al., 2021; Girón-García & Gargallo-Camarillas, 2023). They also found that a multimodal LS occurred as an effect of students' social context, as their communicative routines involve more than one sense (Girón-García & Gargallo-Camarillas, 2023). Furthermore, most students of NHBS showed an inclination toward intake and were neutral regarding mobility and study time. Students brought snacks like candy to prevent boredom and sleepiness during study sessions (Rae, 2018). They would also move places and positions to avoid discomfort. However, it is worth noting that the system had prohibited students from bringing food and leaving the study area, resulting in only a few students doing so.

Additionally, this study found that students' preferences on psychological dimensions were well-balanced concerning information processing, with fewer being neutral. This finding contradicted the existing literature that discovered that most students lean toward an analytic LS, favoring a sequential and reflective study method (Rae, 2018). This approach is known to improve critical thinking skills, as supported by Mahmood and Othman (2020). Consequently, these students often need additional time for decision-making and to complete their projects and learning tasks. Meanwhile, students of NHBS appear neutral about decision-making, and their decisions seem to be task-dependent; more challenging tasks require more time to solve than easier ones. Likewise, Mahmood and Othman's (2020) study contradicted this finding. They found that students' decision-making processes were based on their emotions at the moment, as it can strike a balance between decisions made by passion or decisions made by critical thinking.

This study's findings also reveal some unique aspects regarding implementing learning style preferences. As mentioned by Dunn and Dunn (2005), students'

implementation of LSP covered seating, lighting, sound, and task persistence. Senses and colleagues (2020) also classified LS personalization into learning objects, user interfaces, learning paths, learning activities, and the portion of material representations. However, the present research concluded four different implementations to better align with their individual LSs. This encompassed changes in their seating arrangements, the location and time of their studies, and companions. The researcher observed that all these factors are interrelated. Students adapted their environments to cater to their classroom design and mobility preferences, particularly regarding seating arrangements (Dunn & Dunn, 2005). The redesign of the place closely accounted for sound, light, and temperature preferences.

Meanwhile, redesigning study time considered unstructured study time, task persistence, and preferences for the time of day (Dunn & Dunn, 2005). Additionally, companionship correlated with intake and the sociological dimension of working aspects. It is in the sense that students would seek teachers' and friends' companions in learning when deemed necessary. However, at NHBS about intake companions, it was observed that teachers frequently confiscated foodstuffs and beverages during the independent learning program. This phenomenon indicated a potential misalignment in understanding between educators and pupils concerning the students' preferred LSs, which conforms to Rini's (2020) discovery. She concluded that different perspectives between teachers and pupils might cause contradictions. While some students might find food and beverages disruptive, others deemed them essential to enhance their concentration.

When summarizing the discussions, it becomes evident that students have diverse LSPs according to Dunn and Dunn's LS model. As Muhtar (2018) highlighted, students in different classes have different LSPs. Furthermore, discrepancies were noted between students' preferences and the school's independent learning systems and facilities. Consequently, students' learning experience was more of a compulsion than a choice. Hence, it is important to recognize that students have varying LSPs and adjust the school system based on their preferences (Tazik, 2019). Some studies have even indicated that environmental, emotional, physiological, and psychological are crucial

contributors to students' development of critical thinking skills (Hassan et al., 2021; Mahmood & Othman, 2020; Ozdemir et al., 2018; Rae, 2018). Therefore, a multimodal LS should be seen as something that facilitates, rather than hinders, students' success in learning.

## V. CONCLUSIONS AND SUGGESTIONS

This section concludes the overall research and provides suggestions for students' LSPs.

### 5.1 Conclusions

In exploring the teaching-learning paradigm, emphasis was placed on the pivotal role of acknowledging individual LSPs, as such recognition unraveled learners' strengths and weaknesses. This awareness significantly contributed to students' ability to refine and tailor learning approaches, thereby fostering motivation and academic performance, particularly in the realm of English language education. Upon comprehensive review, findings from NHBS unveiled the coexistence of multiple LSPs among students. Nonetheless, the student body manifested not every preference, leading to various high, moderate, and nonexistent preferences that collectively shaped a diverse range of LSs.

Initially, within the environmental dimension, a predominant inclination towards a formal, quiet, and well-lit setting was observed among the majority of students. The emotional dimension revealed a marked preference for responsibility and structured frameworks. Furthermore, a neutral stance towards task persistence and motivation was prevalent. In terms of sociological preferences, a significant number of learners exhibited a necessity for authoritative guidance, adult interaction, variety, and peer association while demonstrating neutrality towards group-oriented learning. The physiological aspect highlighted a strong predilection for multitype perceptual preferences. Students also preferred certain intake conditions, albeit exhibiting neutrality towards the timing and mobility of study sessions. Furthermore, the analysis

depicted an equal distribution between analytical and global learners, with a neutral perspective toward decision-making in psychological preferences.

The study progressed to examine the practical application of these identified preferences, revealing a personalized approach by students toward their study habits, encompassing aspects such as seating arrangements, study locations, study times, and companions. Challenges were also uncovered in the alignment between institutional educational systems and student learning preferences, notably the lack of resources, limited access, and differences with the school's educational system. This misalignment often led to a sense of discomfort and compulsion to learn among students. Crucially, the investigation underscored that students' LSPs were not beyond control but by choices. Consequently, there was a tendency among students to adapt or even resist the predetermined educational system in favor of methodologies that better aligned with their personal learning preferences.

## **5.2 Suggestions**

According to the conclusion, this study benefits students, teachers, the institution, and future research. Therefore, some suggestions are proposed in this study.

### **1. For students**

This study provides information on the LSP and its implementation for students, specifically in NHBS. Hence, it is suggested that students should be aware of their LSP to increase awareness of their strengths and weaknesses in learning.

### **2. For school and teachers**

This study provides information on students' LSP, its practice, and the discrepancy between students' preferences and the system. Therefore, the school and teachers should consider students' LSPs to adjust and develop improved independent learning systems to facilitate students' varied LSPs.

### **3. For future research**

The next is a suggestion for future researchers. As this research analyzes LSPs in general, future research is suggested to focus on exploring specific dimensions to acquire a deeper comprehension of the chosen topic. Moreover, there are also possible

shifts in the teaching-learning process because education is dynamic. At last, this research is expected to provide knowledge regarding students' LSPs and implementation, specifically in the NHBS context, and be used as a reference for future research in the same research area, topic, and focus.



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## APPENDICES

### APPENDIX 1: QUESTIONNAIRE

Adapted from Arip and colleagues' questionnaire (2016)

**SR: Strong Preference      MP: Medium Preference      DM: Does not Matter**

No	Questions	Level of Preferences				
		SP	MP	DM	MP	SP
1	I like learning while listening to songs.	3%	10%	20%	30%	36%
2	I like studying by sitting in a chair and studying at a table.	0%	0%	3%	36%	62%
3	I like studying by following the schedule given by the madrasah.	0%	0%	9%	63%	27%
4	I like studying in large groups. (More than 5 people)	1%	8%	41%	41%	9%
5	I think that studying with a teacher can increase enthusiasm.	0%	1%	14%	60%	25%
6	I will understand if I learn with examples of real objects.	0%	1%	7%	46%	46%
7	I like studying in the middle of the night.	15%	26%	37%	16%	6%
8	I understand the material better if I use symbols or assumptions.	0%	4%	22%	59%	15%
9	I like studying in a quiet place.	1%	5%	17%	45%	33%
10	I can push myself to learn.	1%	7%	24%	49%	20%
11	I like studying by determining a personal schedule in the dormitory.	0%	11%	35%	43%	10%
12	I like studying in small groups. (Less than 5 people)	3%	10%	43%	38%	6%
13	I think that studying with a teacher can reduce my concentration on studying.	22%	44%	24%	8%	2%
14	I understand better if I learn by touching real objects.	0%	2%	16%	53%	30%
15	I understand more quickly if I study during the day.	25%	33%	35%	5%	2%
16	I like studying in a slightly dim place.	26%	39%	24%	9%	2%
17	I need encouragement from others to learn.	2%	10%	34%	40%	15%
18	I prefer to study alone.	3%	16%	49%	25%	7%
19	I like to study when there is a teacher next to me.	3%	12%	36%	39%	11%

20	I quickly understand if there is an image scheme.	0%	1%	13%	58%	27%
21	I like to learn by doing experiments.	0%	2%	8%	44%	46%
22	I enjoy learning as I walk.	20%	38%	32%	8%	3%
23	I like studying in a place with bright lighting	1%	8%	28%	35%	27%
24	I like to study for a long time.	10%	18%	51%	18%	3%
25	I enjoy studying with colleagues.	0%	2%	15%	68%	15%
26	I enjoy learning with the presence of teachers around me.	2%	4%	19%	60%	15%
27	I like to learn by looking at pictures.	0%	2%	9%	62%	27%
28	I enjoy learning with interactive simulations.	0%	4%	34%	50%	12%
29	When studying, I often change seats.	12%	22%	34%	27%	6%
30	I like studying in hot weather.	43%	31%	24%	1%	1%
31	I prefer to learn in a short time.	2%	7%	35%	40%	16%
32	I feel happy if learning is done by trial/experimentation in class.	1%	1%	10%	48%	40%
33	I understand the lesson better if I listen to the teacher's explanation.	0%	1%	11%	50%	38%
34	I like learning while eating.	8%	21%	38%	23%	9%
35	I make choices based on facts rather than feelings.	2%	4%	21%	58%	16%
36	I study for a long time when I create class projects.	0%	5%	32%	53%	9%
37	I like studying in a cool place.	1%	5%	27%	42%	24%
38	I realize I have a responsibility to learn.	0%	1%	2%	38%	59%
39	I like studying in groups consisting of various age groups.	2%	9%	41%	39%	9%
40	I quickly understood the lesson by listening to my friends explain.	1%	3%	29%	53%	15%
41	I provide drinking water when studying.	0%	2%	17%	58%	22%
42	It took me a short time to make the model.	3%	12%	54%	28%	3%
43	I like studying by sitting on the floor.	18%	16%	34%	24%	8%
44	I rarely do assignments immediately after they are given	26%	32%	31%	8%	4%

## APPENDIX 2: STUDENTS' INTERVIEW TRANSCRIPTS

### Transcripts 1

**Date:** March 22, 2024

**Place:** Nasrudin Sin prayer room

**R:** Researcher

**AF:** Interviewee

1 **R: So, in general, I want to ask about what you did when you were given to study**  
2 **independently.**

3 AF: Usually, I share knowledge with my friends. She does not appear to comprehend  
4 math, for instance, but I do understand social issues. After that, we share ideas. It is,  
5 therefore, more efficient to study with friends. We should use that time for our everyday  
6 activities.

7 **R: First, please state your name, age, and class.**

8 AF: Name AF. Age 17 years. Class 11 IPA 1

9 **R: So, have you ever heard of LS before?**

10 AF: Indeed, I have. I also frequently hear from friends about our preferred LSs, such  
11 as those that are exciting and facilitate speedy learning. There are different opinions.  
12 Some people claim that if someone explains something to us, we will grasp it  
13 immediately. However, some claim that studying with friends makes us feel more  
14 comfortable asking questions, thus making it also a rapid lesson. That's all I can recall.

15 **R: Can you tell me when you were given time to study independently, from the**  
16 **start until you stopped studying, and what you are doing?**

17 AF: My independent learning activities typically involve following the teachers'  
18 instructions. I'll read it after that. The purpose of independent learning is to help us  
19 comprehend the material before class. Therefore, we understand what AIUEO implies  
20 when the teacher explains.

21 **R: What did you do when you studied independently?**

22 AF: I usually read and try to understand the material we are given and what the  
23 meanings in the book mean.

24 **R: Then the next question is, what do you think of your own LS?**

25 AF: Teachers often explain to us at school. I also share ideas with my friends. I don't  
26 feel embarrassed or shy about asking my friends. It also makes the lesson quickly  
27 understood. However, when we learn with the teacher, even though we don't understand  
28 the material, we will immediately say we understand because we feel pressured.

29 **R: OK, next, how do you learn when there's a commotion around you?**

30 AF: If there is a commotion, I cover my ear and just focus on reading. As I said earlier,  
31 there are also methods like memorizing. I use this method when people are noisy or  
32 when there's an urgent matter. For example, we are taking part in the Olympiads, and  
33 there is much fuss from everyone. So, I have to focus on myself by covering my ears

34 as much as possible and wearing whatever covers my ears so I don't hear the noisy  
35 people around us.

36 **R: Based on your experience, does the commotion itself have any effect during  
37 your Study?**

38 AF: It is influential if the fuss is pointless. If we're around noisy people in studying  
39 activities, it's not too disturbing. However, if it's noisy because they play or gossip, then  
40 I'll memorize and remember my lessons.

41 **R: Next, do you usually study in a dim or bright place?**

42 AF: It's a well-lit place, so the lighting is more precise. My eyes won't hurt, and I can  
43 also see the book clearly.

44 **R: So, what kind of place do you usually study in?**

45 AF: Somewhere like in front of the corridor, in front of my cupboard, in the *berugak*,  
46 in the yard, above the mosque on the 2nd floor, on the floor too. It's quiet on the second  
47 floor of the mosque, and it's nice there; it's a breezy place. So the material is easier to  
48 understand.

49 **R: So, what do you usually do? Do you need a chair, table, or mat for a study?**

50 AF: No, actually, I prefer to sit down on the verandas immediately. It makes studying  
51 more exciting. Rather than us having to use a table or a bench, that's too formal.

52 **R: Now, about emotions. Do you need encouragement from others to study?**

53 AF: I do, especially from parents, but *alhamdulillah*, we are given motivation here.  
54 Whether it's from ummun Martina or ummun Baiq Mul or from the principal, too, we  
55 are often given motivation, even after studying in class.

56 **R: Next is a problem of self-resilience. Can you sit or study for a long period?**

57 AF: No. It's uncomfortable if it's just one place. At first, we studied in the front corridor,  
58 and it was still quiet. However, it will definitely get noisy over time. So, when I study,  
59 I think I'm nomadic and look for quiet places. It's also more fun to walk around and  
60 look here and there.

61 **R: Next, according to you, how big is your responsibility in learning?**

62 AF: It's really big. Our responsibilities as children are also students. In particular, it is  
63 also a mandate from parents, and it's our job here to study. Studying is indeed difficult,  
64 but it's even more difficult if you don't study.

65 **R: Next, do you study according to the schedule provided, or do you have a study  
66 schedule outside of those hours?**

67 AF: For me, when I have nothing to do, I take a book and immediately read it. So, it  
68 doesn't necessarily happen according to the schedule.

69 **R: Now about your sociological life with friends, with these people, okay?  
70 According to you, do you prefer to study alone, together, or with more than two  
71 people?**

72 AF: At first, I enjoyed studying alone, but later, when there is something or material  
73 that I don't understand, I have to ask someone. So, studying together is also fun because  
74 we can share more.

75 **R: How would you feel if you were accompanied by the ustazah when you study?**  
76 AF: Accompanied by the ustazah will be more helpful.

77 **R: Next. Do you need to be ordered?**  
78 AF: No, I don't need to be ordered. For example, if we study, it depends on our mood.  
79 We're also teenagers, right? For us, without any encouragement, if we are in the mood  
80 to study, we immediately take the books and read them straight away. But when we're  
81 not in the mood, even if someone told us 10 times, we won't want to.

82 **R: For example, you are one group. There are first- and second-year students.**  
83 **Does this affect your study?**  
84 AF: No, we each have our own material. If there is a lesson we have been taught during  
85 the MTS period but then we forget, we can ask the lower level of our study friends. We  
86 can also ask upper-level students. Actually, it's also helpful if we learn apart from  
87 different levels.

88 **R: Next, this is about learning from the five senses. Are you a visual, auditory,**  
89 **tactile, or kinesthetic student?**  
90 AF: I prefer listening. The thing is, if I only write the explanation without listening to  
91 the explanation, I won't understand when I reread my notes.

92 **R: Now, do you need food or drink?**  
93 AF: Mostly candy so that I don't get sleepy, because when we have a snack, our hands  
94 get dirty, so I don't feel like holding a pen when I'm writing.

