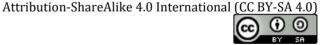# Implementation of Cognitive Learning Theory Through Coaching Techniques to Understand The Character of Students In Elementary School

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KEYWORDS	ABSTRACT
Coaching Techniques; Characteristics of students; Learning Style	The purpose of writing this research mini-research is to provide information to readers about how teaching techniques can be applied in education to understand student characteristics to maximize learning. The research method used is qualitative method (literature research), information obtained from various sources such as books, related magazines and phenomenology. The results showed that the application of effective training techniques was: (1) The existence of training; (2) active listening; (3) Effective research. With the correct application of technical competence in training, it can be understood the characteristics of student learning styles, such as; visual learning (learning by seeing), auditory learning (learning and listening), and kinesthetic learning (learning by doing). Teachers can create a more flexible learning environment and develop more effective teaching methods and strategies. From the results of the study, it can be concluded that understanding the characteristics of students both in terms of intelligence and different learning styles can contribute to the emergence of a sense of comfort in learning at school. Learning cannot run well if the techniques or concepts used are the same because students have different characteristics. The application of coaching techniques increases the success of achieving learning objectives without putting pressure on students. In this mode, learning occurs naturally within students, so that learning objectives are easily achieved and beneficial for both teachers and students.

1. Introduction

Rational

In learning, teachers must meet the needs of students according to their characteristics. This is the ideal condition desired by the laws of an education system. No student lacks learning opportunities, all students can develop well. But on the contrary, if the teacher implements and guides learning without paying attention to its characteristics, gradually this will have an impact on student development. Furthermore, students face developmental challenges in learning and psychology. Therefore, teaching methods can be used to understand the characteristics of students in conducting learning, for example; visual, auditory, audiovisual and kinesthetic learning opportunities. Facts in

the field, teacher skills sometimes do not match the actual conditions in the field and the desired ideals. In general, teachers are still not optimal in strengthening student uniqueness. Traditional teaching with classical concepts is still used in practical learning. The lecture teaching method is teacher-centered, a learning model that all students pass equally in one class. Significant diversity of student characteristics is not taken into account and tends to identify a balanced balance between different abilities. In other words, teachers lack concern (sympathy) in controlling, paying attention to the development, characteristics and needs of students. Classical learning benefits students with auditory learning, and children with visual and kinesthetic learning are less accustomed to learning. In many other instances, it is not uncommon for teachers to shout, threaten, and even wave their hands, so that students increasingly refuse the teacher's requests or advice. Students always distance themselves from teachers because of discordant relationships, students distance themselves from the world of education and do not like to learn. Ormrod explained that teachers generally require students to be obedient, obedient and obedient to show good behavior, even though students' motivations are not in accordance with their conscience Janawi, (2018). According to Wahyun'A, DSS research, DS subjects experienced the most significant behavioral changes when using training techniques. This showed that the pre-test score was 94, the lowest of all subjects, but after treatment the post-test score was 138. The results of the hypothesis showed that Ho was rejected and Ha was accepted because the participants' communication skills changed Husain and Masri, (2018). According to Aspin Mopangga, (2021), coaching techniques are an effort to change the role of teachers as coaches so that teachers' professional potential is utilized to help students. cognitive development. Similarly (TEKIR, 2022), the view that the use of SCC is an effective model for changing teacher practices and ultimately influencing student learning is a recommendation that will help address potential challenges in implementing SCC in the future.

