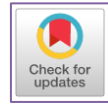


Profiles and support in student readiness



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Receipt: 29 July 2025; Revision: 8 September 2025; Accepted: 21 September 2025

Abstract: This study explores student learning readiness for implementing the Independent Curriculum, focusing on the transition from home to school and the role of family support. It aims to identify learning profiles, including styles and motivation, and assess family social support as a key factor. Using a descriptive quantitative approach, data were collected from 550 students in grades X–XII at SMAN 1 Wadaslintang through surveys on learning styles, motivation, and family support, analyzed with SPSS 26.0. The results reveal that most students have high motivation and strong family support, with kinesthetic and visual learning styles dominating. Female students show higher motivation and support levels than males. These findings suggest that students with high motivation, suitable learning styles, and supportive families are better prepared for the curriculum transition. The study highlights the importance of understanding individual learning profiles and family support to facilitate successful curriculum implementation, contributing to enhanced competency-based education. Limitations include the sample size and scope, which may affect generalizability. Future research should explore these factors using longitudinal designs to assess causality and include diverse school settings to enhance generalizability. Additionally, qualitative studies could provide deeper insights into student and family experiences during curriculum transitions.

Keywords: Student Readiness, Family Support, Learning Profiles, Curriculum, Motivation

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INTRODUCTION

Since Indonesia's independence, the government has repeatedly revised the national curriculum to align education with societal needs and global challenges. This research emphasizes the importance of students' preparedness in facing various demands through curriculum adjustments in Indonesia. The Kurikulum Merdeka, introduced in 2022, provides more flexibility for schools and teachers in designing learning processes. The government, through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), has established the national curriculum to be implemented starting the 2025/2026 academic year. Although the Kurikulum Merdeka has been replaced, the concept of student readiness, such as learning styles and social support, remains relevant as a fundamental factor in the success of various learning models, including deep learning. This effort aligns with the vision of future education focused on developing 21st-century skills (OECD, 2018).

This study affirms that student readiness is a key factor in the successful implementation of the National Curriculum, which requires students to be more active, creative, and adaptable to more flexible, competency-based learning patterns. The curriculum

places students' individual needs at the forefront through differentiation approaches, making psychological and social readiness extremely vital (Kemendikbudristek, 2022). This is supported by Eccles and Wigfield's (2020) expectancy-value theory, which highlights the importance of students' beliefs in their abilities and the value they assign to learning tasks. However, in practice, the success of this process largely depends on students' ability to adapt to their learning styles and the social support from environments such as family and school (Kang et al., 2019). Appropriate learning styles and effective social support have been proven to enhance motivation and emotional well-being, both of which are crucial indicators of preparedness to engage with this competency-based curriculum (Felder & Brent, 2016; Cheng & Cheung, 2019). Additionally, Boekaerts (2015) emphasizes the role of emotions in self-regulated learning, contributing further to students' readiness.

This research is important because it provides a deeper understanding of the factors influencing students' readiness to face curriculum changes. Its findings are expected to assist teachers, parents, and policymakers in designing more effective and relevant learning strategies. Specifically, this study aims to identify students' learning profiles (learning styles and motivation) and the role of family social support in enhancing student preparedness for the Kurikulum Merdeka. The results will provide empirical grounds for developing intervention programs aimed at improving student readiness, enabling better adaptation to curriculum changes, and achieving optimal learning outcomes.

Although the role of these factors has been acknowledged theoretically, quantitative studies specifically exploring their relationship with high school students' readiness in the context of the Kurikulum Merdeka remain relatively limited. Most studies tend to focus separately on academic or social aspects, with less emphasis on the direct connection between learning styles, social support, and students' mindset of readiness (Jamal et al., 2020). This indicates a gap in the literature that needs to be filled through more comprehensive empirical exploration. The high school context particularly requires such data to formulate learning strategies that truly match students' characteristics and needs, making them more confident and capable of navigating the learning process in a curriculum demanding independence and high creativity (Arifin, 2021).

Furthermore, the success of optimal learning heavily depends on how students' preparedness attitudes are cultivated from the outset. The diversity in learning styles calls for adaptive pedagogical approaches from educators, while social support, especially from families, plays a critical role in shaping motivation and emotional well-being (Thoits, 2019; Smith & Lee, 2020). In this context, fostering a growth mindset among students (Dweck, 2016) is vital, as it motivates them to face challenges and learn from mistakes. This study focuses on empirically analyzing the influence of learning styles and social support on high school students' readiness to adopt the Kurikulum Merdeka. Through a quantitative approach, it is expected that the results will provide a solid data foundation for developing policies and teaching practices that are more effective and tailored to students' characteristics, as well as offering solutions to potential adaptation barriers (Nurhadi et al., 2022). This approach also aligns with educational philosophies emphasizing the importance of attending to individual student needs (Noddings, 2012) and creating inclusive learning environments. However, many high school students still face difficulties adapting to the demands of the Kurikulum Merdeka, which requires independent learning, critical thinking skills, and effective collaboration. This research aims to offer concrete solutions to address these issues.