95 **R: When you learn, can you sit in one place? Why?**  
96 AF: I must move. I have to move so I won't get bored, and so I won't see the same view.  
97 Later, I will definitely get cramps like that, stiffness, boredom, so I have to move  
98 around.

99 **R: Now, let's say there is one theory, do you have to understand the theory in**  
100 **general first or in more detail first?**  
101 AF: In general, I'll look for the general first, then at the details. For example, I'll first  
102 look for the general, then move on to the parts.

103 **R: Then, for example, you are given a question. Do you answer immediately**  
104 **according to what pops into your head, or do you give it some time?**  
105 AF: Answer directly. In class, we don't have to be afraid to talk, so when we are asked,  
106 we answer immediately. In my case, I don't need to think about it first. It will make me  
107 even more confused.

108 **R: For closing questions, what do you think about our independent learning**  
109 **program?**  
110 AF: Our independent learning here is so-so because we're with friends. Moreover, we  
111 are not studying with upper-level or first—and second-year students but with peers. We  
112 are not embarrassed to ask and can share knowledge, too.

113 **R: Does the boarding school provide facilities for your LS?**  
114 AF: No, not enough. That's why here we've become used to it, like being on the  
115 veranda, sitting in the yard, because here there are minimal facilities. That's why we

116 use the corridor. If the facilities were adequate, we would be given a particular room,  
117 but here we are comfortable in the yard because that's what it is. It was comfortable  
118 because it was forced.

119 **R: So, do you have challenges or obstacles during independent learning?**

120 AF: There have been times when I was learning independently but didn't understand.  
121 Coincidentally, my friends were also focused on studying for exams, so I was  
122 embarrassed to disturb them.

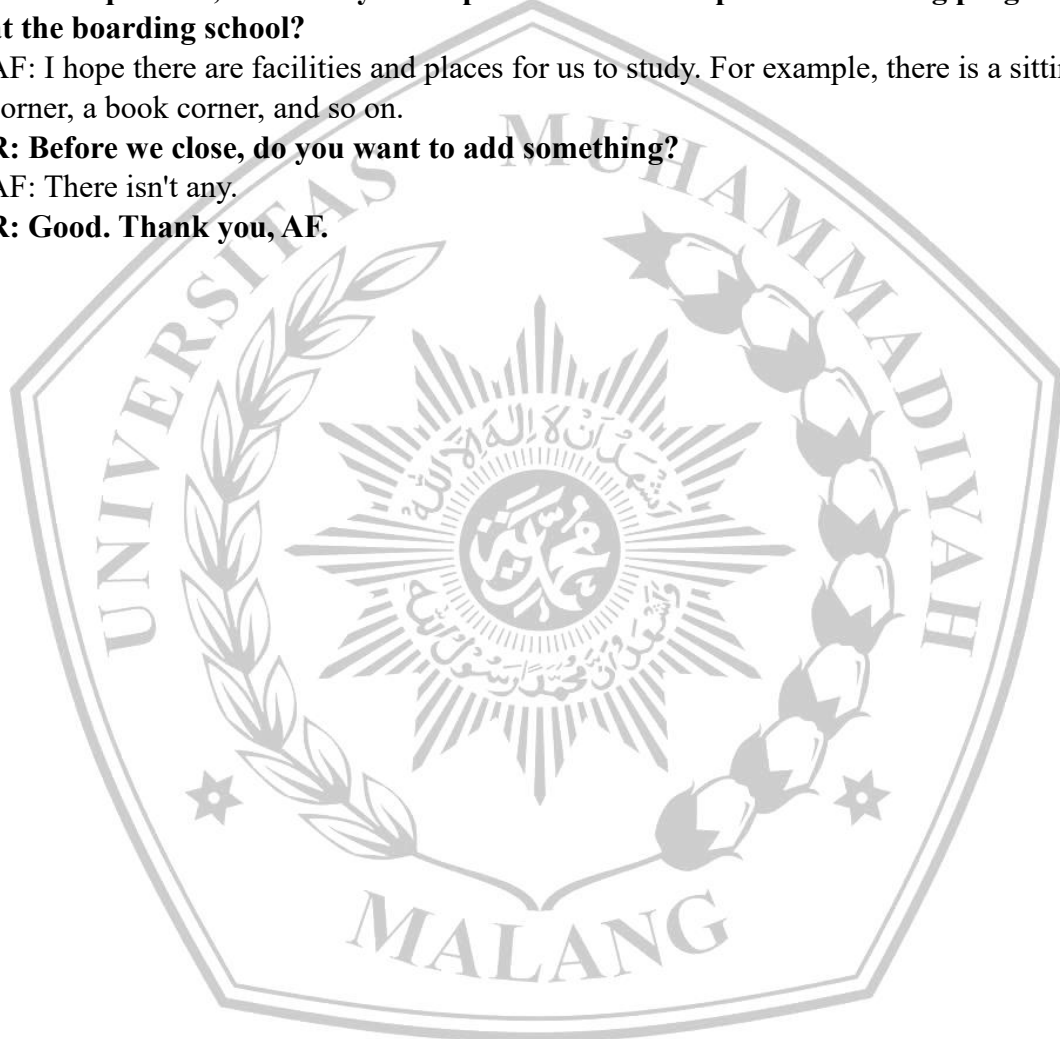
123 **R: Last question, what are your hopes for future independent learning programs  
124 at the boarding school?**

125 AF: I hope there are facilities and places for us to study. For example, there is a sitting  
126 corner, a book corner, and so on.

127 **R: Before we close, do you want to add something?**

128 AF: There isn't any.

129 **R: Good. Thank you, AF.**





## Transcripts 2

**Date: March 24, 2024**

**Place: Nasrudin Sin prayer room**

**R: Researcher**

**AA: Interviewee**

1 **R: Let's get to the point. Please tell me your name, age and class.**

2 AA: My name is AA. I am 16 years old and in class XI IPS 1.

3 **R: Next, have you ever heard of LS before?**

4 AA: LS is a person's way of learning, how comfortable that person is in learning. That's  
5 all.

6 **R: So, what do you think about your own LSs?**

7 AA: In terms of my own LS, I think I have to listen. But here, we don't have cell phones,  
8 so it's just normal.

9 **R: Next is about the environment. How do you learn when there is a commotion  
10 around you?**

11 AA: I can't focus, so I will look for a quiet place with no noise where I can be  
12 comfortable studying.

13 **R: Where is it?**

14 AA: For example, in the room and the classroom when people have gone home. In my  
15 room, I can take off my hijab, and I can lift my feet to the cupboard, too.

16 **R: Next, about the lighting. Do you have to study in a bright or a dim place?**

17 AA: It's the same for me, it can be dim, it can be bright.

18 **R: OK, next is about temperature. How's the temperature of the room where you  
19 study?**

20 AA: My favorite place to study is the prayer room; it's cold. I also like studying outside.  
21 If it's hot, I won't be able to focus.

22 **R: Then the design, how do you usually sit to study?**

23 AA: Aside from sitting, I also am sleeping.

24 **R: Do you need a mat or not?**

25 AA: Sometimes I need it, sometimes I don't. If I have it, I use it. If it's not, no.

26 **R: Now, about emotions, do you need encouragement from other people to learn?**

27 AA: Yes, I really need it. I won't be enthusiastic about learning if I'm not encouraged  
28 or motivated.

29 **R: So, here's the question about your persistence. We usually have a learning  
30 program from mid-afternoon until 10, from dawn until half past 7. Can you stay  
31 in that place to study?**

32 AA: Yes, because I did what makes me enthusiastic about learning. For example, if it's  
33 a *kitab* or a *halaqah*, I didn't translate the kitab into Indonesian but into English. So  
34 that made me stay for a long time. Listening while writing also makes me enthusiastic;  
35 it doesn't make me sleepy.

36 **R: Next is about responsibility. What do you think of your responsibility in**  
37 **learning?**

38 AA: Studying is indeed a responsibility, yes, but the problem is that if I don't force  
39 myself, I won't learn. If I'm not encouraged, I won't be reading my book. That's why I  
40 have to be encouraged every week. If my parents call me or vice versa, they'll  
41 encourage me to study.

42 **R: Are you following the schedule given by the boarding school or do you have**  
43 **your own schedule for studying?**

44 AA: I use my schedule because I sometimes don't study school lessons. I like nature  
45 and geography, so I only study those things. I wouldn't say I like all the lessons. Even  
46 though this is the schedule, I'll end up studying geography.

47 **R: OK, now about sociology, do you like studying alone, in pairs, or with more**  
48 **than two people?**

49 AA: If learning, it's nice to have a big group.

50 **R: Why?**

51 AA: Because it's like sharing knowledge.

52 **R: So, what do you think if there is an ustazah or ustaz around you? Does it affect**  
53 **learning?**

54 AA: It's all right. I feel normal. In fact, it's really nice to learn with them around. I often  
55 study with Ummun Uswa. It does not affect my focus on studying.

56 **R: Then this is about authority. What do you think about the involvement of other**  
57 **people's orders?**

58 AA: Yes, I really have to be ordered.

59 **R: Then, for example, if there is a class 1 Aly, a class 3 Aly, or someone older than**  
60 **that, maybe there are still college students taking part in the study. What do you**  
61 **think?**

62 AA: I like it if it connects with the material I am learning. If I really feel comfortable  
63 with them, I like it too. I don't really pay attention to the level or age.

64 **R: OK, next is about physiology. Physiology relies more on which sense. Are you**  
65 **a visual, auditory, tactile or kinesthetic student?**

66 AA: The first is auditory; as I said earlier, the book must be translated when studying.  
67 So, while listening while writing.

68 **R: Next, do you need food and drink?**

69 AA: I do. Eh, not really. If there's food, then thank God; if not, no.

70 **R: So, is there an influence or not?**

71 AA: Yes, I often read aloud and sometimes silently. However, reading silently won't  
72 make me understand. If I read loudly, my mouth will foam, and then I have to drink.

73 **R: So, about study time, which would you prefer? Morning, afternoon, evening,**  
74 **night, or is there another time?**

75 SS: Night.

76 **R: Why night?**

77 AA: It is nice because people are sleeping. In fact, I was told to study at dawn with my  
78 mother, but I couldn't. I can, but it's just like forcing it that way.

79 **R: Next is your mobility. Will you have to move while studying or can you stay**  
80 **still like this?**

81 AA: I can't just stay still. I have to move, like a speech person, even if it's Math.

82 **R: So, about psychology now, are you a global or analytical student?**

83 AA: Oh. Usually, I learn from the general first. Then, I definitely need an example and  
84 understanding first. If I start learning from the specific, I won't understand.

85 **R: Next, when you are learning, are you following your own method or the**  
86 **boarding school's rules?**

87 AA: I follow my own method, whatever my mood is. So, if I want to practice first,  
88 practice first. If the material comes first, the material comes first.

89 **R: Let's continue. For example, you are given an assignment. One question: Do**  
90 **you need a short time to answer or a long time?**

91 AA: It depends on the question. If it's a math question, I'll have to think about it for a  
92 long time.

93 **R: Now, closing questions. What do you think about the independent learning**  
94 **program at the boarding school?**

95 AA: No, sometimes I am not in the mood to study. So even though we are given time  
96 to learn independently, if I'm not encouraged or in the mood, I won't study at all.

97 **R: So, do Islamic boarding schools provide facilities that support the LSs you**  
98 **mentioned earlier?**

99 AA: No, I can't bring earphones or a cell phone here, so I can't listen.

100 **R: So, were there any obstacles or challenges faced while studying in the program?**

101 AA: In school, there are no chairs, classes, or tables. I don't have a table chair class  
102 because my class is in the mosque.

103 **R: So, what are your hopes for the learning program in the future?**

104 AA: I hope the teacher makes learning fun; I will also have fun studying. If it's boring,  
105 I will also get bored with studying.

106 **R: Thank you. Is there anything else you would like to say?**

107 AA: There aren't any.

108 **R: Thank you for answering the questions.**

### Transcripts 3

**Date: March 25, 2024**

**Place: Berugak in the Yard**

**R: Researcher**

**ESM: Interviewee**

1 **R: Please tell me your name, age, and class.**

2 ESM: Let me introduce myself. My name is ESM. I am 16 years old and from class 10  
3 IPA 3.

4 **R: Have you ever heard of the term LS before?**

5 ESM: Once from a teacher.

6 **R: Then, what do you think about your LSs?**

7 ESM: It's depending on the mood, depending on friends, or depending on the place.  
8 I'm the type that prefers a quiet place. I can't when there's a noise like that, I can't.

9 **R: This is connected to the answer earlier. Right, you said you don't like noises,  
10 right? Then, for example, there are noisy people next to you, what do you do?**

11 ESM: If they make a fuss, it's not because they're studying. Well, I'll reprimand them.  
12 But if they really are learning, Well I'll cover my ears.

13 **R: OK, then, for example, regarding lighting, usually where are you studying?**

14 ESM: Where there's lighting, aside from that, I have myopic eyes. I also can't really  
15 see it if it's dim; it's not clear if it's dim. Because if it's dim, it won't be clear, and it'll  
16 add a minus, too.

17 **R: Next. How's the air where you usually study?**

18 ESM: Cold. Like in the yard, in front of the room, or the berugak. It's usually cold  
19 there.

20 **R: Then, what's your position on learning?**

21 ESM: I lean more towards the back. If well, there's no need for a bench or a table. The  
22 important one is that I can lean in the back.

23 **R: OK, next. Motivation. Do you need encouragement or orders from others to  
24 study?**

25 ESM: Yes. It needs to be from a close friend. Because I usually have a close friend who  
26 always motivates me, I am enthusiastic about learning, especially from my parents. If  
27 there is motivation from parents or orders from parents, it will make me more  
28 enthusiastic.

29 **R: Then, for example, if you were given one hour of study time, would you be able  
30 to do that hour of studying?**

31 ESM: It can be done if that's the lesson I like. But if the lesson I don't like, no. I'll be  
32 bored or sleepy.

33 **R: OK, next, do you have an immense sense of responsibility in studying?**

34 ESM: Yes, really. It's for the future, too. If we don't learn, our future will be ruined. We  
35 will disappoint our parents if we don't study or are lazy.

36 **R: Well, for example, when is your favorite study place?**

37 ESM: Yes, I like dawn more than anything because I can be more focused at dawn. At  
38 night, I'll get sleepy quickly. Because I have a myopia, my eyes get tired more quickly.

39 **R: Do you prefer to study alone, in pairs or in groups?**

40 ESM: It depends on the lesson. If I really want to memorize something, I'll do it by  
41 myself. If it's material I don't understand, I'll study with a friend.

42 **R: So, do you need to be accompanied by someone older?**

43 ESM: No need. Yes, I don't need to. Because if I can do it myself, why should anyone  
44 else accompany me

45 **R: OK, so, for example, here we are studying together with upper-level students,  
46 maybe there are even juniors. Will that affect your learning?**

47 ESM: Yes, because, for example, if I forget the previous lesson, I can ask my  
48 classmates. If I have difficulty understanding my lessons, which are the lessons from  
49 upper-level students, I can ask them directly.

50 **R: So, which students are you? Visuals? Auditory? Or is it tactile? Or kinesthetic?**

51 ESM: Kinesthetic.

52 **R: Why?**

53 ESM: I have to practice because I will understand better if I practice that lesson. For  
54 example, in biology, if there are networks inside the body, it is practiced how to place  
55 them. I'll understand quicker, too.

56 **R: Do you need food while studying?**

57 ESM: Just candy. Because if I don't have candy, I'll get sleepy quickly.

58 **R: So, for example, learn here, can you stay in one position?**

59 ESM: I can't. I get bored quickly. Therefore, I usually move places. For example, it  
60 can't be done in front of the room only. When bored in front of the room, I will move  
61 to another place.

62 **R: OK, next. Do you study by the points first or directly in general?**

63 ESM: The points first. Because I have to understand the points first, then go to the  
64 theory in general.

65 **R: So, for example, I have a question. Will you answer immediately, or do you  
66 need to think about it first?**

67 ESM: I'm the type to think first. I don't know, suddenly I have to think first, don't  
68 answer straight away. The answer is like what, is it true or not? Only answer when I  
69 am sure.

