

Pengaruh Model Pembelajaran Visual, Auditori, dan Kinestetik terhadap Motivasi Berprestasi dan Pengalaman Belajar IPS Siswa Sekolah Dasar

The Influence of Visual, Auditory, and Kinesthetic Learning Models on Elementary School Students' Achievement Motivation and Social Studies Learning Experiences

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Abstrak

Penelitian ini bertujuan untuk mengetahui besarnya pengaruh Model Pembelajaran Visual, Auditori, dan Kinestetik (VAK) terhadap motivasi berprestasi dan pengalaman belajar siswa dalam pembelajaran IPS. Penelitian ini adalah penelitian eksperimen semu dengan rancangan *The Posttest-Only Control-Group Desain*. Populasi penelitian adalah seluruh siswa kelas V SDN 4 Sudaji yang berjumlah 42 siswa. Sebanyak 42 siswa sebagai sampel yang ditentukan. Data motivasi berprestasi dikumpulkan dengan kuesioner dan pengalaman belajar menggunakan tes pilihan ganda. Data dianalisis dengan menggunakan MANOVA (Multivariate Analysis of Variance). Hasil Penelitian menunjukkan bahwa: *Pertama*, terdapat pengaruh pembelajaran VAK terhadap motivasi berprestasi pada siswa kelas V SDN 4 Sudaji pada hasil uji anava A diperoleh nilai $F = 132,07$ $P < 0,05$. Hal ini berarti bahwa nilai signifikansi F hitung lebih kecil dibandingkan dengan F tabel pada taraf signifikansi 0,05. *Kedua*, terdapat pengaruh pembelajaran VAK terhadap pengalaman belajar IPS pada siswa kelas V SDN 4 Sudaji pada hasil uji anava A diperoleh nilai $F = 74,071$ $P < 0,05$ ini berarti nilai signifikansi F hitung lebih kecil dibandingkan dengan F tabel 0,05. *Ketiga*, secara simultan terdapat terdapat pengaruh pembelajaran VAK secara simultan terhadap motivasi berprestasi dan pengalaman belajar pada siswa kelas V SDN 4 Sudaji pada hasil uji manova diperoleh nilai $F = 45,526$ $P < 0,05$ ini berarti nilai signifikansi F hitung lebih kecil dibandingkan dengan F tabel 0,05. Penelitian ini memberikan kontribusi pada motivasi berprestasi dan pengalaman belajar pada siswa kelas V SDN 4 Sudaji setelah diajarkan menggunakan model VAK

Kata kunci: Model VAK; motivasi berprestasi; pengalaman belajar IPS.

Abstract

This study aims to determine the magnitude of the influence of Visual, Auditory, and Kinesthetic (VAK) Learning Model on achievement motivation and students' learning experience in social studies learning. This study is a quasi-experimental study with the Posttest-Only Control-Group Design. The study population was all 42 fifth-grade students of SDN 4 Sudaji. A total of 42 students were selected as the sample. Achievement motivation data were collected using questionnaires and learning experience was measured using multiple-choice tests. Data were analyzed using MANOVA (multivariate Analysis of Variance). The results of the study show that: First, there is an influence of VAK learning on achievement motivation in fifth-grade students of SDN 4 Sudaji. The results of the ANOVA test obtained an F value of 132.07 $P < 0.05$, this means that the significance value of the calculated F is smaller than the F table of 0.05 . Second, there is an effect of VAK learning on the social studies learning experience of fifth-grade students of SDN 4 Sudaji. The ANOVA test results obtained an F value of 74.071 $P < 0.05$, indicating that the calculated F value is smaller than the F table value of 0.05 . Third, there is a simultaneous effect of VAK learning

on achievement motivation and learning experience in fifth-grade students of SDN 4 Sudaji. The MANOVA test results obtained an F value of 45.526 $P < 0.05$, indicating that the calculated F value is smaller than the F table value of 0.05. This study contributes to the achievement motivation and learning experience of fifth-grade students of SDN 4 Sudaji after being taught using the VAK model.

Keywords: achievement motivation; social studies learning experience; VAK Model.