The importance of the topics raised

Coaching is an approach or partnership between teachers and students. In the coaching program, the role of the Coach is to guide and explore the potential and ability of students to achieve certain goals and provide information about student needs. Each student has different opportunities and abilities. Here the role of the trainer is very necessary to be able to provide cues or markers that support students' skills and interests. Teaching in education helps students achieve minimal grades and minimize failure in entrance exams. Training is an effective method applied in the field of education, whose process is student-centered. The application of appropriate teaching methods can help teachers develop communication, cooperation, creativity and develop students' critical thinking. Coaching is a style of coaching where the communication method is more active listening and asking questions to find more information. In addition, it provides positive input that builds to reach the personal potential of the students he mentors. One of the goals of coaching is to guide students to find new ideas or ways to overcome the challenges faced or achieve the desired goals. Coaching techniques can be applied in conjunction with the phases of attendance coaching, active listening, and strong questioning. The presence of the trainer, namely the ability of the trainer to be fully present in front of students. Active listening, which is a process in which the coach focuses his attention on listening, understanding, and responding to students according to the information heard. Effective inquiry is a

creative conversation in which the coach asks questions that generate thoughts, ideas, inspiration and motivate action.

Benefits of the topics raised

According to Borg and Gall (1989: 5), there are four research objectives in its use, namely: (1) to describe a symptom or event; (2) foresee (foresee) something that will happen; (3) enhance; and (4) clarify (explain). The three most influential and common research objectives are to investigate, describe, and explain. Research work involves introducing the topic to the researcher. Research satisfies researchers' curiosity and desire to improve understanding.

Previous research on the topics raised

1) Coaching Techniques to Understand Student Characteristics in the Independent Learning Curriculum by Adi Kusumardi (2023).
2) Application of Coaching in Student Development Programs by Nani Herlina Pasaribu
3) The Influence of Fun Teachers Through Coaching Methods on the Development Process of Elementary School Children's Thinking Power by Rachmi Nursifa Yahya, Triana Lestari.

The purpose of this mini-research research is to find out students' thoughts or ideas on a particular topic. This mini-study compares two different pedagogical approaches to the same content side by side. The point is not to suggest that one approach is better than the other. Students often benefit from looking at a topic from a variety of approaches and perspectives. The purpose of research is to collect information, analyze the collected information and produce new information or test the correctness of a theory.

The purpose of writing this coaching research mini-article in the field of education is to provide information to readers about the use of coaching techniques to know or understand student characteristics. Teachers will find it easier to maximize learning when understanding the characteristics of different students. Coaching techniques are very necessary for teachers who have performance problems in their teaching duties. Training can also improve teacher effectiveness in accordance with current developments (Mardiyatun, 2021). Therefore, how suitable training techniques to understand or discover the characteristics of students. What are the benefits of applying teaching techniques in learning Key questions for teachers? The correct application of training techniques in education is to understand the various characteristics of learners. Thus, it is morefree to plan the implementation of learning optimally. Teacher learning is memorable for students because there is no pressure and coercion without eliminating the role of the teacher. The teacher acts as a guide so that students stay on the right track so as to create a harmonious relationship between teachers and students. According to Pearsons and Sardo, being a teacher means being fully engaged in getting to know students. Therefore, it is important to know the student not only physically, but also as a whole mind and heart, because every student is unique (Akhmadi, 2020).

2. Materials and Methods

The method used in this study is a qualitative method that emphasizes analysis or description. Qualitative research begins with a research question. Research questions determine the methods of data collection and analysis. Methods are always open to changes, additions and replacements during the analysis process (Srivastava and Thomson, 2009). Bogdan and Taylor L.J. According to Moleong, qualitative research methods produce descriptive data in the form of written or spoken words of

people and observed behavior. In addition, qualitative research is rooted in the natural environment as a whole, relies on people as a research tool, analyzes data inductively, directs the object of research to the discovery of theories from the beginning, is descriptive, processes results a priori, limits research based on focus, criteria for checking the correctness of data, research plans are temporary and research results are agreed between both parties and research subjects. Qualitative research is also called literature review, which is reviewing journals, books, research reports, magazines, and other literature related to the discussion of this research Hikmawati, (2020). After analyzing the material of this study, researchers used a qualitative phenomenological approach, studying and listening more closely to individual explanations and understanding experiences. After completing a literature review in accordance with the material studied, the author analyzes the data according to the author's understanding when conducting this research.