70 **R: OK, closing questions here. What's your opinion about us being given time to  
71 study on our own?**

72 ESM: In my opinion, self-study allows me to focus more on my own learning. If there  
73 is a commotion, I won't be able to focus, and I won't be able to get into the material. It  
74 will be difficult.

75 **R: Then, does the boarding school provide facilities for you to learn  
76 independently?**

77 ESM: No. The facilities here are very lacking, especially tables and chairs. That's why  
78 we have to look, really look, for where the bench and table are.

79 **R: What obstacles or challenges have you experienced during independent**  
80 **learning?**

81 ESM: It's challenging to learn by myself regarding material, even difficult to  
82 understand. For example, if you study alone, you don't have any friends, so it's difficult  
83 to ask that person.

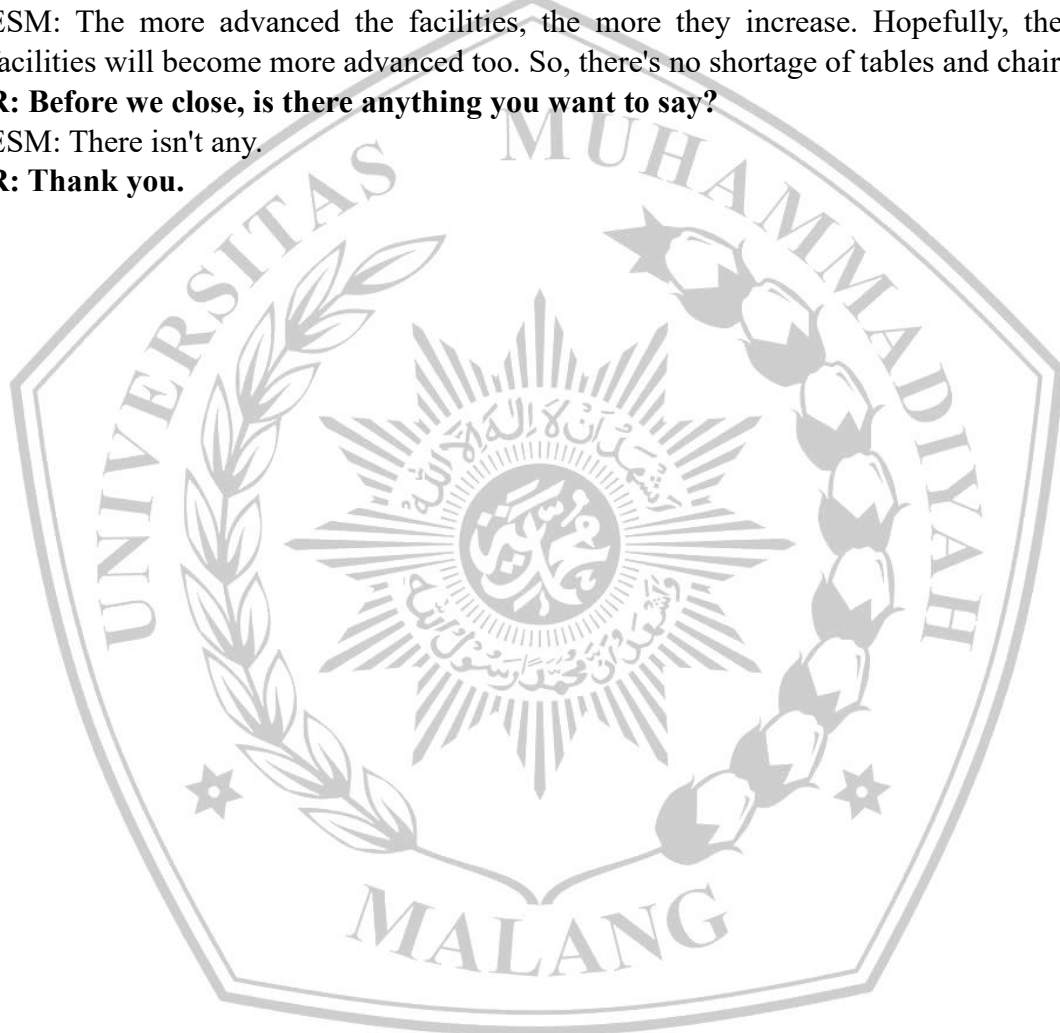
84 **R: So, what is your hope for the future?**

85 ESM: The more advanced the facilities, the more they increase. Hopefully, these  
86 facilities will become more advanced too. So, there's no shortage of tables and chairs.

87 **R: Before we close, is there anything you want to say?**

88 ESM: There isn't any.

89 **R: Thank you.**



## Transcripts 4

**Date: March 25, 2024**

**Place: Berugak in the Yard**

**R: Researcher**

**F: Interviewee**

1 **R: OK, first, please tell me your name, age, and class.**

2 F: My name is F. I am 17, class 11, IPA 1.

3 **R: OK, have you ever heard of the term LS before?**

4 F: When a new lesson starts, the teacher always explains it. Some people learn better  
5 alone, in a group, or by listening to a friend's explanation instead of the teacher's.

6 **R: Can you tell me what you did when you were given time to learn  
7 independently?**

8 F: It depends on my mood. If I'm in the mood, I study completely until the time is up.  
9 But if I don't, sometimes I only learn half. The important thing is that I understand a  
10 little, so I stop.

11 **R: Then what do you think of your LS?**

12 F: Hmm, for example, if I study alone, it depends. Sometimes, I follow my friends, and  
13 sometimes, I can understand and learn on my own. It depends. It depends on the  
14 subject, on all the results, and on everything.

15 **R: Next, how do you learn about the environment if there is a commotion around?**

16 F: I'm the type of person who isn't bothered by noise. I want to focus on the lesson even  
17 though it's noisy. Even if there are so many people, there's no problem.

18 **R: When it comes to lighting, do you prefer bright or dim light?**

19 F: Clearly, the bright one. If it is dim, it is pretty tricky for me to read it. Especially if,  
20 for example, someone who is myopic needs lighting. Then, for example, if we use a  
21 dimmer, if, for example, we read for a long time, we will get sick, we will get dizzy.

22 **R: Does the place have to be hot? Or cold?**

23 F: I prefer cold, but not too cold. If it's hot, then sweating will make me uncomfortable.

24 **R: OK, do you usually use a chair or sit when studying?**

25 F: Chairs, no. but a table is a must for me. The problem was in my class yesterday in  
26 the corridor. We don't use benches, don't use chairs. So, we look down. We're tired if  
27 we look down. What's more, if, for example, the teacher is an ustaz. It doesn't look  
28 proper. However, if you compare sitting with a chair, it's better to sit on the floor. The  
29 problem is, for example, if we use a chair, sometimes we get tired and sore.

30 **R: OK, next is about your motivation. Do you need encouragement from others to  
31 study?**

32 F: I need a little bit. We're nothing but an ordinary person, sometimes I'm enthusiastic  
33 about learning, sometimes I'm not. So, if I'm enthusiastic, I want to learn, I learn. But  
34 later, it's like, an exam like this, I want to prepare beforehand, but I don't have the

35 enthusiasm; how is it possible if I don't have encouragement? Sometimes I don't study.  
36 So, I also need it a little bit.

37 **R: Next, we are given study time, say 2 hours. Can you survive sitting for 2 hours**  
38 **in that one place?**

39 F: I can't if it's in one place.

40 **R: But will you survive studying for those 2 hours?**

41 F: If I need to study for two hours straight, I'll do my best to accomplish it. However,  
42 staying in one spot the whole time seems unrealistic. It's not just about being in one  
43 place, but more about how I sit. Staying in the same position is impossible; I might  
44 need to stretch or adjust to stay comfortable. Comfort is key.

45 **R: Next, how's your sense of responsibility about learning?**

46 F: Learning is crucial primarily for our future and to avoid disappointing our parents.  
47 It's a big responsibility, but it varies from person to person. Some might not take it  
48 seriously if they come from wealthy families, thinking they can just join the family  
49 business later. However, it really depends on the individual's attitude towards learning.

50 **R: OK. Next, what's your favourite learning time?**

51 F: Evening. The thing is, people usually sleep at night. So, it's nice to study, no one  
52 bothers you. Well, sometimes my friends also stay up late studying too.

53 **R: Do you ever study outside of that time?**

54 F: No, because I'm pretty lazy, especially if no lessons are scheduled. For example,  
55 tomorrow's lesson will be this, so if I want to learn another lesson, I can't. It has to be  
56 the lesson for tomorrow. It has to be that lesson.

57 **R: OK, now do you have to study alone or do you have to study together or even**  
58 **three, four or more?**

59 F: I prefer studying alone for memorization since it allows me to focus and memorize  
60 better. However, when working on assignments or collaborative tasks, I find it more  
61 effective to study in a group. This way, if anyone doesn't understand something, we can  
62 help each other by sharing our knowledge and asking questions.

63 **R: So, for example, if you study accompanied by your ustazah, will that affect**  
64 **your focus?**

65 F: The effectiveness of teaching depends on the approach used by the ustazah. If she  
66 explains concepts in an engaging and clear manner, learning becomes easier and  
67 quicker. Innovative teaching methods can also enhance understanding. However, if a  
68 teacher is inattentive or creates a discomforting environment, it can lead to boredom  
69 and hinder focus, making the learning experience frustrating.

70 **R: OK, so what do you need to be ordered first?**

71 F: No, it depends. Even if I was told to study, but I'm lazy, then I won't. But if I'm not  
72 lazy, I'll do it without being asked and learn immediately. So, it depends.

73 **R: Now, are you a visual, auditory, tactile, or kinesthetic student?**

74 F: I learn best by seeing, like when a teacher shows me how to do something. If I can't  
75 see the explanation, I struggle to understand. Then I write it down.



76 **R: Do you need food?**

77 F: No, because if there is food while studying, I will definitely focus more on the food.  
78 If it's a drink, it's still fine.

79 **R: So, when is your favourite time to study? Morning, afternoon, evening, or**  
80 **night?**

81 F: Evenings. It is cooler and quiet, making it preferable for studying due to the lack of  
82 noise. However, if it's too quiet and deserted, it can feel unsettling or creepy. Therefore,  
83 I prefer to study with a few people around, even if it's less crowded than usual.

84 **R: So, do you need to move around when you learn?**

85 F: Yes, I can't if I sit in a cross. I'll be stiff, especially for 2 or 3 hours. At least if I don't  
86 move, I change my sitting position, for example, stretching out or putting my feet up  
87 or something, maybe as comfortable as I like.

88 **R: Now, for example, you learn one theory. Do you need to learn the details first**  
89 **or in general first?**

90 F: First, I'll read the details, then generalize.

91 **R: Then, do you need to think of your proper answer when given an assignment?**

92 S: It depends. To simplify, let's say I find creating content like a wall magazine easy,  
93 especially if it's about social media because there's a lot of inspiration. But with  
94 multiple-choice questions, I hesitate more. For example, during a chemistry exam, I  
95 initially chose answer B, but after a friend suggested answer C, I switched. It turned  
96 out B was correct, showing I can be easily influenced.

97 **R: Final questions now. What do you think about us being given time to learn**  
98 **independently?**

99 F: In my view, it's beneficial to self-study before lessons because it prevents confusion  
100 if we're asked about the material. Also, revisiting earlier topics helps us quickly  
101 understand and engage in class discussions. Essentially, preparing in advance enhances  
102 our learning experience.

103 **R: Does the boarding school provide facilities for your independent learning?**

104 F: Not really. We often feel like we don't have enough time, especially in school. Even  
105 though we're supposed to study in the morning before an exam, it never feels like  
106 enough. Our schedules are frequently disrupted by others, like when someone is late,  
107 causing further delays. It can be really frustrating dealing with these interruptions.

108 **R: Then, what obstacles and challenges have you faced so far?**

109 F: In terms of technology media, it is lacking because the access is limited even though  
110 we were given assignments that require browsing, It's just the *suuzan* of us opening  
111 unnecessary websites. Moreover, I get exhausted quickly because there's no desk and  
112 so on.

113 **R: So what are your hopes for the boarding school in the future in terms of**  
114 **independent learning?**

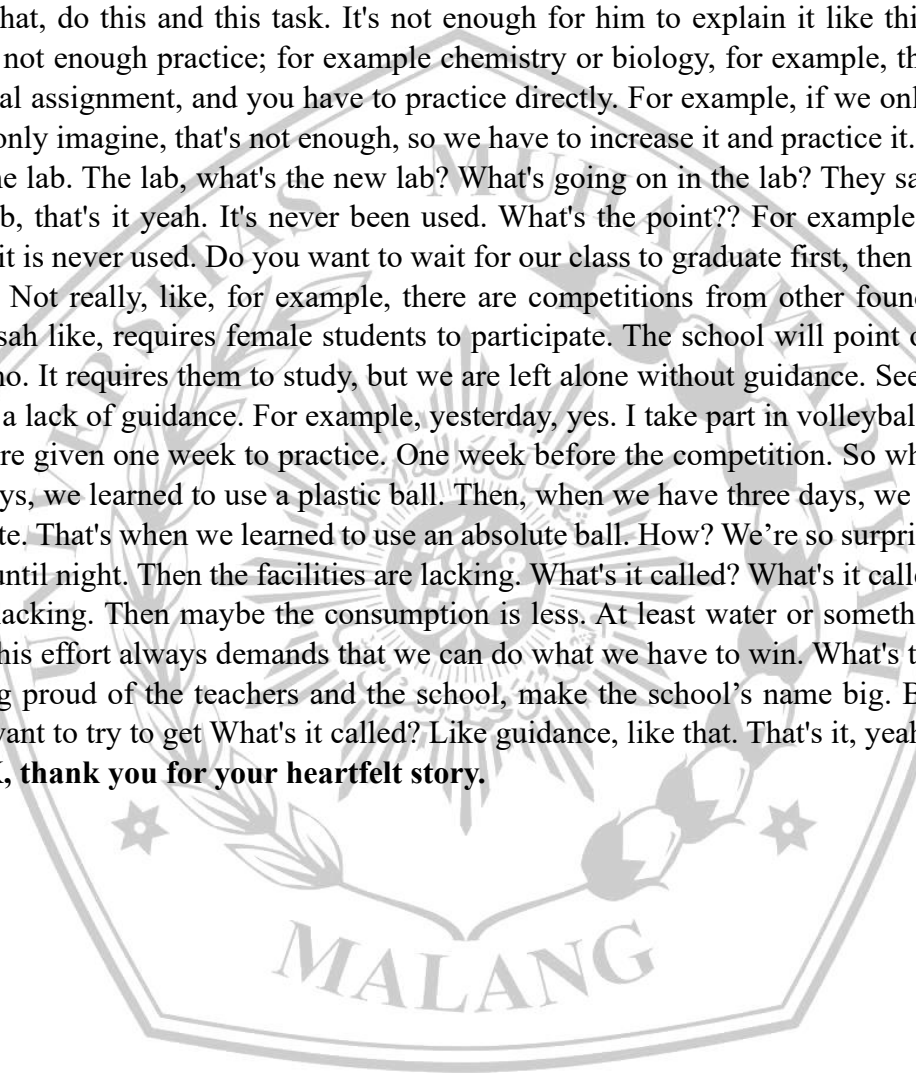
115 F: If more amenities like tables and rooms were available, we could offer classes for  
116 those who prefer that setting. Alternatively, having a library open 24/7 could be

117 beneficial. As it stands, in our library, it's often only possible to study outside of class  
118 times. We tend to prioritize attending classes over using the library for individual study.