METHODS

This study employs a descriptive quantitative approach to examine the variables of learning styles, learning interest, and family social support among students. The population consists of 553 students from grades X to XII at SMAN 1 Wadaslintang. Saturated sampling (total sampling) technique is used, where all elements of the population that meet the criteria are included as samples, ensuring that the data represent the entire relevant population. This technique was chosen because the sample size is sufficiently large, and the researcher aims to obtain comprehensive data on student characteristics without specific grouping (Sharma & Singh, 2018).

Data collection was conducted over two months using instruments comprising scales for learning styles, learning interest, and family social support. Learning styles were measured through statements identifying auditory, visual, and kinesthetic preferences; learning interest was based on indicators of feelings of enjoyment, engagement, and attention; and social support was assessed through four types: emotional, instrumental, self-esteem, and informational support (Felder & Brent, 2016; Zhang & Wang, 2020). The data were analyzed using SPSS 26.0, following procedures for normality tests, homogeneity tests, and descriptive analysis appropriate to the data characteristics and research context.

The data analysis focused on grouping data based on learning styles and levels of social support. Normality testing was performed using the Kolmogorov-Smirnov or Shapiro-Wilk test, depending on the data conditions (Pallant, 2016). If the data are normally distributed and variances are homogeneous, analysis was done using descriptive statistics and simple correlation or multiple linear regression to examine the influence of independent variables on students' learning readiness. The expected outcome of this analysis is to provide an accurate empirical overview of the relationship between learning styles, social support, and students' readiness within the current learning context.

RESULT AND DISCUSSION

The research subjects consisted of 550 students from various classes, ranging from grade X to XII, including both male and female students. Based on the data analysis conducted, the findings are in line with the research questions, which are summarized as follows:

Result

Based on the data analysis that has been carried out, the results obtained are in accordance with the research questions, as follows:

Student Learning Motivation

The research subjects numbered 550 students consisting of various classes from class X to class XII and also male and female genders. From the descriptive test results, it is known that in the aspect of learning motivation, no students showed learning motivation at a low level. Meanwhile, learning motivation at a moderate level was found to be 263, and 287 at a high level. This is illustrated in the Figure 1.

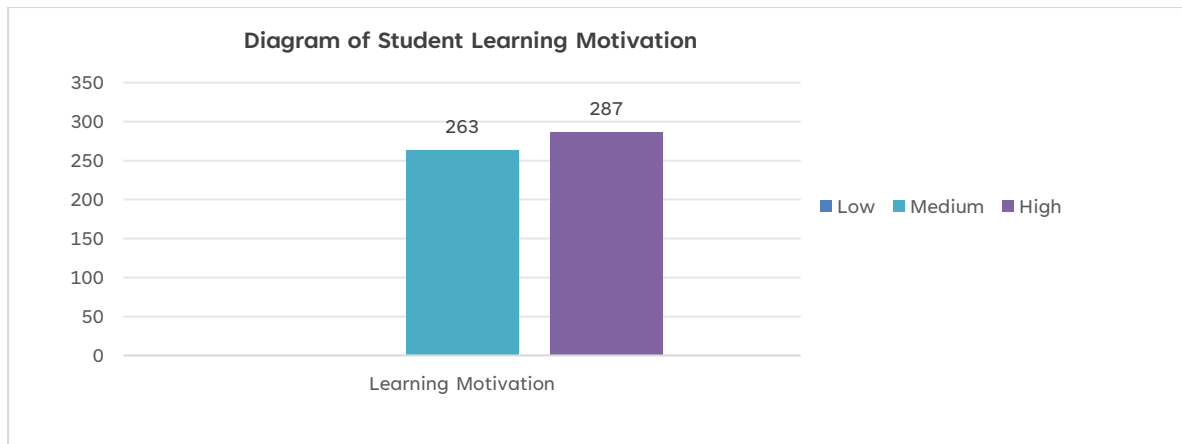


Figure 1. Diagram of learning motivation

Family Social Support

In the aspect of family social support perceived by students, it was found that 4 students had low perceptions of family social support. Meanwhile, 262 students are included in the moderate category and 284 students are in the high category.