Introduction

Education is the primary foundation for the sustainable development of quality human resources. Through education, individuals not only acquire knowledge and skills but also undergo a process of character formation, values, and life orientation that contribute to the nation's progress. This aligns with the mandate of the National Education System Law, which affirms that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation. Education also aims to develop the potential of students to become individuals who are faithful, pious, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

In the context of globalization and the rapid development of science and technology, the role of education is becoming increasingly strategic. Digital transformation, technological disruption, and the complexity of social problems demand human resources who are not only cognitively superior but also possess critical thinking, creativity, collaboration, and communication skills (Trilling & Fadel, 2009). 21st-century education demands a paradigm shift from teacher-centered to student-centered learning, where students become active subjects in the knowledge construction process (Hattie, 2012). Therefore, innovation in learning models is a necessity to meet the demands of the times.

One subject that plays a significant role in character building and national insight is Social Studies (IPS). In elementary schools, IPS serves not only as a vehicle for transferring knowledge about social phenomena but also as a means to develop social awareness, tolerance, and the ability to understand the dynamics of community life (Banks, 2015). IPS integrates various disciplines such as history, geography, economics, and sociology to provide a comprehensive understanding of social reality. However, the implementation of IPS learning in elementary schools still faces various challenges. Various studies have shown that IPS learning tends to be conventional, memorization-oriented, and lacks active student engagement (Susanto, 2016; Sapriya, 2017). This leads to poor conceptual understanding and a lack of meaningful learning experiences for students. The lack of varied learning also has an impact on decreasing learning motivation, especially students' motivation to achieve.

Achievement motivation is a crucial factor influencing student learning success. According to McClelland (1987), achievement motivation is an internal drive that drives individuals to achieve certain standards of excellence. Students with high achievement motivation tend to demonstrate perseverance, tenacity, and a focus on achieving optimal results. Conversely, low achievement motivation can result in students lacking engagement in the learning process, ultimately resulting in poor learning outcomes.

In addition to motivation, learning experiences are also a crucial factor in determining learning quality. Kolb (1984) emphasized that learning is a process in which knowledge is created through the transformation of experience. Therefore, effective learning must provide concrete, reflective, conceptual, and applicable learning experiences. Meaningful learning experiences will help students connect knowledge to real life, making learning more relevant and understandable. Differences in student learning styles are an important aspect that teachers need to consider. Each student has different learning styles, including visual, auditory, and kinesthetic (DePorter &

Hernacki, 2013). A mismatch between the learning strategies used by teachers and the students' learning styles can lead to low learning effectiveness. Therefore, a learning model is needed that can accommodate this diversity of learning styles.

The Visual, Auditory, and Kinesthetic (VAK) learning model is one approach that can be used to address this issue. The VAK model emphasizes the use of various learning modalities: sight (visual), hearing (auditory), and movement or physical activity (kinesthetic). By integrating these three modalities, learning becomes more varied, engaging, and increases student engagement (Fleming, 2001). Theoretically, the application of the VAK model aligns with constructivist theory, which emphasizes that knowledge is constructed by students through active learning experiences (Piaget, 1970; Vygotsky, 1978). This model also supports differentiated learning oriented to student needs and characteristics. Therefore, the use of the VAK model in social studies learning is expected to increase achievement motivation and the quality of students' learning experiences.

To understand the urgency of this research, it is important to examine the actual conditions (*das sein*) and ideal conditions (*das sollen*) in social studies learning in elementary schools. Empirically (*das sein*), social studies learning in many schools, including SDN 4 Sudaji, still exhibits several problems, including: (1) learning is still dominated by lecture methods; (2) student engagement in learning is relatively low; (3) the use of learning media is suboptimal; and (4) student achievement motivation remains variable and tends to be low for some students. Furthermore, the learning experiences students receive do not fully reflect active, creative, and enjoyable learning. Meanwhile, the desired condition (*das sollen*) is the creation of social studies learning that is interactive, contextual, and student-centered. Ideal learning should accommodate various student learning styles, increase achievement motivation, and provide meaningful learning experiences. Teachers are expected to be able to use innovative learning models that not only deliver material but also develop students' critical thinking and social skills.

This gap between *das sein* and *das sollen* indicates the need for intervention through the implementation of more innovative and adaptive learning models. In this regard, the VAK model is seen as having the potential to bridge this gap because it can provide more varied learning that is suited to the characteristics of elementary school students. This research was conducted at SD Negeri 4 Sudaji, a public elementary school in Buleleng Regency, Bali Province. SDN 4 Sudaji has a heterogeneous student population, both in terms of academic ability and social background. The school has gradually implemented the Independent Curriculum, with a focus on strengthening the Pancasila-based student profile. In its implementation, teachers at SDN 4 Sudaji continuously strive to improve the quality of learning through various innovations, but still face limitations in the use of learning models that optimally accommodate students' diverse learning styles.