119 **R: Before we close, do you want to share any additions?**

120 S: Do more of this. What is it called? Look for more teachers whose methods can make  
121 students understand. Then here, most teachers here are like they, for example, if they  
122 teach, open this chapter, read it first. After that, he just kept explaining. He only  
123 explained it in the book, which was already in the book. He rereads it, in other words.  
124 After that, do this and this task. It's not enough for him to explain it like this. Then  
125 there's not enough practice; for example chemistry or biology, for example, there is a  
126 practical assignment, and you have to practice directly. For example, if we only listen  
127 or we only imagine, that's not enough, so we have to increase it and practice it. Next is  
128 with the lab. The lab, what's the new lab? What's going on in the lab? They said it's a  
129 new lab, that's it yeah. It's never been used. What's the point?? For example, if it is  
130 made, it is never used. Do you want to wait for our class to graduate first, then want to  
131 use it? Not really, like, for example, there are competitions from other foundations.  
132 Madrasah like, requires female students to participate. The school will point out who  
133 and who. It requires them to study, but we are left alone without guidance. Seems like  
134 there's a lack of guidance. For example, yesterday, yes. I take part in volleyball, right?  
135 We were given one week to practice. One week before the competition. So what? For  
136 two days, we learned to use a plastic ball. Then, when we have three days, we want to  
137 compete. That's when we learned to use an absolute ball. How? We're so surprised. We  
138 study until night. Then the facilities are lacking. What's it called? What's it called? The  
139 net is lacking. Then maybe the consumption is less. At least water or something like  
140 that. This effort always demands that we can do what we have to win. What's that for?  
141 Making proud of the teachers and the school, make the school's name big. But they  
142 don't want to try to get What's it called? Like guidance, like that. That's it, yeah.

143 **R: OK, thank you for your heartfelt story.**



## Transcripts 5

**Date: April 2, 2024**

**Place: Berugak in the Yard**

**R: Researcher**

**NTP: Interviewee**

1 **R: Let's get started, okay? Please tell me your name, how old you are, and what**  
2 **class you are in.**

3 NTP: OK, let me introduce myself. My name is NTP. I am 17 years old, in Aliyah, 2nd  
4 or 11th grade, and majoring in Social Sciences.

5 **R: Okay, thanks. So, have you ever heard of the term LS and what do you think**  
6 **of yours?**

7 NTP: My LS, especially at the NHBS, is still about student's learning habits. I am here  
8 doing learning activities from morning to afternoon, and I go to school first after school.  
9 After *meroja'ah*, night comes, the afternoon of *halaqah*. After that, I learned again that  
10 night and prepared to study for tomorrow morning.

11 **R: OK, next, these are the core questions, Nabila. How do you learn if there is a**  
12 **commotion around you?**

13 NTP: The effect of noise on my concentration depends on its type. If the noise is people  
14 reciting the Koran, it doesn't bother me and can even help me focus on my studies.  
15 However, loud and meaningless noises, like people loudly chatting or laughing, do  
16 disturb me. On the other hand, if the noise comes from people learning and exchanging  
17 ideas, it can create a supportive environment for my own learning, even if it's loud.

18 **R: Thank You. So here, is your usual study place bright or dim? Why?**

19 NTP: It has to be clear, so bright. If the light is dim, it makes it hard to focus and we  
20 feel tired quickly, including feeling sleepy. Very bright lights, on the other hand, make  
21 it easier and more enjoyable to study, as we can see better and read comfortably.

22 **R: Thank You. So, what about the temperature?**

23 NTP: The atmosphere must be comfortable, but it depends on our mood. We can't  
24 determine whether we want it to be hot, but if it's hot and we want it to be cold, cold  
25 can't exist. Unless we look for a place with a fan. But because of the limited facilities  
26 available at Islamic boarding schools, we have to adjust our mood. There's no way we'll  
27 look for a place where we're comfortable, while the existing facilities are lacking, so  
28 we have to accept it as it is.

29 **R: Then where do you study?**

30 NTP: Especially at school. Where and when I study is not certain, If I have free time,  
31 even when I queue in the bathroom, I study. It's not possible to waste time in this  
32 boarding school. The point is that there is free time and where we are, that is where we  
33 learn to make time efficient.

34 **R: So, how's the position you usually study?**

35 NTP: I'm not sure how, but the point is how comfortable it feels.

36 **R: Do you need a table or without a mat for sitting?**

37 NTP: It depends on where we study. For example, if we are in class, we need a table  
38 and a chair. But when we want to queue to go to the bathroom, there's no way we'll  
39 bring a table or a chair there, right? There doesn't have to be a table, so it adapts to the  
40 place.

41 **R: Thank You. Next, do you need other people's encouragement to study?**

42 NTP: I do.

43 **R: Why is that?**

44 NTP: Being motivated by others helps us learn because it encourages us to be open to  
45 different viewpoints since everyone has unique opinions. We might not be sure if  
46 someone knows more than us, but being invited to share and gain knowledge through  
47 discussions and exchanging ideas is important. So, working and learning together with  
48 others, even though we might not initially think it's necessary, turns out to be quite  
49 beneficial.

50 **R: So, for example, if we study independently during the semester, we are given  
51 time. For example, at night, from Bada Isha until 10 o'clock usually, can you sit  
52 and study for that long?**

53 NTP: It's not practical to sit still and study continuously after Isha prayer until 10 PM  
54 due to various needs like going to the bathroom, changing positions, or needing a break  
55 for water, snacks, or food. It's more realistic to take breaks as needed, even if it means  
56 starting study sessions later. I personally can't study straight through after Isha and  
57 prefer to take care of other needs before resuming my studies.

58 **R: OK. So, what do you think about your responsibility in studying?**

59 NTP: It's a must.

60 **R: Why is that?**

61 NTP: Because we are boarded in Islamic boarding schools, there are no other words  
62 other than study and worship. So, it is my responsibility to seek knowledge. It is  
63 mandatory. It can't be neglected. Yes, because our initial goal of being sent to an Islamic  
64 boarding school is to study.

65 **R: So, do you study at another time rather than the scheduled time?**

66 NTP: No, it's not certain. As before, if I have free time, I study.

67 **R: Next, do you prefer to study alone, together, or with more than two people?**

68 NTP: if asked, I prefer to study alone. But that's only for when I was in junior high  
69 school.

70 **R: What about now?**

71 NTP: Learning has become a collective effort. With the vast experiences everyone has,  
72 there's always someone who knows more than we do. By discussing and sharing with  
73 others, knowledge flows freely from many sources. When we study alone, we're limited  
74 to our own understanding. However, other people have different perspectives and  
75 knowledge areas, allowing us to share and learn from each other. For instance, if we're

76 not good at math, someone else might be, and we can learn from them. So, studying  
77 together offers us a chance to understand a broader range of topics than studying alone.  
78 **R: So, for example, when you're studying, *ustazah* Ajjah also sits with you. How**  
79 **do you feel?**  
80 NTP: We automatically said hello first and then adjusted the position. She must be  
81 ahead. We must be behind. After that, continue studying. If there is something that we  
82 don't understand, even if there is someone who is more senior or if there is a teacher,  
83 we can ask. I won't feel disturbed.  
84 **R: So, do you need to be ordered by the teacher to study?**  
85 NTP: No. I am self-aware because it's a responsibility.  
86 **R: For example, you study in one group, and there are various ages in that group.**  
87 **Some are 15 years old, 16 years old, 17, 18, 19, 20, maybe even. Can you study in**  
88 **that group?**  
89 NTP: Depends on the lessons we learned at that time.  
90 **R: OK, what kind of student? Visual, auditory, tactile, or kinesthetic?**  
91 NTP: It seems like I am one of those who likes to write. The point is that, for example,  
92 I prefer to write what has been explained if there is learning. I would instead conclude,  
93 too. I prefer to conclude what has been said. If I say I like watching, I don't like  
94 watching. If I say I like to fantasize, I never fantasize, but sometimes, without realizing  
95 it, I tend to write conclusions.  
96 **R: So, do you need food or drink while studying?**  
97 NTP: Drinks. If, for example, we are discussing with a friend, it is like, I have a sore  
98 throat and thirst, so I need water. Water is the most important thing.  
99 **R: Then, we are given time to study independently during the semester from dawn**  
100 **to mid-afternoon. Are there times when you like to study the most?**  
101 NTP: Night because from previous experiences, evenings are genuinely effective times  
102 for learning. Our concentration, apart from after worship, immediately absorbs it.  
103 Hmm, whatever we learn, it's really, really effective at night.  
104 **R: OK, keep going, if you...study, do you stay in one position?**  
105 NTP: it changes. Depends on the mood.  
106 **R: OK, next, do you learn from general to specific or specific to general?**  
107 NTP: I have to learn from the details first because if I already know the details, I'll  
108 know what the general theory is like.  
109 **R: Well, now, for example, you are asked a question. Do you answer immediately,**  
110 **or do you have to think about the answer first?**  
111 NTP: As we are interviewing now, I express, according to what is there.  
112 **R: Ok. So, here are the closing questions now. What do you think about us being**  
113 **given time to study alone like this?**  
114 NTP: Yes, that's pretty good. Because here, it depends on each individual's awareness.  
115 We are given a lot of free time to study, but sometimes, because we lack awareness, we  
116 neglect the study time we have been given.

117 **R: OK, now, does the boarding school provide facilities that support your LS?**

118 NTP: So, yeah, not bad. But at school, there's not enough class. So, I studied at the  
119 mosque, especially during second grade. After going up to second grade, the class was  
120 moved to the mosque. There were no longer many benches and not many tables. Yes...  
121 Sadly, it's not comfortable anymore, but maybe because the position is in the mosque,  
122 you can get a gentle breeze and lie down, especially for friends. But for me alone, it's  
123 still not enough because there are no table and chair facilities.

124 **R: So, have you ever encountered obstacles or challenges during your time**  
125 **learning on your own?**

126 NTP: Often. Yes, especially during Tsanawiyah, it's when I study alone, I feel like my  
127 friends will have more ideas. Because we didn't learn together, I always wonder how  
128 she knows this, but I don't know that.

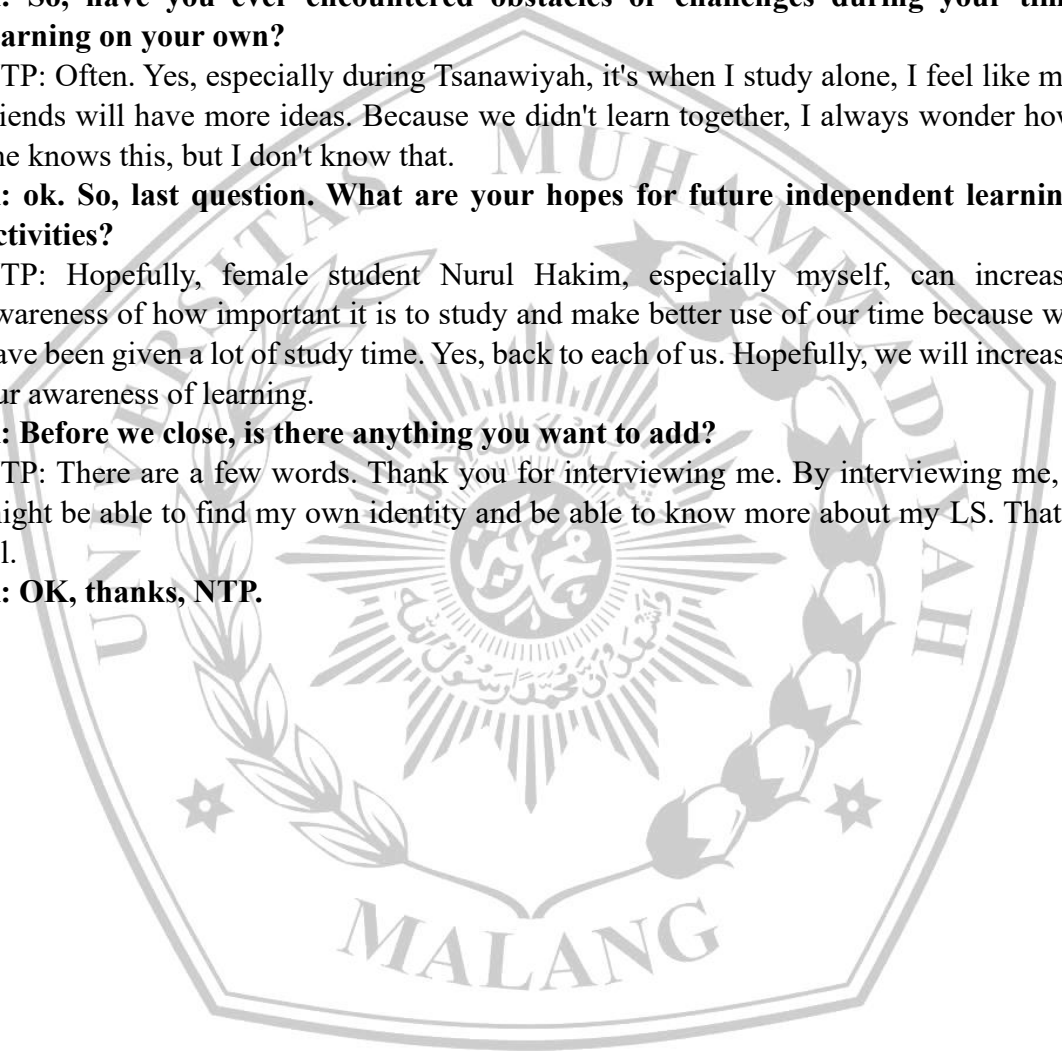
129 **R: ok. So, last question. What are your hopes for future independent learning**  
130 **activities?**

131 NTP: Hopefully, female student Nurul Hakim, especially myself, can increase  
132 awareness of how important it is to study and make better use of our time because we  
133 have been given a lot of study time. Yes, back to each of us. Hopefully, we will increase  
134 our awareness of learning.

135 **R: Before we close, is there anything you want to add?**

136 NTP: There are a few words. Thank you for interviewing me. By interviewing me, I  
137 might be able to find my own identity and be able to know more about my LS. That's  
138 all.

139 **R: OK, thanks, NTP.**



## Transcripts 6

**Date:** March 24, 2024

**Place:** Berugak in the Yard

**R:** Researcher

**NE:** Interviewee

- 1 **R: Please tell me your name, age, and class.**  
2 NE: Name NH, age 17, class 11 Science 3.
- 3 **R: Have you ever heard about LS before?**  
4 NE: I've never heard it, but I know.
- 5 **R: So, what do you think about your LS?**  
6 NE: It's very comfortable.
- 7 **R: Comfortable. What do you mean by comfortable? Can you explain?**  
8 NE: Very convenient because I can quickly understand the teacher's explanation.
- 9 **R: So, the next question is about the environment. This is about sound. How do**  
10 **you learn if there is sound or noise around you?**  
11 NE: I get out of that place, look for another place. I prefer to study in a quiet, peaceful  
12 way. I like quiet because it doesn't bother me.
- 13 **R: Where is it usually?**  
14 NE: At the mosque, *Azakirot*, or the prayer room.
- 15 **R: OK, how is the lighting in your study place?**  
16 NE: It's bright because if it's dim, it can hurt my eyes, especially since I have myopia.
- 17 **R: Then, regarding emotions, do you think you need motivation from other people**  
18 **to study?**  
19 NE: I do. Because it will increase my learning ability.
- 20 **R: You are given study time from after Isha until 10 o'clock, right? Can you stay**  
21 **still for a long time, or do you need to go somewhere else?**  
22 NE: I can't. I'll go to other places. Usually, I'll excuse myself to the bathroom. That's  
23 all. I quickly get bored. I often even ask permission to go somewhere so I can move.
- 24 **R: What do you think about your sense of responsibility in studying?**  
25 NE: Big. I study at least one day, I read a book after school. I don't put the book down  
26 straight away. I'll open the previous lesson that has been discussed.
- 27 **R: Then, do you have to study alone or with a pair or more than two people?**  
28 NE: If I can, I'll be alone. If it's together, it will be more difficult. Just be alone so it's  
29 easier to understand.
- 30 **R: Do you need to be accompanied by an adult or an *ustazah*?**  
31 NE: That's so-so.
- 32 **R: Is his presence disturbing?**  
33 NE: No, no.
- 34 **R: OK, then, do you need to be ordered by someone to study?**

35 NE: Sometimes I definitely need motivation; sometimes I am enthusiastic about  
36 studying on my own.

37 **R: So, are you a visual, auditory, tactile, or kinesthetic learner?**

38 NE: Auditory. I like to listen. Getting someone to explain it is essential for those who  
39 understand faster by hearing people's explanations.