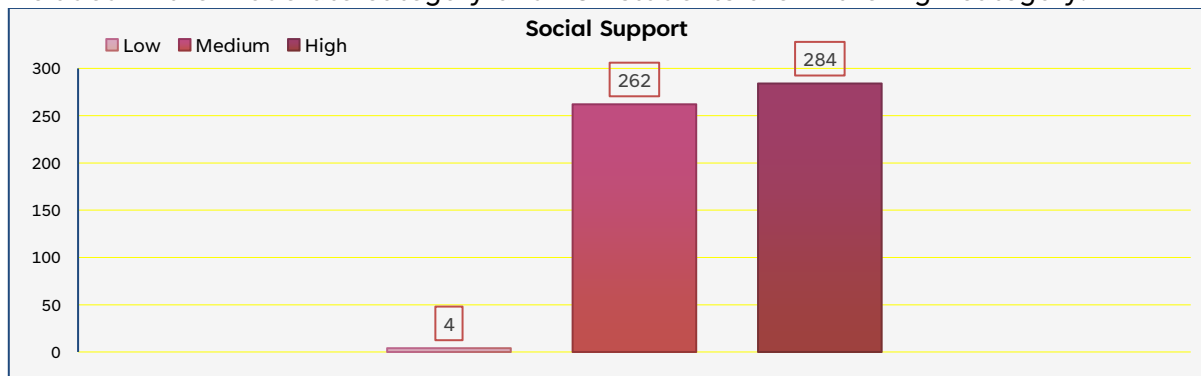


Figure 2. Diagram of social support

Student Learning Style

Meanwhile, descriptive tests to determine student learning styles obtained results that student learning styles consist of four types, namely visual, audio, kinesthetic learning styles, and learning styles that are a combination of 2 types of learning styles, for example audio-kinesthetic, or visual-audio. The description of student learning styles is illustrated in the Figure 3.

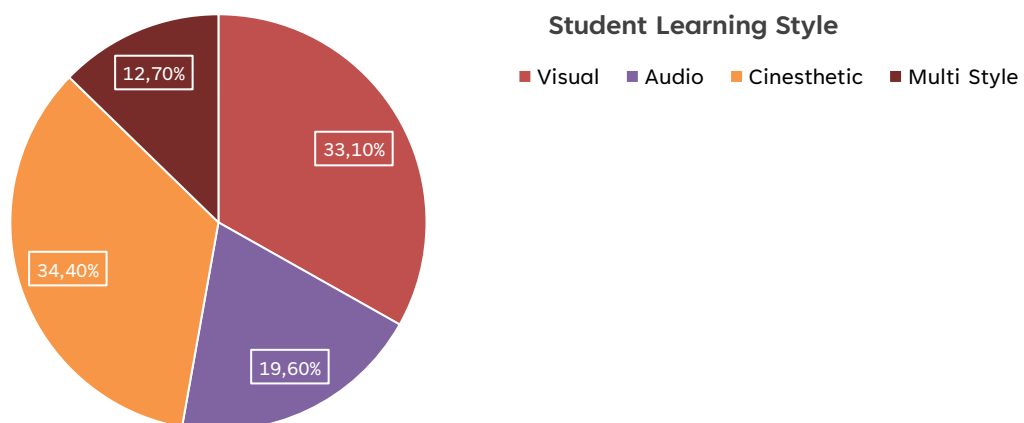


Figure 3. Diagram of learning styles

Based on the diagram above, it is known that student learning styles are dominated by the kinesthetic style at 34.4%, followed by the visual style at 33.1%, the audio learning style at 19.6% and for the mixed style at 12.7%.

Differences in Learning Motivation based on gender and learning style

Learning motivation based on gender

Table 1. learning motivation based on gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Learning Motivation	Boy	223	77.3946	7.93023	0.53105
	Girl	327	80.2324	6.95435	0.38458

From the Table 1, it can be seen that women have slightly higher learning motivation than men, even though this difference looks quite small (around 2.84 points). For men, their learning motivation is more spread out (more varied) with a higher standard deviation (7.93) compared to women (6.95). This means there is more variation in male learning motivation compared to women. The smaller value for women (0.385) shows that the average female learning motivation is more stable and more accurate compared to men (0.531). That is, if we take another sample from women, the average that we get is likely to be closer to the actual population average.

Learning motivation based on learning style

Table 2. Table of learning motivation by learning style

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min.	Max.
					Lower Bound	Upper Bound		
Visual	182	79.0330	7.05926	.52327	78.0005	80.0655	62.00	99.00
Audio	109	78.3486	7.43413	.71206	76.9372	79.7601	63.00	99.00
Kinesthetic	189	79.6455	7.92224	.57626	78.5087	80.7823	59.00	100.00
Multi Style	70	78.8286	7.50260	.89673	77.0396	80.6175	64.00	98.00
Total	550	79.0818	7.48956	.31936	78.4545	79.7091	59.00	100.00

This Table 2 descriptive statistics regarding Learning Motivation based on Learning Style (Visual, Audio, Kinesthetic, and Mixed Style). The average learning motivation for visual style is 79.03 with moderate variation (standard deviation 7.06). The 95% confidence interval for the average learning motivation is between 78.00 and 80.07, which means we can be 95% sure that the population average is within this range. The average learning motivation for audio style is 78.35, with a slightly higher standard deviation (7.43). The confidence interval for the average is between 76.94 and 79.76. The average learning motivation for kinesthetic style is 79.65, with the largest standard deviation among other styles (7.92). The confidence interval for the average is between 78.51 and 80.78. The average learning motivation for mixed style is 78.83, with a standard deviation of 7.50, which indicates fairly large data variation. The confidence interval for the average is between 77.04 and 80.62. The total average learning motivation is 79.08, with quite moderate variation (standard deviation 7.49). The confidence interval for the average is between 78.45 and 79.71.