In general, the facilities and infrastructure at SDN 4 Sudaji are considered adequate, although there are still limitations in the use of technology-based learning media. Teachers tend to use conventional learning methods that are easier to implement, resulting in limited variation in learning. This has resulted in suboptimal learning. Student learning experiences, particularly in social studies, which should be contextual and applicable.

Based on initial observations, fifth-grade students at SDN 4 Sudaji demonstrated varying levels of achievement motivation. Some students demonstrated enthusiasm in participating in learning, but many were less active and tended to be passive. Furthermore, students' learning experiences were still dominated by listening to teacher explanations and completing assignments, thus providing few opportunities for direct experiential learning. Given this situation, a learning model is needed that can increase student engagement while providing a more meaningful learning experience. The VAK model was chosen because of its advantage in integrating various learning styles, thereby simultaneously enhancing student motivation and learning experiences.

Several previous studies have shown that implementing the VAK model can improve student learning outcomes and motivation (Prashnig, 2005; Gilakjani, 2012). However, research specifically examining the effect of the VAK model on achievement motivation and social studies learning experiences in elementary school students is still limited, particularly in the local context of Buleleng Regency. Therefore, this study makes an important contribution in filling this research gap. Based on the description of the problems above, to minimize the problems that occur related to achievement motivation and social studies learning experience, this study focuses on the influence of the Visual, Auditory, and Kinesthetic (VAK) learning model on achievement motivation and social studies learning experience of fifth grade students of SDN 4 Sudaji. This study is expected to provide theoretical contributions in the development of social studies learning models as well as practical contributions for teachers in improving the quality of learning in elementary schools.

Method

This study employed a quasi-experimental research approach with a Posttest-Only Control Group Design. This design was chosen because the researcher could not strictly control all external variables as in a pure experiment, but still attempted to test the effect of the treatment on the dependent variable under relatively controlled conditions. According to Sugiyono (2012), the experimental method is used to examine cause-and-effect relationships by administering a specific treatment to the experimental group and comparing it with the control group. In this design, two groups were used: the experimental group, which received treatment in the form of the Visual, Auditory, and Kinesthetic (VAK) learning model, and the control group, which followed a conventional learning approach. After the treatment was administered, both groups were given a final measurement (posttest) to determine differences in outcomes on the variables studied: achievement motivation and social studies learning experience.

The sample in this study was all 42 fifth-grade students at SDN 4 Sudaji. The research variables were the attributes or characteristics that were the focus of the study. The independent variable in this study was the Visual, Auditory, and Kinesthetic (VAK) learning model, a learning approach that integrates various student learning styles through visual, auditory, and kinesthetic activities. Meanwhile, the dependent variable in this study consisted of two aspects: (1) achievement motivation and (2) students' social studies learning experiences.

Achievement motivation in this study is defined as a student's internal drive to achieve optimal learning outcomes, reflected through indicators such as persistence, success orientation, responsibility, and a desire to overcome challenges (McClelland, 1987). Social studies learning experiences refer to students' active involvement in the learning process, which involves cognitive, affective, and psychomotor aspects, resulting in meaningful understanding (Kolb, 1984). Data collection techniques in this study were adapted to the characteristics of the variables studied. Data on achievement motivation were collected using a Likert-scale questionnaire. This questionnaire was designed to measure students' motivation levels based on predetermined indicators. Meanwhile, data on social studies learning experiences were collected using a questionnaire that measured students' perceptions of their involvement in the learning process, including aspects of interaction, activity, and the meaningfulness of the learning experiences obtained.

The research instruments were structured based on a grid developed from relevant theoretical foundations. The grid was designed to ensure that all variable indicators were proportionally represented in the instruments. The achievement motivation instrument was developed with reference to McClelland's need for achievement theory, while the learning experience instrument was based on Kolb's experiential learning theory. Before being used in the research, the instruments were tested for validity and reliability. Content validity was assessed through expert judgment to ensure the instrument items matched the indicators being measured.

Next, the instruments were piloted on respondents outside the research sample to determine their empirical validity and reliability. Empirical validity was tested using the Pearson product-moment correlation technique, while instrument reliability was calculated using Cronbach's alpha coefficient. The instrument was declared valid if the correlation coefficient was greater than the *r*-table value, and reliable if the reliability coefficient was in the high category (Arikunto, 2013). Furthermore, item quality analysis was conducted to ensure that each item in the instrument had good discriminatory power.