40 **R: Hmm. Then, if it's a matter of food or drink, will you need to be accompanied**  
41 **by food and drinks in front of you?**

42 NE: Not so much for food, but for drinks. There must be water. At least water.

43 **R: For example, you are given time to study, sometimes at dawn, afternoon and**  
44 **evening. Which do you like more?**

45 NE: After isya.

46 **R: Did you study at other times?**

47 NE: No. After that, I go straight to sleep.

48 **R: in your opinion, when studying, do you follow your method, what the teacher**  
49 **tells you to do, or what is written in the book?**

50 NE: Eh, I'll start from the back. I read it from the back, from the question first. Then  
51 I'll go to the explanation. It's like biology. You are told to write this, do that, etc., but I  
52 focus more on the question first.

53 **R: Do you answer immediately with what comes into your head, or do you think**  
54 **about it for a long time when you need to answer a question?**

55 NE: Oftentimes, I answer a question straight to what's in my head.

56 **R: We have had an independent study program here, right? What do you think**  
57 **about that study program?**

58 NE: Beneficial. It's not much, but it's like getting into lessons quickly. That is all.

59 **R: Does this Islamic boarding school provide facilities that help your LS?**

60 NE: Yes, that's enough.

61 **R: Hmm, were there any obstacles or challenges that you faced while studying for**  
62 **the study program?**

63 NE: No, because there is a lack of space, not enough bright light, etc.

64 **R: Thank You. So, what are your hopes for the boarding school learning program?**

65 NE: If it can add a laboratory when we study biology, chemistry, and physics, you must  
66 practice first, right? So, I hope the lab will be added and function as it should.

67 **R: Before we close, do you have anything to add?**

68 NE: There isn't any.

69 **R: OK, thank you, NH.**



## Transcripts 7

**Date: March 26, 2024**

**Place: Berugak in the Yard**

**R: Researcher**

**ZP: Interviewee**

1 **R: OK, please tell me your name, age, and class.**

2 ZP: My name is ZP. I am 16 years old, and I am in grade X.

3 **R: Thank you. Second question: Have you ever heard about LS before?**

4 ZP: Maybe I've heard it, but can you explain it?

5 R: So LS is all the ways you learn that help gain knowledge. Whether you learn while  
6 singing, walking around, or maybe learning while singing. It's a LS.

7 **R: OK, what do you think about your LS?**

8 ZP: I think my LS really helps me, really helps the knowledge come through. Because  
9 when I study, I really have to look for a very conducive place and have total  
10 concentration.

11 **R: What do you mean by a conducive place?**

12 ZP: It's quiet, not noisy, and we learn together. They focus on studying, and the  
13 environment is learning. No one is playing, causing chaos, or so on.

14 **R: How do you learn about the environment if there is noise or commotion around  
15 you?**

16 ZP: If there is a lot of commotion around me, I try to find a quiet place. So I can focus  
17 on what I'm learning. If there isn't a more conducive place, in my opinion, I usually get  
18 used to going to sleep first. I wake up in the middle of the night and immediately study.

19 **R: So, about lighting. Do you study with dim or bright light?**

20 ZP: I prefer to study in a bright place, of course, because reading in a dim place hurts  
21 to my eyes.

22 **R: What is the temperature where you usually study?**

23 ZP: I prefer to study at an average room temperature that is neither too hot nor too cold.

24 **R: Where is that?**

25 ZP: Usually, it's in the prayer room, outside in front of the room, or maybe even in  
26 class, but the class must be quiet. If it's quiet, the point is that it has to be quiet.

27 **R: Then, about design, design is about position. So, what position do you study in?**

28 ZP: When I study, if I really want to focus or gain knowledge, I have to sit down. Sit,  
29 straighten my body.

30 **R: Does it require a chair, table, or something?**

31 ZP: I need it, but if I don't have it, then the important thing is to sit up straight and  
32 focus.

33 **R: This is about your emotions. In terms of motivation. Do you need  
34 encouragement from other people?**

35 ZP: In Learning, being motivated is unnecessary because I know the importance of  
36 learning. So, the encouragement is from me.

37 **R: In the independent learning program, you are given time to study from after**  
38 **Isha until 10:00 p.m. Can you study that long?**

39 ZP: It depends. One lesson might have more material than others. It depends on the  
40 material. Usually, this time is used to summarize the important things.

41 **R: OK, what did you do to refresh yourself?**

42 ZP: Usually, I put the book down first, take it off, and go for a little walk. When you're  
43 bored after walking, you feel motivated to study again, so you sit down and then study  
44 again.

45 **R: How do you feel about your sense of responsibility?**

46 ZP: Because I am a student and must study, we cannot underestimate learning. It has  
47 to be because it is an obligation and a clear responsibility.

48 **R: As we know, the school has given us a schedule or time to study. Do you only**  
49 **follow the schedule from the school?**

50 ZP: I follow the schedule for scheduled lessons, but I also often study alone, so I have  
51 my own schedule.

52 **R: Can you give me an example?**

53 ZP: Yes, when I come home from school, I usually don't sleep, but I repeat my lessons  
54 and study so I don't forget. Before going to bed, I also require myself to read a book.

55 **R: Next is social. So, the question is, do you often study alone, need a friend, or do**  
56 **you have to be in a group when you study?**

57 ZP: I prefer to learn by myself. Because when you're with friends, let alone studying in  
58 groups, no one is focused, everyone is just playing around. But if I was alone, I taught  
59 myself, then I didn't understand, then I asked my friend and immediately left again. It  
60 can't be done because we will only play with that friend.

61 **R: What if one of your teachers is sitting beside you, does that affect your study?**

62 ZP: Personally, when I'm studying, and teachers come to accompany me, I might avoid  
63 them because it's not good. I'm not comfortable being accompanied.

64 **R: What do you think about involving other people's orders in your learning**  
65 **activities?**

66 ZP: Usually, when I really need to rest, I rest. We can't force ourselves to study because  
67 studying has its own schedule and its own time. It'll be hard. If you study under orders,  
68 it's like being forced to study. I want to do it myself, at my own will.

69 **R: OK, so, for example, you study in groups and your groups there are various**  
70 **ages of members. What do you think about that?**

71 ZP: It depends on the people I study with. For example, if they have more knowledge  
72 or want to learn, we learn together. There are people there who are smart, and that helps  
73 me. But if people are not consistent or are learning, but they are playing, no.

74 **R: OK, now about learning from the Five Senses. Are you a visual, auditory,**  
75 **tactile, or kinesthetic learner?**

76 ZP: I am more auditory and tactile because I understand better when it is explained, but  
77 when I understand it, I must note it down so I don't forget.

78 **R: Do you need food and drink while studying?**

79 ZP: I avoid food and drink when studying because I can't focus. I can't do two things  
80 at once. Eating while studying means I can't focus.

81 **R: Then, for example, when it comes to studying, do you prefer to study in the**  
82 **morning, afternoon, or evening?**

83 ZP: I prefer night because it is quiet, especially in the middle of the night. Nobody  
84 disturbs us, nothing is complicated, people sleep, and we study.

85 **R: So now about mobility, do you need to move around when you're studying?**

86 ZP: Usually, when I'm bored, I move. But sometimes I stay, sometimes I move.

87 **R: I see. Now, do you have your own way of learning, or do you follow the rules or**  
88 **structure given by the teacher?**

89 ZP: It's better to follow the teacher's orders. Because... If you were told to make this  
90 chapter, then read it first.

91 **R: So, for example, if you were studying, would you focus more on the general**  
92 **part of the small details first?**

93 ZP: I will learn from the general first, followed by the details, because we have to know  
94 the concept before continuing with the details.

95 **R: So now, next time, if you are given a task, do you immediately write down the**  
96 **answer that comes to mind, or do you need to think about it for a long time before**  
97 **you answer?**

98 ZP: Actually, I don't write it straight away. I think but not for too long because if I write  
99 it straight away, something else still needs to be developed from the answer. We can't  
100 make any mistakes; we have to think about it first, but not for too long.

101 **R: OK, is there anything you want to add?**

102 ZP: That's enough.

103 **R: This closing question: what do you think about the current independent study**  
104 **program?**

105 ZP: Independent learning program, according to me, this program is excellent because  
106 we are focused on learning. Since the time has been determined, we have to study.  
107 Because the time is determined, activities are stopped for studying, and we must study.

108 **R: Next, do Islamic boarding schools provide facilities that support the LS you**  
109 **mentioned earlier?**

110 ZP: Yes, very much. Because we need a place and this place is very spacious. We can  
111 study anywhere we want.

112 **R: Next, were there any obstacles or challenges that you faced while studying for**  
113 **the boarding school program?**

114 ZP: There are people around who are noisy, and the atmosphere is not conducive.  
115 What's more, when it's late at night, we study. Some of them wanted to sleep, so the  
116 lights turned off.

117 **R: Then the last question, what are your hopes for the Islamic boarding school**  
118 **learning program in the future?**

119 ZP: The hope is that the children can be divided into groups, they can study like that,  
120 and then someone will supervise the learning. We will study, too, so that they really  
121 learn. You know that they always play, right? So, they need to be supervised.

122 **R: Anything else you want to add?**

123 ZP: That's all here. We have to be smart about managing time. We have a lot of  
124 activities, so we have to be smart about managing time to study if we want to learn. We  
125 also have to sacrifice a lot of rest time, too, right? Indeed, we can't study alone because  
126 there are so many activities. There does have to be sacrifice. Thank You.

127 **R: Thank you, ZP, for your help.**



## APPENDIX 3: FIELD NOTES

### Field Note 1

January 19, 2024

Location: Nasrudin Sin Prayer Room

Class XII Aliyah

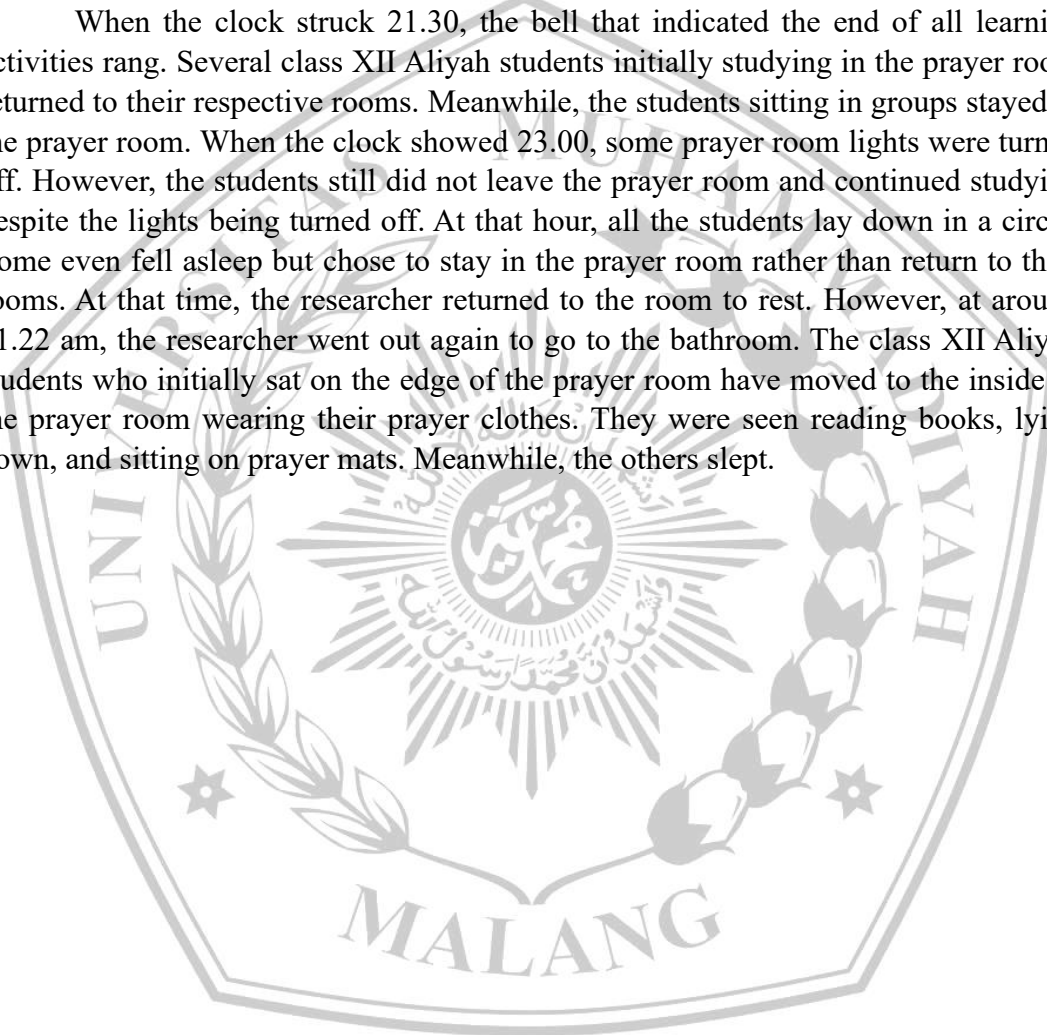
1           Last week, the headmaster and the boarding school managers permitted the  
2 researcher to conduct research regarding students' LSPs within the boarding school.  
3 Then, today at 20:00, all *halaqah* activities begin. The researcher and several Aliyah  
4 supervisors started going around to remind the students to study. The researcher also  
5 aims to observe how students learn independently in the Islamic boarding school area.  
6 Aliyah, class X, and XI students walked and sat in their respective places to recite the  
7 Koran. Meanwhile, class XII student Aliyah stayed at the Nasrudin Sin Musholla to  
8 study in groups. Some sat in the prayer room, while others sat on the stairs. They  
9 formed a circle near the prayer room pole. Some of them study while lying down or on  
10 their stomachs, sitting with one leg raised, and others sit on stairs and use the steps as  
11 a base or table to study. The lighting in the prayer room at that time was not too bright  
12 nor too dark. When the students saw the instructors and researcher passing by, they  
13 paused briefly to say hello. The student, initially lying down, sat down for a moment  
14 to greet the supervisor and then lay down again.

15           The researcher then asked class XII students what they were studying for. They  
16 answered, "Tomorrow there is an exam, *Ummun*." Then, the researcher sat with the  
17 students to see how they learned. Shortly after, one of them asked, "*Ummun*, isn't  
18 studying in college difficult?" while the others remained focused on their books. The  
19 researcher answered, "It depends on the student. If you are serious about studying, you  
20 immediately do your homework and do nothing unnecessary. *God willing*, it is not  
21 going to be difficult. But if you are lazy, just playing all the time, your college life will  
22 be difficult." The student nodded and then closed her book. "So, *ummun*. I intend to  
23 register at UIN Malang. I want to ask questions about Malang. Is that okay?" The  
24 researcher answered yes and then explained how the universities in Malang were close  
25 to each other. At that time, it was not only the students who asked questions and listened  
26 enthusiastically, but all the students in the group except one. Namely, the one who sat  
27 on the stairs. She remained focused on the book she was studying without paying  
28 attention to the commotion around her.

29           The researcher said then, "You're so cool. You're still learning even though the  
30 surroundings are so loud." The student smiled at the researcher, "Yes, *ummun*, when  
31 I've studied, I don't care about my surroundings. Hehe," Then she went back to reading  
32 her book. "Yes, that's right, *ummun*," said one of them. "That's the kind of person she  
33 is. She'll only talk to us when she has questions. If she doesn't, she'll keep quiet." Not  
34 long after, one of them asked permission to go to the bathroom. At the same time, the  
35 researcher was called by the supervisor to work on the preparation for the inauguration

36 in the *Berugak*. The *berugak* is not far from the Nasrudin Sin Mushola, where the  
37 students study. After leaving the students, the researcher noticed that the students  
38 continued to study. However, there were several pauses where they sometimes laughed.  
39 The researcher is not so sure what the students are laughing about as the distance  
40 between the researcher and them is far. Hence, the researcher cannot hear what they  
41 are talking about. After some time, some students changed their sitting positions.  
42 However, the student who remained focused on the book from the start of studying  
43 only left her study area once for no more than 10 minutes and then returned.