$F = 0.733$ and $\text{Sig.} = 0.532$ show that the difference between learning style groups (Visual, Audio, Kinesthetic and Mixed Style) is not significant in influencing learning motivation (Table 3). Because the significance value is greater than 0.05, we fail to reject the null hypothesis (which states that there is no significant difference between groups), meaning there is not enough evidence to state that learning style influences

learning motivation significantly. Based on the results of this ANOVA, learning style (Visual, Audio, Kinesthetic, Mixed Style) does not significantly influence learning motivation in the analyzed sample.

Table 3. Statistical test results

ANOVA					
Learning Motivation					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	123.572	3	41.191	0.733	0.532
Within Groups	30671.746	546	56.175		
Total	30795.318	549			

Differences in Social Support Based on Gender

Table 4. Comparison of social support by gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Social Support	Boy	223	88.5247	10.93997	0.73259
	Girl	327	90.6972	10.49087	0.58015

Based on the Table 4, it appears that the average social support received by female students (90.6972) is slightly higher than that received by male students (88.5247). However, this difference needs to be further tested statistically to determine whether it is significant or not. Additionally, the standard deviation values indicate that the variation in social support among male students is slightly larger compared to female students.

Discussion

In general, students demonstrated a high level of learning motivation. This finding aligns with the research conducted by Kusuma and Hamidah (2020), which found that a positive and interactive learning environment can increase students' intrinsic motivation. Consistent with this finding, an international study by Ryan and Deci (2020) in the *Journal of Educational Psychology* also indicated that intrinsic motivation is positively correlated with students' academic success and psychological well-being. This high motivation is an important asset in facing learning challenges, but it needs to be balanced with effective learning strategies.

In addition, kinesthetic and visual learning styles dominated among students. This finding is consistent with a study by Fleming and Baume (2014), which stated that kinesthetic and visual learning styles tend to be more dominant in digital native students. Research by Pashler et al. (2008) in the *Educational Psychologist* also highlights the importance of considering students' learning preferences in designing effective learning, although the effectiveness of "learning styles" as a single concept remains a subject of debate. Therefore, learning will be more effective if it involves physical activity, demonstrations, and the use of visual media.

Social support from families has proven to play an important role in increasing students' motivation and learning readiness. This is consistent with research by Sulaiman et al. (2018), which showed that family support, both emotional and instrumental, can increase students' self-confidence and well-being. This finding is also supported by a meta-analysis study by Pinquart (2016) in the *Journal of Family Psychology*, which found that family support has a significant positive effect on students' academic achievement and social adjustment across cultures. Interestingly, the data showed that motivation and social support among female students tended to be higher. This may

be due to social and cultural norms that give women a greater role in education, or because women are more open to expressing emotions and seeking social support (Smith & Jones, 2019).

However, it is important to note that this study has several limitations. First, the descriptive quantitative research design does not allow for determining causal relationships between the variables studied. Second, the study sample was limited to one school, so the results may not be generalizable to a wider population. Therefore, further research with a stronger design and a more representative sample is needed to confirm these findings.

CONCLUSION

This research aimed to identify student readiness in adopting the Kurikulum Merdeka through mapping learning profiles and family social support. Based on the findings, it can be concluded that learning motivation, learning styles, and social support have a significant influence on students' readiness to face changes in the education system. This research enriches the theoretical understanding of the role of student profiles (motivation and learning styles) as well as family support on student readiness in the context of curriculum changes. The findings support the idea that an individual approach and a supportive environment are crucial in preparing students to face new learning challenges. For teachers, these results emphasize the importance of implementing diverse and adaptive teaching methods that are in accordance with students' kinesthetic and visual learning styles. For parents, the findings highlight the need to provide emotional and practical support to their children, especially in facing changes in the education system.

This research has several limitations, including: (1) the research sample was limited to one school, which may limit the generalization of the findings; (2) the cross-sectional research design, which does not allow for determining causal relationships between variables. Future research is advised to use a longitudinal design to test the causal relationships between the variables studied. In addition, future research should involve larger and more diverse samples to increase the generalizability of the findings. Qualitative research can also be used to gain a deeper understanding of the experiences of students and families in facing curriculum changes.

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