Chapter 11
Curriculum Innovation Based on Learning Styles to Help Teachers Become Professionals:
Towards a Successful Educational System

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ABSTRACT

Learning style is the perfection and operationalization of the cognitive approach used in education due to the overall pattern providing direction to training and teaching. This emphasizes the cognitive, affective, and psychological characteristics based on how students perceive, interact, and respond to their learning environment. Therefore, this study aims to explain the integration of curriculum innovations regarding learning styles, to help teachers become professionals towards a successful educational system. The results showed that curriculum integration provided convenience for teachers and students, leading to educators' accommodation of learning styles. This curriculum began with teachers' teaching style, which included pre (introduction lessons), core (learning process), and post (evaluation) activities. The results also revealed that this integration increased students' interests and helped teachers become professionals in the educational system.

INTRODUCTION

Learning is a compulsory process for humans willing to change from illiterate to knowledgeable dimen-

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sions through a formal (school) and non-formal (experiential) method impacting cognitive, affective, and psychomotor factors. Based on this process, each country reportedly has its policy to regulate education to produce a golden generation with the continuous learning ability to compete at the international level. This explains that no suitable learning method is observed for all students, which tendencies are based on the application of their techniques. Since students do not realize this educational tendency, the potential is not subsequently maximized. Learning style is also a refinement and operationalization of the cognitive style used in education due to being the overall pattern providing direction to training and teaching. This emphasizes the cognitive, affective, and psychological characteristics based on the methods by which students understand, interact, and respond to their learning environment (Rourke, 2000). According to Simon, learning styles were used to design student academic achievements, clinical/medical training, career development, and educational policies (Cassidy, 2004). This proved that each individual had their habits and tendencies, as some preferred quiet atmospheres with easier learning abilities by listening to music and vice versa. In Learning, students' attitudes are often influenced by the conditions of activities and educational processes, with each training style found to be very important.

Based on Kolb, learning styles were divided into four types: The Converger, Diverger, Assimilator, and Accommodator. This proved that the educational approach was a two-way combination to process the conditions containing Abstract Conceptualization, Concrete Experience, Active Experiment, and Reflective Observation. Furthermore, learning style affects student achievement (Bhatti & Bart, 2013), with the new assumption that teaching should consider the learners' training approaches due to their patterns of reacting and using the stimulus obtained in the educational process. It is also a combination of methods where a person absorbs, organizes, and manages the information obtained. From the study of Bobbi de porter and Mike Hernacki in Quantum Teaching, learning styles were the characteristics and preferences regarding how humans concentrate, absorb, obtain, manage, respond, and assume information, respectively (Prasnig, 2007; Singer-Nourie, 2001). These styles are the strong individual characteristics leading to consequences in knowledge absorption due to being a key variable towards developing the concept and design of a more leveraged learning process (Hayes & Allinson, 1996). In this condition, students also have various learning motives based on characters, such as age, gender, school background, and training attitude. By preparing good learning designs through a structured curriculum, teachers and schools are found to subsequently influence students' motivation and academic achievement (Bruinsma, 2004). This leads to new ideas for preparing a learning style-based curriculum, as no study has been observed to evaluate these procedural tendencies to improve student achievement. Therefore, the role of this curriculum is found to be very important with the foundation of learning preparation, to effectively and efficiently perform training operations towards the maximization of student achievement.

According to the predictive process of text learning, the topic interest influenced training persistence and was related to affective responses. Based on the styles and integration into the curriculum innovation, learning interests provide new directions and solutions for the world of education, specifically schools, to maximize student development towards better achievement. This is used to analyze each student's interest in a subject, with learning styles being utilized in helping teachers to maximize students' selective activities. Meanwhile, the integration of curriculum is a new holistic approach, where learning style-based interest is referentially included and implemented by teachers.