The research data was analyzed using inferential statistical techniques. Before testing the hypothesis, prerequisite analysis tests were first conducted, namely normality and homogeneity tests. The normality test aims to determine whether the data is normally distributed, while the homogeneity test is used to determine the similarity of variance between groups. Hypothesis testing in this study used the Multivariate Analysis of Variance (MANOVA) technique. This technique was used because the study involved more than one dependent variable, namely achievement motivation and social studies learning experience. According to Hair et al. (2010), MANOVA allows researchers to test the average differences between two or more groups on several dependent variables simultaneously, thus providing more comprehensive analysis results.

Result and Discussion

Based on the research results, the data obtained were first subjected to descriptive statistics to find the mean, median, mode, and standard deviation of each data group. Calculations of central measures (mean, median, mode) and measures of data dispersion (standard deviation) can be seen in Table 4.1.

Table 1 Summary of the Results of Calculating Students' Achievement Motivation Scores and Social Studies Learning Experiences.

Statistik	A ₁		A ₂	
	Y ₁	Y ₂	Y ₁	Y ₂
number of subjects	21	21	21	21
Mean	163,6875	82,5313	149,3333	71,6667
Median	164	83	150	70
Mode	149	70	149	70
Standar Deviation	9,13850	9,27704	8,52313	8,09143
Variance	83,512	86,064	72,644	65,471
Range	32	37	32	34
Skor Minimum	148	63	132	53
Skor Maksimum	180	100	164	87
Jumlah	5238	2641	4480	2150

The data analysis revealed a significant difference in student achievement motivation between the group using the Visual, Auditory, and Kinesthetic (VAK) learning model and the group using conventional learning. Descriptively, the average achievement motivation score for students using the VAK learning model was in the very high category, higher than that of students using conventional learning, although both groups were in the high category. This finding indicates that the implementation of the VAK learning model positively contributes to improving student achievement motivation in social studies.

Before testing the hypotheses, the research data met the necessary statistical assumptions. The results of normality tests using the Kolmogorov-Smirnov and Shapiro-Wilk techniques indicated that all data were normally distributed, indicated by a significance value greater than 0.05. Furthermore, homogeneity of variance-covariance tests using the Box's M test and Levene's

test indicated that the data were homogeneous. This condition strengthened the validity of further analysis using the MANOVA technique. Furthermore, the results of the correlation test indicated that the variables had no significant relationship, enabling appropriate multivariate analysis.

Based on the analysis of hypothesis one, the results of the ANOVA test showed the effect of VAK learning on achievement motivation in fifth-grade students at SDN 4 Sudaji. The ANOVA test obtained an F value of 132.07 ($P < 0.05$). This means the calculated F value is smaller than the F table value of 0.05, indicating a significant difference in achievement motivation between the experimental and control groups. Thus, empirically, the VAK learning model has a significant effect on student achievement motivation.

Theoretically, the results of this study can be explained by the characteristics of the VAK model, which is able to accommodate various student learning styles. The VAK model provides opportunities for students to learn through three main modalities: visual (through images, diagrams, and visual media), auditory (through discussion and verbal explanation), and kinesthetic (through physical activity and hands-on practice). This approach aligns with the view of DePorter and Hernacki (2013), who stated that learning that involves multiple senses will increase student engagement and retention.

Active student involvement in learning is a key factor driving increased achievement motivation. In VAK learning, students not only act as recipients of information but also as active participants in constructing knowledge. Activities such as group discussions, simulations, observations, and hands-on practice provide a more meaningful learning experience. This aligns with the constructivist theory proposed by Lev Vygotsky (1978), which emphasizes the importance of social interaction and experience in building knowledge.

Furthermore, increased achievement motivation can also be explained by David McClelland's (1987) need-to-achieve theory. This theory explains that individuals will be motivated to achieve when they are given opportunities to achieve success, face challenges, and receive feedback on their performance. The VAK model provides space for students to experience success through various activities tailored to their learning styles, thus fostering self-confidence and motivation to achieve higher.

Compared to conventional learning, the VAK model has the advantage of creating a more interactive and enjoyable learning environment. Conventional learning, which tends to be teacher-centered, often leaves students passive and less emotionally and cognitively engaged. In contrast, the VAK model allows students to actively participate, express their opinions, and collaborate with peers. This not only improves conceptual understanding but also strengthens students' intrinsic motivation to learn.