Location and conduct of mini-research

The place of research is a place used in conducting research to obtain the desired data. This research took place at SD Negeri 124 Babamolingku, West Poleang District, Bombana Regency, Southeast Sulawes for the 2023/2024 academic year. Research time is the time when the research takes place or when this research is carried out. This research will be conducted in May 2024. The subjects of the study were Class II students of SD Negeri 124 Babamolingku, West Poleang District, Bombana Regency, Southeast Sulawesi Province in the 2023/2024 academic year, the subject of discussion mentioned the name of the number 2 numbers.

3. Results and Discussions
Discussion
Theoretical studies

Carol A. Tomlinson argues that teaching should pay attention to individual differences (differentiation). Differentiated learning, learning in the delivery of material by paying attention to the level of readiness, interest and learning style of students (Rindiani, 2021). Learning materials or materials cannot be changed, but the learning process, the learning products or outcomes taught, and the learning environment in which students learn can also be conditioned. The same excellent service is also given to students who have different treatment in the learning process. Schools can use different learning processes to free students from having to be alike in everything, allowing them to express themselves according to their uniqueness (Wahyuningsari et al., 2022). According to Miskawaih, morals (khuluq) is an inner state that makes a person act, either consciously or unconsciously in thinking or contemplating it. These terms include, e.g. natural (from nature) and created by habit and practice. So, some experts argue that character is an unthinking (irrational) soul. While there are also those who say that characters can also have a thinking soul (rational). There are also those who argue that character is natural and sooner or later can be changed with discipline and noble advice (Ramli, 2022). In the second millennium learning model of the 21st century, the independent curriculum prioritizes differences in student characteristics. Differences in the characteristics of these students must be considered and considered in educational and educational activities. The implementation of each teaching and learning activity in the learning unit must be in accordance with the characteristics, learning styles and intelligence of each student. According to

Bloom, there are three hierarchical models used to objectively classify children's educational development, namely; cognitive, affective and psychomotor. Teachers often only assess cognitive aspects, so children are always forced to know something, not understand something (Alannasir, 2020). According to Jeti and Mumuhi (2014: 72), students are the main target of educational activities, and to them everything related to educational activities is directed Hermawan, (2019). According to Ki Hadjar Dewantara, the purpose of education is to "guide" the growth or life of students' natural forces in order to improve their quality (Masitoh and Cahyani, 2020). The formation of student characteristics is influenced by various factors including requirements, skills, interests, needs and interests of students based on family, social, cultural, economic and environmental differences (Suryadi, 2020). According to Piuas Partanto and Dahlan, ciri comes from an adjective which means nature or disposition, characteristics and habits of an individual that are relatively fixed (Magdalena et al., 2020). Meanwhile Moh. According to Uzer Usman, traits refer to a person's character and lifestyle and values, which regularly evolve to make behavior more consistent and observable (Hanifah et al., 2020). In Sudirman's opinion, student characteristics are general patterns of student behavior and abilities resulting from the nature of their social environment, thus determining the pattern of these activities to achieve their goals (Hanifa, 2023). In line with Hamzah's opinion. B. Uno, Student characteristics are aspects or individual characteristics of students consisting of interests, attitudes, learning motivation, learning styles, thinking abilities, and original abilities. Students are everyone who is influenced by a person or group of people who experience education Sari, (2021). This is in accordance with Al-Ghazal's thinking even stating that character is the axis of life, including education. The character and teachings of Islam are two things that a Muslim must have (Ghozali & Zamroni, 2022). According to Ardhana, in Asri Budiningsih, student characteristics are one of the variables of learning design, usually interpreted as the background of student experience, which includes other aspects such as; students' general abilities, learning expectations, and physical and emotional characteristics that affect learning performance (Andriani & Muntohar, 2022). Based on the new orientation of the world of education, students are the center of the teaching and learning process (learning center), therefore the success rate of the teaching and learning process depends on the achievement of knowledge, skills and competencies. student affection. One of the characteristics of teaching and learning activities is two-way communication between teachers and students. Each has a mutually supportive task to improve interaction and communication in learning. The task of students is to learn and the task of teachers is to accompany students in learning. In learning activities, students are expected to achieve certain learning goals, which include general goals and specific goals. Therefore, as curriculum designers, teachers should consider the characteristics of students both individually and in groups. Each student has different characteristics. The diversity of student characteristics in the classroom is an unavoidable problem that must be faced and solved by teachers. As a learning designer, teachers must use student characteristics as a reference for classroom planning and management in the learning process.