44 When the clock struck 21.30, the bell that indicated the end of all learning  
45 activities rang. Several class XII Aliyah students initially studying in the prayer room  
46 returned to their respective rooms. Meanwhile, the students sitting in groups stayed in  
47 the prayer room. When the clock showed 23.00, some prayer room lights were turned  
48 off. However, the students still did not leave the prayer room and continued studying  
49 despite the lights being turned off. At that hour, all the students lay down in a circle.  
50 Some even fell asleep but chose to stay in the prayer room rather than return to their  
51 rooms. At that time, the researcher returned to the room to rest. However, at around  
52 01.22 am, the researcher went out again to go to the bathroom. The class XII Aliyah  
53 students who initially sat on the edge of the prayer room have moved to the inside of  
54 the prayer room wearing their prayer clothes. They were seen reading books, lying  
55 down, and sitting on prayer mats. Meanwhile, the others slept.



## Field Note 02

**Location: Darul Dzakirot Field**

**JANUARY 21, 2024**

**Class X Aliyah**

1           On January 21, 2024, at 20.00, the researcher and other supervisors went to  
2 Darul Dzakirot to supervise Aliyah's class X students studying. Most students sat in  
3 small groups in the yard, wearing their slippers as mats. Because the number of class  
4 X Aliyah was huge, some of them sat under trees that had no light at all. Only the lights  
5 around them illuminate their learning activities. Meanwhile, others sit right under the  
6 lamp so they have enough light to study. Groups with sufficient lighting opened their  
7 respective books and filled their learning activities with discussions. Meanwhile, the  
8 students who sat in places with minimal lighting shared more stories with their group.  
9 Some even ran around the yard even though the instructor had reprimanded them to  
10 continue studying.

11           Because the yard was filled, several students sat on the steps of the Firdaus  
12 Mosque to study. Most students sat with friends but focused on their respective books.  
13 There are even students who sit behind their friends to study. With the yard full of the  
14 sounds of students joking and discussing, many continued to study and were not  
15 disturbed by the commotion. During the independent learning process, the researcher  
16 sat on the steps of the Firdaus Mosque because, from there, the researcher could see  
17 the students' learning process as a whole. Even though the researcher sat with the  
18 students on the mosque's steps, they continued their learning activities regardless of the  
19 researcher's presence. However, others choose to leave the location to move to another  
20 place. While studying, the students played a lot and moved from one group to another.  
21 Many also have permission to go to the bathroom, either to defecate or urinate. Even  
22 while studying, many students bring food and drinks to accompany them in studying.

23           When the bell rang for the end of the activity, the supervisors then gathered the  
24 students to recite the closing prayer of study. After that, most of the students returned  
25 to Darul Qonitat to rest. Meanwhile, some others stay in Darul Dzakirot. Seeing them,  
26 the researcher approached the students and asked, "Why are you staying here? Isn't  
27 your room downstairs?" The students answered, "No, *ummun*. We are class VII  
28 Tsanawiyah's room leaders. So the room is here." After getting the answer, the  
29 researcher returned to Darul Qonitat to rest.

### **FIELD NOTE 3**

**25<sup>th</sup> of January, 2024**

**Location: al-Faza Library**

**Class X, XI, and XII Aliyah**

1           At around 11.30 am, the researcher was asked to supervise the students of class  
2 XI Aliyah who were studying in the al-Faza library by one of the teachers at the NHBS.  
3 Apart from that, researcher was also asked to help Aliyah's class XII students to register  
4 for SNPMB. As the students' learning activities were independent learning, the  
5 researcher then observed their learning activities. At 11.22, the researcher arrived at the  
6 al-Faza library. Many students have gathered and studied in the library. Some of them  
7 sat in front of computers, sat cross-legged, and sat and used tables. There was one  
8 student who used the sofa as a book stand. Regarding how to learn, the students learn  
9 more by writing, likewise with students who sit in front of the computer. They opened  
10 books on their laps to record what they got from the internet.

11           When the researcher arrived at the library, she heard a song playing from one  
12 of the computers used by the students. However, they immediately turned off the music  
13 when they saw the researcher coming. "Why did you turn it off?" asked the researcher.  
14 "You'll get mad at us when we play music," they said. The researcher laughed and  
15 permitted the children to do whatever made them comfortable. After hearing the  
16 researcher's words, they played the previously muted song again. Some even play  
17 videos of the lessons they are studying. Seeing the students serious about studying, the  
18 researcher playfully turned off the fan in the room. The students immediately protested,  
19 "Oh, ummun! You're so naughty! Come on, ummun, turn on the fan. It's scorching in  
20 here," they said. The researcher laughed and immediately turned the fan back on  
21 because the room temperature was hot.

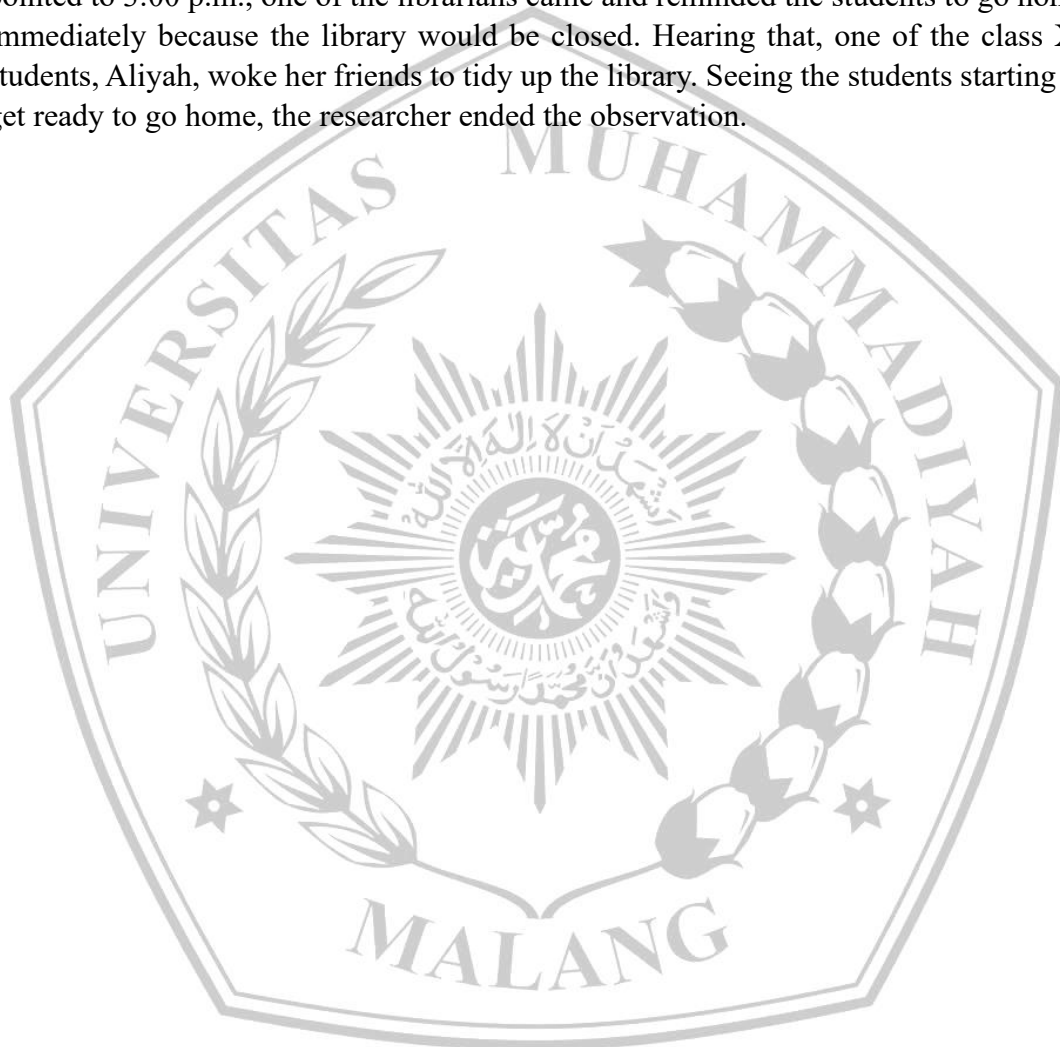
22           After sitting for about 20 minutes, one of the students who was initially sitting  
23 in front of the sofa suddenly stood up. "What's wrong with you, bro?" asked the  
24 researcher because she was surprised to see her sudden behaviour. "I'm tired of sitting,  
25 ummun," she said. She then left the library and returned a few minutes later, bringing  
26 Zikri, the son of one of the teachers at the school. Seeing them, all the children initially  
27 focused on studying immediately gathered and played with Zikri. They pinched him  
28 and asked him to talk even though Zikri could not speak. They played until the noon  
29 prayer call sounded. During the call to prayer, some of them left the library to pray.  
30 Meanwhile, two other people left take rice to eat together.

31           They prayed and ate for about 1 hour. At 13.25, the students came back to the  
32 library. Aliyah's class XI students returned to study in their previous positions.  
33 However, the students who previously sat and studied using computers learned by  
34 reading because class XII Aliyah used all the computers to register for SNPMB. The  
35 fan was originally on level one and raised to level 3. Class XII students also asked the  
36 researcher to teach them how and what to do while registering for college on the



37 SNPMB portal. They occasionally ask for campus recommendations and about the  
38 researcher's experiences while studying at UIN Malang and UMM.

39 With class XII focusing on registering for SNPMB, Aliyah's class XI students  
40 chose to focus on studying. They occasionally listen and see their seniors speak and  
41 register. They even joked and said they would register in the same place as their seniors.  
42 Some students sleep in the next room did not escape the researcher's eyes. Some sleep  
43 on the books they were initially reading. Some write while lying down. When the time  
44 pointed to 3:00 p.m., one of the librarians came and reminded the students to go home  
45 immediately because the library would be closed. Hearing that, one of the class XI  
46 students, Aliyah, woke her friends to tidy up the library. Seeing the students starting to  
47 get ready to go home, the researcher ended the observation.



#### Field Note 4

10<sup>th</sup> of February 2024

Location: Berugak Haram al-Qonitat

Class XII Aliyah

1 At 13.00, the researcher came to the boarding school to observe the independent  
2 learning activities of Aliyah students at the NHBS. At that time, in the courtyard of al-  
3 Qonitat, many students from class XII Aliyah were studying the *bulughul Maram*.  
4 However, learning is more precisely called memorising because all students learn by  
5 memorising. Because the clock was still pointing to 13.00, many students were still  
6 wearing *mukenah*. Many also wear playing clothes. There are various ways of  
7 memorizing for students. Some memorise it while standing, walking, or sitting at the  
8 root of a tree, and some even read it to their friends. Some ask their friends to listen to  
9 it. However, none of the students memorized in large groups of more than 3 people.

10 The researcher, along with one of the supervisors in the Islamic boarding  
11 school, sat on the berugak while observing the activities of the students. Not  
12 infrequently, some students ask for help from coaches and researchers to listen to their  
13 memorization. When the researcher finished listening to one of the students, the  
14 researcher asked. "Dude, how come everyone memorizes now? Is there something  
15 going on?" The researcher asked them because, during the day, the students rarely left  
16 their rooms to study. They prefer to take a break and sleep. "We will be tested in the  
17 afternoon, ummun. That's why we memorize it now," she said before saying thank you  
18 and leaving to memorize the following hadith.

19 The memorization activity continued until the Asr call to prayer sounded.  
20 However, before that, at 14.00, many students started to return to their rooms,  
21 especially those who still needed to change their *mukenah*. This is because they will  
22 receive sanctions if they do not change their *mukenah* when the bell rings. After the  
23 call to prayer sounded, memorization activities stopped completely, so the researcher  
24 also stopped observing to carry out the afternoon prayer.

**Field Note 5**  
**4<sup>th</sup> of March 2024**  
**Daarul al-Qanitat**  
**Class XII Aliyah**

1           At 20.15, the coaches started encouraging the students to study. However,  
2 learning activities only took place as a whole at 20.40. Several third-grade students  
3 formed groups to study. One of them studied in the courtyard of al-Qanitat. They  
4 consist of 5 students. Before studying, two of them moved the blackboard from the  
5 front of the *ustazah's* room to the side of the berugak. Then, one of them explained the  
6 lesson they learned with the blackboard to the other 4 people. They sit cross-legged and  
7 use their feet as a base for writing. During the explanation, students who explained  
8 sometimes drank the water she brought. Not infrequently, her listening friends also  
9 asked questions or explained things. So that learning activities are not only led by those  
10 who explain. However, they discussed more by drawing the formula on the blackboard  
11 by one of them.

12           The berugak in front of room 5 of the TLB is also filled with students studying.  
13 However, in contrast to the bright lighting of the berugak, the front berugak of room 5  
14 TLB does not have any light at all. Lighting is only obtained from bias lights from the  
15 front of the room. There, students also choose to study alone. One of them sat back and  
16 used her legs as a base for a book. Some study with their legs dangling. Some even just  
17 sat daydreaming. They sat together in close positions. However, they read each of their  
18 books. One of them studied by writing, while the other just read aloud.

19           Apart from these places, the students also study in front of the rayon *Humaira*.  
20 There, students were sitting on the floor and at the table. They also learn while writing.  
21 They also carry meatballs as a distraction while studying. Not far from them was a  
22 group studying in rows of tables and chairs. One of the students even sat at the table  
23 while studying. Different from the previous group, three people from the group learned  
24 by reading aloud. Meanwhile, the other two were discussed. Even though their way of  
25 learning makes the place where they study very crowded, they still study without being  
26 disturbed. What's more, there is one similarity that the researcher noticed between the  
27 students, namely that they bring papers summarising each other's material to study.

28           During observation activities, the researcher does that by walking around and  
29 occasionally staying in one of these places for a short time. At 21.30, the students who  
30 studied in the berugak and the front steps of room 5 TLB left individually. Those who  
31 studied in front of the rayon *Humaira* also started returning to the room when the break  
32 bell rang, namely, at 10.00 pm. Meanwhile, the students in the yard continued studying  
33 until around 11.30 pm. They then returned to their room and left their books in the  
34 berugak. Researchers thought they would stop studying, but they returned wearing  
35 mukenah and carrying prayer mats soon after. They then took their books and took

36 them to the Nasrudin Sin Mushola. Seeing them leaving the study area, the researcher  
37 ended the observation activity at 23.40.



## Field Note 6

**Location: Daarul Dzaakirot**

**Class X and XI Aliyah**

**March 24, 2024**

1 As usual, the researcher and other supervisors encouraged the students to learn.  
2 However, the independent study activities occurred at 21.00 because the students  
3 performed tarawih prayers first. Also, they study seriously at that time because the  
4 ustazah has to invite and drag those into the room before they come out to study. For  
5 today, the researcher aims to observe class X Aliyah. When the researcher entered the  
6 location, the students had already spread mats in front of the al-Kubra rayon room and  
7 studied together. The researcher found they learned by reading their books. Some study  
8 together in the middle of the yard with minimal lighting. Some study alone and bring  
9 tissues.

10 The researcher then walked and found more students studying at the Firdaus  
11 Mosque, both on the first floor, the stairs, and the second floor. They study in groups  
12 by forming a circle. However, they spend more time reading the Koran than reading  
13 books that will be tested the following day. Apart from reciting the Koran, they also  
14 carried large bottles filled with ice and water. In contrast to those who study in the  
15 mosque, the students in the Kabi study together. They also learn by discussing. One of  
16 them explains while the other listens. The students who study on the stairs also use the  
17 one step above them as a book stand for writing.

18 Apart from these places, students also study in the classroom and the classroom  
19 corridor. They form a circle beside the table. However, they are class XI Aliyah. At the  
20 table, the researcher could see several snacks. Only a few students study there because  
21 the class is very far from the dormitory. The researcher then asked, "Why are you  
22 studying here? are you afraid that there will be ghosts?" They then laughed, "No, not  
23 in general. We are studying here on purpose so we can meet the ghosts." "We're looking  
24 for a quiet place, ummun. It's too busy at al-Qo." Said one of them. The researcher then  
25 left the classroom and returned to the Firdaus Mosque.