The results of this study are also supported by previous research findings by Fleming (2001), which stated that students are more motivated when the learning process is tailored to their preferred learning styles. Therefore, the implementation of the VAK model, which integrates various learning styles, has been proven to have a positive impact on students' achievement motivation. In the context of social studies learning in elementary schools, increasing achievement motivation has crucial implications. Social studies, as a subject related to social life, requires a contextual and meaningful learning approach. Through the VAK model, students not only understand concepts theoretically but also experience them directly through varied learning activities. This makes social studies learning more engaging and relevant to them. Furthermore, the increased achievement motivation resulting from the implementation of the VAK model also impacts students' learning attitudes. Students become more confident, bolder in expressing their opinions, and have a stronger desire to achieve optimal learning outcomes. This indicates that the VAK model impacts not only the cognitive aspect but also the affective aspect of students.

The second research finding indicates a significant effect of the Visual, Auditory, and Kinesthetic (VAK) learning model on the social studies learning experiences of fifth-grade students at SD Negeri 4 Sudaji. This is demonstrated by the results of the ANOVA test with an F

value of 74.071 at a significance level of $p < 0.05$. This value indicates that the learning experiences of students who participated in the VAK model were significantly better than those who participated in conventional learning. Thus, the VAK model has proven effective in improving the quality of students' social studies learning experiences.

This finding becomes even more meaningful when analyzed within the framework of a deep learning approach. This approach emphasizes that the learning process is not simply memorizing information, but rather understanding meaning, linking concepts, and being able to apply knowledge in different contexts (Biggs & Tang, 2011). In deep learning, students are encouraged to actively construct understanding through cognitive, affective, and direct experiential engagement.

The VAK model has characteristics that align with these principles of deep learning. Through the integration of visual, auditory, and kinesthetic modalities, students not only passively receive information but also experience a learning process that involves multiple senses and activities. In the visual aspect, the use of media such as concept maps, images, and videos helps students construct clearer mental representations of social studies concepts. In the auditory aspect, discussions and verbal interactions enable students to process information through argumentation and reflection. Meanwhile, in the kinesthetic aspect, involvement in practical activities, simulations, and environmental exploration provides concrete experiences that strengthen conceptual understanding. From a deep learning perspective, the learning experiences generated through the VAK model demonstrate higher-level learning engagement. Students not only know but also understand and are able to apply concepts in real-life situations. This aligns with Benjamin Bloom's (1956) taxonomy of learning, which places understanding and application as part of higher-order thinking processes.

Furthermore, the enhanced learning experience through the VAK model can also be explained through David A. Kolb's (1984) experiential learning theory. In this theory, learning occurs through a cycle of concrete experience, reflection, conceptualization, and active experimentation. The VAK model implicitly accommodates this cycle, where students gain direct experience (kinesthetic), reflect through discussion (auditory), and construct concepts through visualization (visual). The integration of these three aspects allows for a comprehensive and meaningful learning experience. Compared with conventional learning, the VAK model provides more space for students to experience the learning process in depth. Conventional learning, which tends to be teacher-centered, often emphasizes only the transfer of information, limiting student learning experiences to the surface level. In contrast, the VAK model encourages students to explore, connect, and reflect on knowledge, resulting in deeper learning.

These findings also indicate that learning experiences based on deep learning have an impact on improving the quality of student engagement. Students become more active, demonstrate a heightened sense of curiosity, and are able to connect social studies material to everyday life. This condition aligns with the view of John Dewey (1938), who emphasized that meaningful learning experiences occur when students are directly involved in activities relevant to their life context. Furthermore, the results of this study support previous findings showing that activity-based learning can improve the quality of the learning experience. In the context of social studies learning in elementary schools, the application of an in-depth learning approach through the VAK model is highly relevant. Social studies, as a subject related to social life, requires contextual and applicable learning experiences. Through the VAK model, students can understand social studies concepts not only as abstract knowledge, but as observable and experiential realities. For example, through social interaction simulations, case discussions, or environmental exploration, students can connect concepts to their real-life experiences.

The third research finding, based on multivariate analysis, indicates that the implementation of the Visual, Auditory, and Kinesthetic (VAK) learning model simultaneously significantly impacted achievement motivation and social studies learning experiences of fifth-

grade students at SD Negeri 4 Sudaji. The MANOVA test yielded an F-value of 45.526 with a significance level of $p < 0.05$. This indicates that the resulting significance value is smaller than the established margin of error, thus concluding that there is a significant difference between the group of students participating in VAK learning and the group participating in conventional learning, when viewed simultaneously on both variables.