Coaching in an educational context

Student characteristics can be interpreted as the development of innate behaviors or skills or the result of knowledge born from the family and environment. Basically, all students have different academic, psychomotor, and behavioral abilities. The results of interactions between characters and

the social environment determine the dominant pattern of action. The diversity of characteristics affects how students actually learn about themselves. Each student also has different learning characteristics such as; Some students prefer to learn through visualization, some through audio visual, and some through kinesthetics (Susilana and Riyana, 2008). Sudjana said students are unique individuals, have different abilities and characters, there are six differences in individual characteristics of students, namely intellectual development, language skills, background experience, learning styles, skills and interests, and personality (Herlina et al., 2022). The variety of these traits affects the level of understanding of different concepts, for example there are students whose understanding is weak, medium, and fast. Improving student performance requires a more optimal role of teachers, especially when implementing a decent self-study curriculum. The new paradigmatic self-learning curriculum directs the development of learners to grow in a sustainable and purposeful manner. One approach that can be applied and strengthened is the training approach. Coaching techniques play a role in understanding student characteristics, allowing students to be independent in learning and exploring themselves to achieve learning goals to maximize their potential. As Whitmore argues, coaching is the key to unlocking students' potential to maximize performance (Wijayanti et al., n.d.). The ability to become a coach is fundamental that teachers must have and is developed in an independent curriculum to guide students' chances of achieving their goals in society. The training process basically starts with two-way communication between teachers and students.

According to Masgant, learning style is defined as the way a person tries to receive information from the environment and process it (Andriani & Muntohar, 2022). According to De Porter and Hemack, Masgantis' learning style is a combination of ways of absorbing, organizing and processing information. Based on these two views, it can be affirmed that learning style is the way that students usually choose or use when receiving, organizing, and processing information or messages from teachers or information producers. Student learning styles are important things to consider when carrying out the learning process, because they can affect the learning process and outcomes. Learning styles can be grouped into three, namely visual, auditory, and kinesthetic (Andriani & Muntohar, 2022). The same thing was also expressed by Connell (Yaumis), namely visual learners, auditory learners, and kinesthetic learners (Sutama et al., n.d.). Volado defines learning style as the student's preferred study habits (Ardipal, 2006). According to Fleming and Mills, learning style is the tendency of students to adapt certain learning strategies as part of their responsibility for acquiring a learning mindset that meets the demands of learning in the classroom and subject matter. Therefore, learning styles can also be interpreted through the characteristics of students in the learning process or behavior patterns that students themselves like. Different learning styles include; visual (learning by seeing), auditory (learning by listening) and kinesthetic (learning by moving) (Dewi, 2022). Visual, which is learning by prioritizing skills through vision. This learning style is perfect for people who have sharper and deeper vision. Students with visual learning styles more easily absorb visual learning information provided by the teacher, such as colors, images, maps, diagrams. In other words, concrete evidence must be presented first so that students can better understand it. This visual learning style uses visual acuity to explore, understand and analyze the concept of matter as evidence of the truth of matter itself. Visual students tend to have an edge in imagination because they more easily remember complex scenarios through images or videos. With the help of learning media such as; Charts, graphs, maps, and flowcharts help students with visual