26 Inside the mosque, the researcher sat in a chair next to the imam's place because,  
27 from that position, the researcher could see the entire study group on the mosque's first  
28 floor. At 22.06, the students, initially studying by sitting, started lying on their  
29 stomachs. Some use prayer mats as pillows or mats for sleeping. Some started leaving  
30 the mosque, and some even played tag. Seeing them, the researcher warned them not  
31 to run inside the mosque. After apologising, they ran back to their study area, which  
32 was on the mosque's steps. Researchers occasionally saw students daydreaming before  
33 re-reading the books they had read. Not infrequently, they also ask permission to go to  
34 the bathroom because they want to take ablution.

35 At 22.30, the mosque lights began to be turned off one by one. However, many  
36 Tsanawiyah students come wearing *mukenah*. Most of Aliya's class X had also left the  
37 mosque. Therefore, the researcher ended the observation at that hour.

**FIELD NOTE 7**  
**March 26, 2024**  
**Front Of Al-Qonitat**  
**X, XI, XII Aliyah**

1 On the same day, the researcher again observed the al-Qonitat courtyard. As usual, the  
2 researcher, together with all Aliyah supervisors, began inviting students to study after the  
3 tarawih prayers. Most students who pray stay in the prayer room and form groups of three to  
4 five people. In contrast, others study alone or together. Most are class X and XI Aliyah, while  
5 class XII Aliyah mainly studies in room corridors and berugak. One of the class X Aliyah  
6 groups sat on the steps of the prayer room. Two people sat on the stairs while the other two sat  
7 on long benches facing their two friends. They learn while discussing.

8 There is also a group in the prayer room. They study on their stomachs. For 30 minutes,  
9 the researcher watched them, and one of the students studied while eating snacks. Some studied  
10 while scribbling in books and explaining to their friends what is meant by asmaa'ul husna.  
11 Apart from that, one of the students who was leaning near the pole suddenly got up from  
12 looking down and stretched while screaming. They made her friends look at her and laugh.

13 Students also studied in the corridor. One of them brought a chair with a table. She sat  
14 near her friends, who studied with their backs to her. She lifted both her feet into the corridor.  
15 Occasionally, she lines and scribbles in the book she is reading, adjusts the hijab she is wearing  
16 and changes the position of her legs by raising them on a chair. Apart from that, some brought  
17 study tables from their respective rooms, even though their rooms were on the second floor.

18 Some students chose to learn the moral creed first from the Bulughul Maraam book. In  
19 comparison, those who play learn the opposite. Those who study bulughul maraam first will  
20 interpret the book they read by interpreting its words. Those who read the moral creed will  
21 underline and note a summary of the material on their prepared paper. They also remembered  
22 to bring food and small snacks to accompany their studies.

23 In contrast to classes X and XI of Aliyah, which study by carrying handbooks and  
24 books, Class XII of Aliyah, on average, only brings material summary paper. They spread out  
25 in the corridors and moved around. Some students who study in the corridors bring their own  
26 mats as a base and sit on the available chairs and tables. While many of those sitting on the  
27 chairs are learning independently or accompanied by ustazah, some talk to the teachers about  
28 their problems.

29 At around 23.00, the researcher walked to the supervisor's bathroom near class XII  
30 room, where students were studying. However, the lighting at the round table in front of their  
31 room was minimal because the corridor lights in Thohiroh's room 1 were off, so the only light  
32 from the stairs and the moon accompanied them. One of the students studied by sitting cross-  
33 legged at a round table. Meanwhile, several others filled the chairs around the table. Even  
34 though they study in the same place, they focus more on their respective summary papers and  
35 rarely invite friends around them to discuss.

36 Many students then began to return to their rooms or sleep where they studied,  
37 especially at the Nasrudin Sin prayer room. The researcher then returned to the room to rest.  
38 However, the researcher left the room again at 02.04 to go to the bathroom. Before entering the  
39 room, the berugak in the yard was initially quiet. However, now the berugak is filled by a class  
40 XII Aliyah group of six people. Five of them studied on their stomachs, while the rest studied  
41 by leaning on poles. After returning to the room, the researcher ended the observation activity.

**APPENDIX 4: TEACHERS' INTERVIEW TRANSCRIPTS**  
**Transcripts 1**

**Date: March 25, 2024**

**Place: Muqobalah**

**R: Researcher**

**UU: Interviewee**

1 UU: My name is UU, I'm 22 years old, and I usually supervise class X.

2 **R: Thank you. So, have you ever heard of the term learning power before?**

3 UU: I've never heard of it, but I know a little. LS: In my opinion, this school is not very effective  
4 because the system is not yet very strong. Students are learning, but it's only for the appearance  
5 in the yard and the prayer room. But for people who really want to learn, that LS will definitely  
6 be effective. I know this because I have been supervising my friends and X class; they only  
7 learn from their appearance.

8 **R: Well, from what you've noticed, how do students learn when there are noises?**

9 UU: It's said that if you learn while there's a commotion, you won't be focused, right? So, they  
10 go to a place that is more peaceful or quieter. Knowledge will be understood when we focus,  
11 right? Well, if there's a fuss, they're not that focused, especially since there are quite a lot of  
12 female students here.

13 **R: Then, do you think the dim light is one of the obstacles for them in studying?**

14 UU: Actually, it's not an obstacle, it's just their desire to learn even if the lights are dim. Even  
15 if the lights are dim, if their desire to learn is high, God willing, it's possible. Then, from what  
16 I've noticed, the students often study in hot, move to places, or in cool places. They study in  
17 the prayer room because there are too many lights, and you'll be too hot. It's too cool in the  
18 corridor, but even more so in the yard, especially in the school with lots of trees.

19 **R: In terms of position. What kind of position do these students usually study in?**

20 UU: Most students lie on their stomachs, especially since it's better to lie on your stomach.

21 **R: In terms of emotions, how's the students' motivation from your point of view?**

22 UU: As for motivation for studying, especially at the boarding school, if they are lazy,  
23 remembering their parents is one motivation. Some have high motivation, some have low  
24 motivation, but most have high motivation. We are here to study because of our parents.

25 **R: So far, will these students sit in one place and study for that long?**

26 UU: In my opinion, no. Because we see, especially nowadays, it's the digital era. Most people  
27 learn by playing around, not too seriously. Moreover, every night, I see that the ones who really  
28 focus on studying are those in the third grade. It's not very effective to learn like that. Their  
29 learning is still in the form of playing. But that's not everyone. Most of the people who really  
30 want to learn are the ones who study seriously. It can be like that if the motivation to study is  
31 high. But most of them, especially in first grade, are still children playing around like that.

32 **R: From your observation, are there any students who study other than the time given?**

33 UU: Yes, yes. For example, the time for class or the place where we focus is at dawn, right?  
34 They study at dawn and before dawn at 3 o'clock.

35 **R: Now about their sense of responsibility?**

36 UU: They are actually conscious, but in my opinion, from what I see, they often take learning  
37 for granted. They sometimes open their books and cheat on their exams because they didn't  
38 study. That's because there hasn't been a strong regulation to supervise them.

39 **R: Are these students studying according to the schedule given by the boarding school?**

40 UU: Some follow, some don't. Some of them learn seriously when supervised by *ustazah* M at  
41 night, but there may be less after *asar* because of no supervision.

42 **R: Hmm, are there students studying alone, together, or in groups?**

43 UU: Mostly in groups of two or three, but if it's an individual, it's definitely someone who really  
44 wants to focus on studying. But if they want to teach it to other people or their own friends,  
45 they will definitely invite them to do that in a group.

46 **R: Then, how do they usually react when you suddenly accompany them to sit and study?**

47 UU: Those in first grade actually need attention; they need someone to encourage them. Well,  
48 if the *ustazah* or anyone who accompanies them or their class, they will think that we pay them  
49 close attention. Hence, they don't take learning for granted. So, if suddenly I appear in their  
50 place. Their group, God willing, they ask questions. Some want to play around.

51 **R: Do they need orders?**

52 UU: Actually, it is said that orders from other people are not really necessary, because human  
53 awareness must come from oneself, but there must be someone accompanying them. Even  
54 though we are aware of ourselves, we can't do that without the presence of other people and  
55 the involvement of other people.

56 **R: OK, have you ever encountered the phenomenon of students studying in a mixed age?**

57 UU: I have never. Most of them just talk, not studying or playing around; those are of several  
58 ages. As for studying, there isn't one yet.

59 **R: From your observation, which one are those students?**

60 UU: It's more like taking notes and listening. Because people, among these students, some are  
61 smart, there are those who...you know. Because if smart people listen, they will definitely ask  
62 more questions from their friends who know better. So, they are better at listening and taking  
63 notes.

64 **R: So, do the students need food and drink while studying?**

65 UU: Most of the time it's like that, but if they eat too much to study, they'll get sleepy.  
66 Sometimes, they brought fruit or water.

67 **R: So, from observation. In general, when do these students study?**

68 UU: What I see the most is that the students learn at sunset or maghrib. But since yesterday,  
69 it's been a little less at dawn, which has never happened before. Well, except for grade XII.

70 **R: Are they able to sit still when studying?**

71 UU: Yes, it's a mix again. There are those lying on their stomachs, walking around, people  
72 memorizing. Again, people are different.

73 **R: When you give them assignments, do they carry out the task quickly?**

74 UU: Think for a long time and answer. But if they are the ones who catch our intention quickly,  
75 they definitely answer straight away.

76 **R: How do you know these things?**



77 UU: I know these things because of experience, I used to be in an organization, and I often  
78 used to supervise the students because of that. I used to be close not to just my peers, so I kind  
79 of know.

80 **R: What do you think about the school's programs providing independent study time?**

81 UU: In my opinion, yes, it's effective. You could say it's effective, but that's it, it's just a lack  
82 of supervision.

83 **R: Anything else?**

84 UU: That's all.

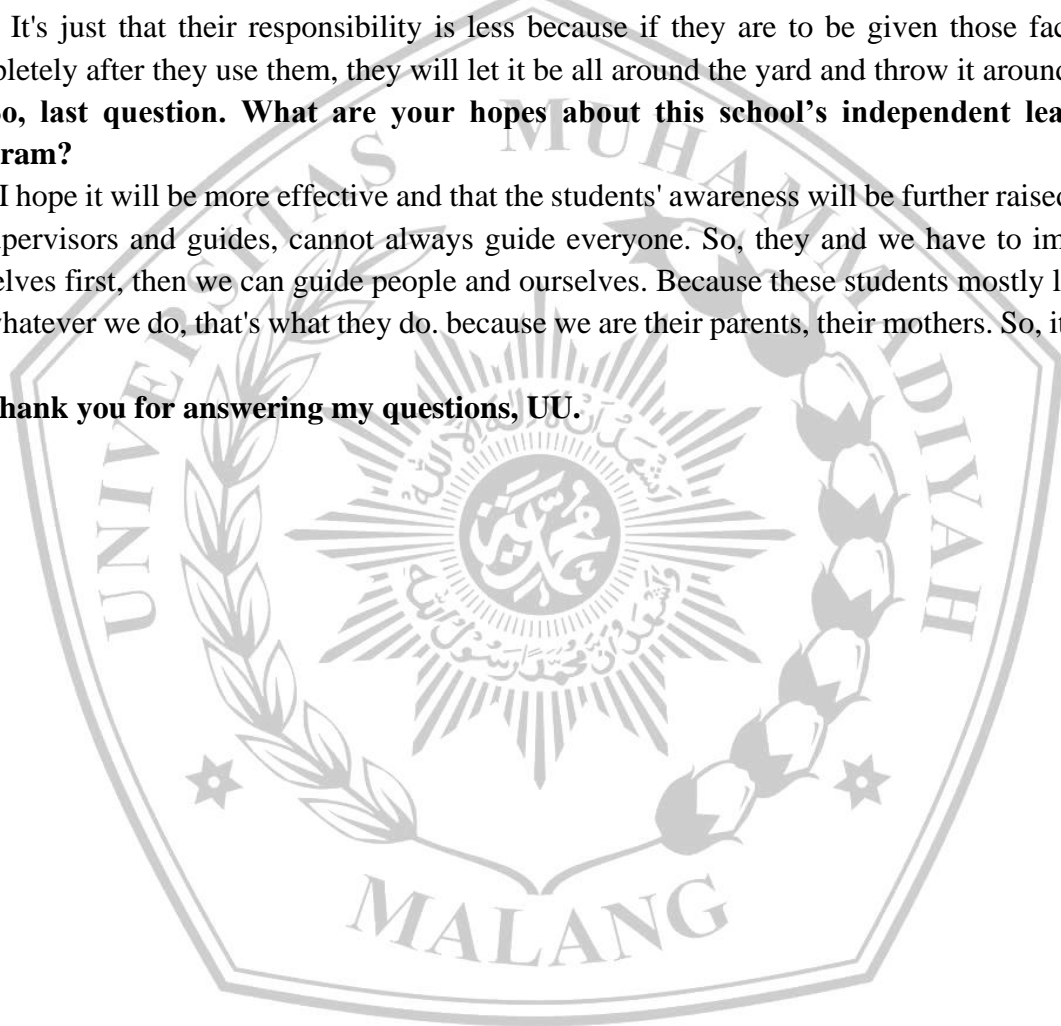
85 **R: Then, does the boarding school provide facilities for them to study independently?**

86 UU: No, from themselves. Well, there are boards, there are tables, there are chairs and books  
87 here. It's just that their responsibility is less because if they are to be given those facilities  
88 completely after they use them, they will let it be all around the yard and throw it around.

89 **R: So, last question. What are your hopes about this school's independent learning  
90 program?**

91 UU: I hope it will be more effective and that the students' awareness will be further raised. We,  
92 as supervisors and guides, cannot always guide everyone. So, they and we have to improve  
93 ourselves first, then we can guide people and ourselves. Because these students mostly look at  
94 us, whatever we do, that's what they do. because we are their parents, their mothers. So, it's like  
95 that.

96 **R: Thank you for answering my questions, UU.**



## Transcripts 2

**Date:** March 27, 2024

**Place:** 3<sup>rd</sup> Room of *Humairo'*

**R:** Researcher

**DAR:** *Ustazah*

1 **R: Can you please tell me your name, age, and what grade you supervise?**

2 DAR: Okay, my name is DAR. I am 23 years old and supervise Aliyah's 3rd grade.

3 **R: Please explain a little about independent learning at the boarding school?**

4 DAR: From my experience here, I see that students study in an orderly manner  
5 according to the Islamic Boarding School rules, namely, being supervised by the  
6 supervisors. Here, the learning system must be in one location. For example, class  
7 3 Aliyah is in one location, and so are classes 1 and 2.

8 **R: OK, before that, Ustazah D, have you ever heard of the term LS?**

9 DAR: I've heard of it but don't really understand it.

10 **R: So, in your opinion, how do the students learn in general?**

11 DAR: What I see from these students is that some of them have a group LS, and  
12 some of them are isolated but in one location. For example, class 3 in Mushola. So,  
13 later there will be those in the corner, there will be those in groups, and the two of  
14 them will talk while carrying snacks

15 **R: OK, can students focus when there is commotion around them?**

16 DAR: No. Most of these students are not focused. If they make a lot of noise, they  
17 won't focus on studying.

18 **R: So, where do they usually study?**

19 DAR: It depends, here there is Tsanawiyah and Aliyah. Well, if Aliyah studied at  
20 *Qonitat*. If Tsanawiyah studied at *Azakirot* to be effective and make it easier to  
21 supervise.

22 **R: So, from your observations, what is the temperature they usually learn in?**

23 DAR: In my opinion, it depends on the students; it depends on where they want to  
24 sit and how comfortable the place is. Sometimes this student likes to study in her  
25 room because no one disturbs her in her room. It's the same there, it's not cold, it's  
26 not hot, so it's just right. Some study in the yard to keep it cool.

27 **R: What is the position of the students usually in learning?**

28 DAR: At first, they sat around writing, then lay on their stomach while reading,  
29 then when they started to get tired for a while they then lay on their stomach.