These findings demonstrate that the VAK model exerts a significant influence not only on each variable but also works in an integrated manner to improve the quality of the learning process. Achievement motivation and learning experiences, in this context, are interrelated and form a mutually reinforcing relationship. When students experience meaningful learning experiences, their engagement in learning increases, ultimately fostering motivation to achieve better results. Conversely, high motivation encourages students to be more active in utilizing available learning experiences. From a theoretical perspective, this relationship can be explained through the social constructivism approach proposed by Lev Vygotsky (1978). This theory asserts that knowledge is constructed through interactions between individuals and their social environment. In VAK learning, these interactions are reflected in discussions, group work, and student involvement in various activities that require active participation. This creates a learning environment conducive to meaningful learning experiences and increases student motivation.

Furthermore, David McClelland's (1987) need-for-achievement theory can also explain these findings. Achievement motivation develops when individuals face challenges appropriate to their abilities, are given opportunities to succeed, and receive feedback on their work. The VAK model provides this environment through a variety of learning activities that allow students to demonstrate their abilities in different ways according to their individual learning styles. This provides students with greater opportunities to experience success, ultimately strengthening their motivation to achieve.

When examined within a deep learning framework, these simultaneous influences become even clearer. Deep learning requires students to actively engage in comprehensively understanding concepts, linking knowledge to experience, and applying it to various situations (Biggs & Tang, 2011). The VAK model supports this process through the integration of visual, auditory, and kinesthetic activities, enabling students to learn more comprehensively. The resulting learning experience is not only informative but also reflective and applicable, thus directly impacting learning motivation.

Compared to conventional learning, the VAK model demonstrates superiority in creating more interactive and student-centered learning. Conventional learning tends to position students as recipients of information, resulting in limited learning experiences and less room for motivational development. In contrast, the VAK model encourages students to actively engage in the learning process, whether through observation, discussion, or hands-on practice. These diverse activities not only enrich the learning experience but also boost students' self-confidence and drive to achieve higher levels of achievement.

The results of this study also support previous findings showing that a learning approach that accommodates various learning styles can simultaneously enhance motivation and learning experiences. Research by Gilakjani (2012) found that integrating visual, auditory, and kinesthetic learning styles can increase student engagement in learning, which in turn increases motivation. Meanwhile, DePorter and Hernacki (2013) emphasized that learning involving multiple learning modalities will result in a more meaningful and enjoyable learning experience. The F-value of 45.526 obtained in this study indicates that the VAK model has a significant effect on both variables. This indicates that the changes occurred were not merely coincidental, but rather the result of the systematic implementation of a learning model designed to improve learning quality. Thus, the VAK model can be viewed as an effective alternative for optimizing achievement motivation.

Conclusion

Based on the results of the hypothesis testing in this study, and in accordance with the previous discussion, it can be concluded that:

First, the implementation of the Visual, Auditory, and Kinesthetic (VAK) learning model has been proven to have a significant influence on the achievement motivation of fifth-grade students at SD Negeri 4 Sudaji. This is demonstrated by the results of the ANOVA test, which obtained an F value of 132.07 with a significance level of $p < 0.05$. A significance value less than 0.05 indicates a significant difference between students who participated in the VAK learning model and those who participated in conventional learning.

Second, the VAK learning model also had a significant influence on students' social studies learning experiences. The ANOVA test results showed an F value of 74.071 with a significance level of $p < 0.05$. This indicates that students who learned through the VAK model had a better learning experience than those who learned through conventional learning. In other words, the implementation of the VAK model was able to create a more active and meaningful learning experience and optimally engage students in the social studies learning process.

Third, simultaneously, the Visual, Auditory, and Kinesthetic (VAK) learning model was shown to have a significant effect on students' achievement motivation and social studies learning experiences. The MANOVA test results showed an F value of 45.526 with a significance level of $p < 0.05$. This finding indicates that both variables experienced a simultaneous increase as a result of the implementation of the VAK model. Thus, the VAK model not only has a partial effect but also an integrated effect in improving the quality of learning.

Overall, the results of this study confirm that the Visual, Auditory, and Kinesthetic (VAK) learning model is an effective alternative for enhancing achievement motivation and social studies learning experiences in elementary school students. The implementation of this model can create more interactive, varied, and student-centered learning, thus contributing to improving the quality of the learning process and outcomes.

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