learning styles learn more easily. Characteristics of visual learning style: 1. Remembering is easier with the help of vision. 2. Do not be distracted by loud noises. 3. Love to read. 4. Likes to see and show things. 5. Learn by observing. 6. You can read the image and save the detail information about the image. But visual learning styles have obstacles, for example. Late copy class, the writing is messy so it is not pleasant to read. Instead of listening to lectures that deliver material, students with visual learning styles prefer to deliver material indirectly through various visual media both 2D and 3D. In terms of appearance, students with visual learning styles live more organized, organized and love beauty. Therefore, visual perception makes visual types easily distracted by visual stimuli such as pop-up notifications, sitting near a window, being in a crowd, and others. Auditory (learning by listening), which is a learning style that prioritizes listening. Students with auditory learning styles have a keen sense of hearing to a certain frequency so that they can make better use of their hearing and focus more on the material. Students with this learning style better understand learning by listening to media. Auditory learning refers to a learning process that involves more rote memorization, reading, or story-related problems. Therefore, the auditory learning style is a learning style that prioritizes hearing, emphasizing all kinds of sounds and words, both traditional and digital, that are worth remembering. Students with auditory learning styles more quickly absorb learning information conveyed through listening. Written explanations and sounds make it easier for students with auditory styles to absorb the material delivered by the teacher.

Mini research results

Entering a school with different abilities, experiences, talents, interests, languages and cultures makes it a moment of pride and happiness. It is very unfair if teachers only conduct learning and assessment in the same way with all students whose character conditions are different. Considering the diversity of students and providing different services to meet student needs is one of the responsibilities of a teacher. Every student needs learning opportunities according to their developmental stage, characteristics, and learning outcomes. Therefore, when designing a curriculum, attention should be paid to traits that can be identified through non-pedagogical assessment. The curriculum influences the learning process, the results can be seen through formative and summative assessments (Suparno, 2012).

Government Regulation no. 57 of 2021 states that schools are required to develop curricula based on regional potential, school needs, and student characteristics. The curriculum development of educational units is carried out as widely as possible according to the needs of school independence (New, n.d.). Ki Hadjar Dewantara argues that the purpose of education is to guide students according to their nature to achieve their life goals. Curriculum implementation is the application of concepts, ideas, programs or course arrangements to learning practices or various new activities to bring changes to a group of people who are expected to change (Wahyuningsari et al., 2022). In real field conditions, schools or even classes have different students with different learning abilities, interests, abilities and learning styles. Therefore, they need different educational services to understand skills and learning materials based on their respective characteristics and uniqueness in order to develop optimally. Therefore, a learning process is needed that pays attention to the characteristics and differences of individual students. Interpreted in accordance with the diversity of student

characteristics as learning with a new paradigm of independent learning that combines curriculum, learning, and assessment.

4. Conclusion

From writing and identifying different references, it can be concluded that each student has different characteristics and learning styles. Therefore, every teacher must know and understand the characteristics of each student so that learning runs smoothly. Teachers can create learning action plans using various media, methods and strategies that can improve learning. The diversity of student characteristics that teachers or supervisors need to know before teaching, namely; student character, student intelligence, and learning style. The competence of training technology strategies can be improved in several stages, for example; Crescent leadership, active listening, strong questioning. Teachers who act as trainers understand the characteristics of each student, both in terms of intelligence and different learning styles, so that learning runs well and optimally. The right teaching process finds the characteristics and learning styles of students, including visual (learning by seeing), auditory (learning by listening), and kinesthetic (learning by moving). In this way, teachers can create a more flexible learning environment and develop more effective teaching methods and strategies.

Understanding the characteristics of students provides flexibility to teachers as trainers to develop teaching materials, learning processes, products or learning outcomes. Teachers can take advantage of the environment where students learn in a different atmosphere. Trainers can serve students who are taught according to their specificity in the implementation of learning. Schools can use a variety of learning processes, including methods, strategies and learning models, to cultivate and express themselves according to the peculiarities of their students. The application of training techniques in education helps to learn new paradigms, making a more flexible and less rigid curriculum reference to achieve national educational goals.

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