30 **R: Do they usually need a table or mat for studying?**

31 DAR: There aren't any here. Yes, but in *Azakirot*, maybe in classes that use desks.

32 **R: Do they usually need motivation from other people?**

33 DAR: They really need motivation from friends, from family, and from ustazah.

34 **R: During study hours, do they learn overtime?**

35 DAR: It depends. It depends on the students. For example, there are those who want  
36 to study until the evening. Later, there were also those who slept in their study  
37 prayer rooms. But if it gets cold, then she goes back to her room.

38 **R: OK, how is their sense of responsibility in learning?**

39 DAR: In my opinion, what I have experienced from myself is that at first, I was  
40 lazy about studying, but looking around us, all around us were all our friends  
41 studying, we felt jealous. So, it's like we have a responsibility to learn.

42 **R: Do the students study at the given time or do they study at other times?**

43 DAR: There are definitely those who study outside the time set by the boarding  
44 school. Because that is a form of their own responsibility. Because they can't just  
45 focus on that time. Surely, they need other times.

46 **R: From your POV, are they comfortable studying when you accompany  
47 them?**

48 DAR: I don't think so, because they're shy. It seems they're embarrassed. When we  
49 come there, they're studying, like they're embarrassed, they'll be quiet for a while.  
50 If we leave, then they will continue studying.

51 **R: OK. Let's keep going. Do you think they need to be ordered to learn?**

52 DAR: It's really necessary because if we don't order them, these students won't  
53 actually study. Because they just do whatever they want. But actually, if you force  
54 it, it's not good either. And there are also students who don't care how many grades  
55 they get. But if they were here, when they saw their friends studying, they would  
56 definitely join in. Out of jealousy perhaps. Afraid of missing out maybe.

57 **R: OK, now. Have you ever found students studying in a group of mixed  
58 classes?**

59 DAR: I have. Mostly during exams that they find difficult, such as mathematics,  
60 calculations, physics, things like that. They later asked the upperclassmen and  
61 formed a group.

62 **R: Are these students visual, auditory, tactile or kinesthetic?**

63 DAR: There is an average of everything I found. There are those who go back and  
64 forth while reading, and there are those who have to listen to their friend explain.  
65 Because she is not confident in her own knowledge, and there are also those who  
66 keep to themselves. Because there are different ways of learning.

67 **R: OK, now, do they generally need food or drink?**

68 DAR: It's necessary, because some people study until midnight, and the focus limit  
69 for studying is 15 minutes. After 15 minutes, we have to pause first; we can't study  
70 continuously without taking a break, or we won't focus. So, they use the break to  
71 eat or drink.

72 **R: So, when students are studying, do they often move or do they stay in place?**

73 DAR: I think it's stay-in-place more. Actually, both are true. Some are still, some  
74 are moving, and some are going here and there. So, it's various.

75 **R: So, when you ask a question, do they answer straight away or not?**

76 DAR: Well, it depends; for example, in class 3, Aliyah might not be close enough  
77 to me. If we are close to the students, automatically, if we say something, she will  
78 definitely answer immediately.

79 **R: So, for the last question, what do you think about the boarding school's**  
80 **independent study program?**

81 DAR: In my opinion, every student has their own way of learning and independent  
82 learning here can't be called independent because there's a set of rules. These  
83 resulted in others being disturbed by their friends; therefore, it is better to allow  
84 students to learn wherever they prefer aside from the room. I mean, not the  
85 appointed place only but anywhere.

86 **R: Of all the times of the day at Nurul Hakim, what time do they like to study?**

87 DAR: The busiest people get at studying are usually at night.

88 **R: Do the boarding schools provide facilities that support students' LSs?**

89 DAR: Thank God, from the beginning until now, the facilities have been guaranteed  
90 that the lights are never dim; if there are, they will be immediately replaced.

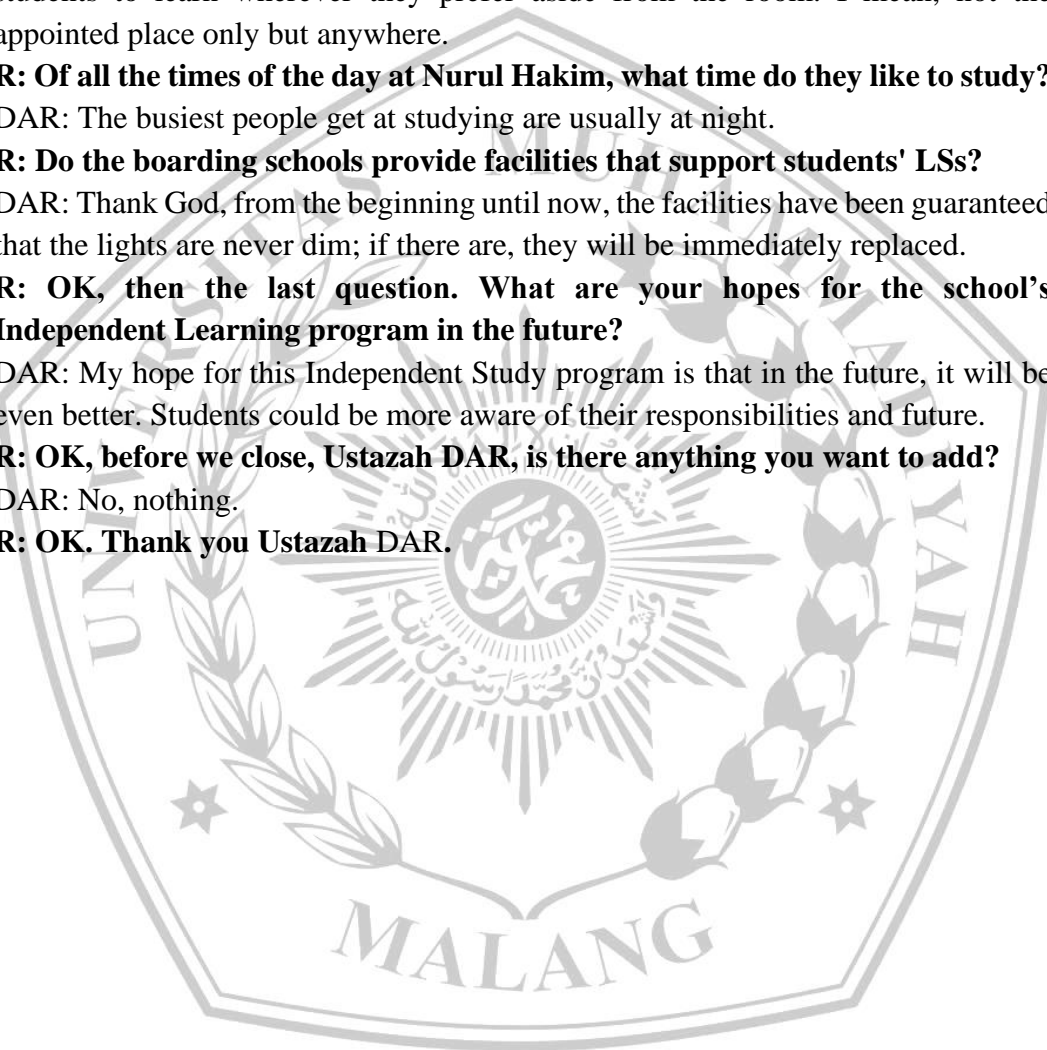
91 **R: OK, then the last question. What are your hopes for the school's**  
92 **Independent Learning program in the future?**

93 DAR: My hope for this Independent Study program is that in the future, it will be  
94 even better. Students could be more aware of their responsibilities and future.

95 **R: OK, before we close, Ustazah DAR, is there anything you want to add?**

96 DAR: No, nothing.

97 **R: OK. Thank you Ustazah DAR.**



## Transcripts 2

**Date: March 28, 2024**

**Place: 5 TLB**

**R: Researcher**

**LR: Interviewee**

1 **R: Please state your name, age, and what grade you usually supervise in**  
2 **independent study.**

3 LR: name LR, age 24, I usually supervise the XI Aliyah class.

4 **R: Have you hheard the term LS before?**

5 LR: Yes, there is a visual LS, kinesthetic, and an autodidact LS. That's all I  
6 understand.

7 **R: OK. From your supervision, what is the LS of class XI students like?**

8 LR: In general, their LS is mostly autodidactic. Even if they are in a group, some  
9 can only listen to their friends who explain and then catch the results from their  
10 friends' voices. I once asked, and most of them don't like crowds or studying in  
11 groups. Their statements "lack of focus."

12 **R: So, if it's crowded, how will they learn?**

13 LR: Well, here the place for learning is provided and determined. Even though they  
14 sit in groups studying, they definitely study alone. There are also those who cannot  
15 learn if they don't have a partner.

16 **R: Can you give an example of determining the place?**

17 LR: They are divided by class. Class X from the az-Zahro corridor to Humairo.  
18 Class XI in the TLB corridor. But because Class XI is an administrator, some of  
19 them learn together with students below them. Then class XII in the prayer room.  
20 Just so it's coordinated so that the students don't wander all over the place.

21 **R: What if there are students wandering around?**

22 LR: Usually, the ones who go around are those who have permission. There were  
23 those who were allowed to go to their room because they forgot their books, there  
24 were also those who were allowed to go to the bathroom. But usually, the ustazahs  
25 here are really careful when giving their permission. The problem is that many  
26 people do get permission but don't come back. Then there are those who have  
27 permission just to play in the *hammam*.

28 **R: From what you have observed, what kind of place do you usually study?**

29 LR: Alhamdulillah, the lighting is quite good here. Even if there are some places  
30 that are dim, they will definitely report it. It will definitely be replaced immediately,  
31 so thank God it's always clear. Also, in the independent study activities, there is  
32 also a rule if they cannot study in the room. All the lights in the room are turned off  
33 so that all the students really study in the designated place.

34 **R: OK, next. What are your students' usual positions in studying?**

35 LR: A lot, but they mostly sit up straight. When they arrive at the place of study,  
36 they usually sit straight and lean back. There were also those who lay down, but  
37 lying down would make them sleepy, so the ustazah immediately told them to sit  
38 down. If they're not supervised or instructed, how can they learn by themselves?  
39 Well, except for a few of them. But most of it is more like that.

40 **R: Good. From your observations, how are the student's motivation to learn?**

41 LR: You know, here everything has to be ordered first. Even going to the mosque  
42 to pray has to be called. Going to school is ordered, and studying must also be

43 ordered. Even in independent learning programs, many ask permission to go to the  
44 bathroom to have fun. That's why here every generation is given a supervisor so  
45 that they are aware that they are being supervised, so they force themselves to study.  
46 The problem is that if they are not forced, they will not learn. To the point of  
47 foaming at the mouth. Now, once a week they are always encouraged by the teacher  
48 of education. But yes, they worked hard for a while and then went back to being  
49 lazy again.

50 **R: OK. Are they able to focus until the time runs out while they are studying?**

51 LR: I often stay up late at night, and my room is near the prayer room, so every  
52 night, I always see students studying until midnight in the prayer room. But that's  
53 just a little. The problem is that after the bell, most of them go straight back to their  
54 room and go straight to buy snacks. But if it's really late, we usually immediately  
55 tell them to go back to their room to rest. You know, they have to wake up early to  
56 pray and then get ready for school. We tell them to sleep quickly so they can get  
57 enough rest so they won't have a hard time waking up the next day.

58 **R: Is there anyone who studies other than at the appointed times?**

59 LR: Many, usually are ambitious children. Like NTP, or class XII aliyah students  
60 because they are going to take exams soon. So, wherever they go, they definitely  
61 carry a book or paper summarizing the material.

62 **R: According to your observations, how is their sense of responsibility?**

63 LR: In my opinion, because I'm also majoring in BK, their responsibility is really  
64 small. Like before, anything has to be reminded; anything has to be ordered first.  
65 So, we, as coaches here, must try hard to remind and instil a sense of responsibility  
66 in our students. Sometimes, they often take things for granted. So, we have to keep  
67 reminding them.

68 **R: So, how do they react when you accompany them?**

69 LR: It's normal because the rule here is to study independently with a supervisor.  
70 So, they know that there will definitely be an ustazah who will come. That's what  
71 makes them feel like they're being watched, so they hesitate to do anything other  
72 than study. In fact, if we are close to students, they themselves are the ones who ask  
73 if it is the day of the book test that we teach.

74 **R: Have you ever seen students from classes X, XI, and XII studying together?**

75 LR: It's rare, but it does exist. For example, LRR, NT, and F. They often study  
76 together even though they are in different classes because they are already close  
77 friends. They used to share the same room, so they weren't embarrassed to ask each  
78 other questions about this or that. They even eat and play together.

79 **R: So, according to you. What LS do they have?**

80 LR: As I mentioned at the beginning, the students have a self-taught or independent  
81 LS. So they focus more if they study on their own. But if they need an explanation  
82 from their friends, they will definitely study in groups.

83 **R: OK. So, do you need food or drink while studying?**

84 LR: Most of it is water. The problem here is that there is a rule that you cannot bring  
85 food to the place of study because it disturbs their concentration. So, most of them  
86 bring water to drink so that they feel comfortable in their seats. Some even sprinkle  
87 drinking water on their eyes so that they can read immediately if they are sleepy.  
88 Besides, even though we have reprimanded and confiscated their food, there is a  
89 way for them to smuggle food. When they leave the place to study, it's dirty.  
90 Moreover, if they are not told, they will leave immediately without cleaning up the

91 garbage. That is also another reason why food is prohibited during independent  
92 study.

93 **R: Ok, can students sit or study for a long time?**

94 LR: Yes. The problem is, as I said earlier, each class group has a supervisor, so  
95 because they are being supervised, they think carefully about whether they want  
96 permission to go anywhere. But if it's sitting in one position during study hours, no  
97 one can do it. Surely, they have changed at least two or three seating positions.  
98 Someone might straighten their legs, but that's rare because they learn face-to-face.  
99 So, if they straighten their legs, they must face the side so that their friends won't  
100 be disturbed.

101 **R: Then from your observations, when do students study?**

102 LR: During school hours, as during the independent study program, that's for sure.  
103 But there are also those who study until midnight. Like what I said earlier. There  
104 are also those who study during the day or evening. But they mostly study at night.  
105 In fact, there is a study program here in the morning, but from my observation, the  
106 students who study in the morning are not as many as those who study in the  
107 evening. Maybe because when it's dawn, the rules of the room lights must be turned  
108 off, and studying in a designated place is not as strict as in the evening. So many of  
109 them are still sleeping in the room.

110 **R: OK. From your experience, how is their problem-solving skill?**

111 LR: If that depends on the child. There are children who, when asked, think about  
112 it for a long time until we, the ones asking the question, get upset waiting. There  
113 are also those who answer directly and can solve what we give in a short time. There  
114 are even those who have to ask the opinion of a friend or mentor before they can  
115 solve their problem.

116 **R: What do you think about our independent learning program?**

117 LR: In my opinion, thank God, independent learning is effective. Yes, it is called  
118 independent learning, but it cannot be separated from the boarding school rules.  
119 Because it's for the good of your younger siblings too. Those who are lazy will  
120 become diligent if they are supervised. Those who are diligent become even more  
121 diligent.

122 **R: Do the boarding schools provide facilities that support students' learning?**

123 LR: Alhamdulillah we do not lack facilities that support the younger siblings'  
124 learning. They are also allowed to borrow books yearly, monthly, or weekly. There  
125 is also a computer lab for biology. Eh, but something is lacking. Like a classroom  
126 with a desk. There are hundreds of students here, but because there are not enough  
127 classrooms, some have their classes in the corridors or spread out, even in the  
128 courtyard of the mosque. There are no tables or chairs. That's the lack.

129 **R: What are your hopes for the independent study program in the future?**

130 LR: The hope is that independent learning at the boarding school will be even more  
131 effective. In particular, ustazahs are increasingly being stepped up to supervise their  
132 students in their studies. Because their parents have entrusted them to the boarding  
133 school, we have to replace them to supervise and teach our students. I also hope  
134 that the younger siblings will become more diligent so that they don't need to be  
135 reminded to study.

136 **R: OK, thank you for answering my question.**