

Educational Psychology Individual Differences Reviewed from Integlance, Learning and Thinking Styles, Personality and Temperament

Asril Asril^{*1}

¹ Islamic Religious Education Study Program State Islamic University Datokarama Palu, Indonesia

*Corresponding Author: Asril Email : asrilistiqamah@gmail.com

ARTICLE INFO

Volume: 3

KEYWORD

Individual differences,
learning styles, personalities.

ABSTRACT

Every human being is created with all the uniqueness and characteristics or characteristics of each one. This is called individual differences. Individual differences are differences in abilities and characteristics (cognitive, personality, physical skills, and so on) between students at a certain age level and in each specific group. Individual students have unique differences. These individual differences include many things consisting of physicality, intelligence level, personality, psychology, differences in language proficiency and Learning Styles.

Education is a form of realization or manifestation of the nation's ideals that are formulated in a nation's outlook on life. To understand education in depth, many factors need to be understood, including factors: ideals, students, educators, tools and environment. Individual students have unique differences. Through educational practices and activities, we can accommodate the individual differences of students. Likewise, learning styles between each other are also different. There are visual, auditory, and kinesthetic learning styles. Individual differences in the implementation of classroom teaching are factors that concern the readiness of children to receive teaching because these differences will determine the overall education system.

It is important to know the learning style of students so that teachers can vary their teaching styles, learning methods that are suitable to be applied in the learning process.

1. Introduction

Education is the effort of every nation that is carried out all the time. Education is a form of realization or manifestation of the nation's ideals that are formulated in a nation's outlook on life. In this case, education is a tool for the implementation of life goals which in each nation can be reviewed from the philosophy of their country. Education is not only a tool for the achievement of a nation's life goal, but also a way to change the state of the nation itself in terms of improving its standard of living, nourishing the views of its citizens. So education plays a very important role.

In essence, each individual is created with all its uniqueness and with its own characteristics. Hereditary/hereditary or innate factors and environmental factors are factors that affect personal/individual differences. These two factors affect the

*Asril is a Student of Islamic Religious Education Program at Postgraduate School, State Islamic University Datokarama Palu, Indonesia. This paper was presented at the 3rd International Conference on Islamic and Interdisciplinary Studies (ICIIS) 2024, as a presenter, held by the Postgraduate School State Islamic University Datokarama Palu, Indonesia.

development and growth of students. It is possible that some of these factors are more influential, but both are still influential, and between individuals there is nothing the same even though it is a human being born twins.

Individual differences in education explain the differences related to the differences in students in thinking, feeling, and acting in a class. Every person, whether he is a child or an adult, and whether he belongs to a group or a person, is called an individual. Individual indicates a person's position as an individual or individual. Individual traits are traits that are related to individual people, related to individual differences. The characteristics and traits of one person are different from another.

2. Literature Review

2.1 Definition of individual differences

Individual comes from the word "Greek" which is "individual" which means "indivisible". In social science, the understanding of the individual, concerning habits with a pluralistic life and soul, plays a role in the association of human life. The individual is a limited unit, namely as an individual human being, not as a whole human being. An individual is a human being who has a distinctive or specific role in his personality. And there are three aspects in the individual, namely the organic, physical, psychological, spiritual, and social aspects." Ahmadi,A and Supriyono,W. Psychology learns, "Individual is a noun of individual which means person, individual, and individual. Meanwhile, according to the online large Indonesian dictionary (KBBI), individual means a person: a person's person (separate from others). It can also be called an individual which means about or relates to human beings personally, being individual.

Individual differences are a difference that each individual, both physical and non-physical, has that makes a person have different characters/characteristics from one another. Every person, whether he is a child or an adult, and whether he is in a group or alone, is called an individual. Individual indicates a person's position as an individual or individual. Individual traits are traits related to individual persons, related to individual differences. The characteristics and traits of one person are different from another. These differences are called individual differences or individual differences. Then the "difference" in the "individual difference".

2.2 Factors that affect individual differences include:

- a. Hereditary Factor, According to Biologists, the occurrence of individuals is the result of the meeting of male and female cells. In each species/type of creature, the number and shape of chromosomes are always the same and if the species is different, the number and shape of chromosomes will also be different. Genes from male cells pair with genes from females in different ways. These different ways are what cause differences in individual traits. This difference in individual traits is what causes individual differences based on hereditary factors.
- b. Environment/Family Factors, The environment in a broad sense includes static and dynamic environments. The state of place and nature is more static, while the social environment is more dynamic. A static environment has an influence/impact that is certainly different from individuals in a certain environment. Likewise, the dynamic environment/influence of the social environment also affects the people who live in the environment. Such things will make a difference in nature/inheritance with each other.
- c. Mixed Factors, From the description above, it turns out that both hereditass and environmental factors affect the difference in the massing of each individual.

3. Methodology

3.1 Collection Techniques

The research method used in this study is qualitative with a focus on literature review of Literature Studies. Literature review is an important part of a research that we conduct. Literature review is also called literature review. A literature review is a description or description of literature that is relevant to a certain field or topic. It provides an overview of what has been discussed or talked about by the researcher or author, the theories or hypotheses that support it, the research problems proposed or asked, and the appropriate methods and methodologies.

Literature review is an important tool as a contect review, because literature is very useful and very helpful in providing context and meaning in writing that is being carried out and through this literature review the researcher can also state explicitly and the reader knows, why the thing to be researched is a problem that must be researched, both in terms of the subject to be researched and any environment in terms of the relationship between the research and the other relevant research.

The definition of literature review in general is a discussion or reading material related to a topic or finding in research. Briefly, Fraenkel, put forward the limitations of literature review or reference as follows. A literature review is a study of literature treasures that supports a special problem in the research we are doing. This study is very useful for researchers, for example

to provide an overview of the problem to be researched, provide conceptual theoretical support for researchers, and then useful for discussion or discussion in research. In addition, literature review can guide researchers to develop a research hypothesis that they are working on.

In the literature review section, we talk about the following things:

1. Discuss the supporting theories that underlie the problem we are studying. Theories can be in the form of grand theory, middle range theory, and applied theory.
2. Discuss the results of previous research that has been done by others on similar topics.

3.2 Analysis

There are three qualitative data analysis paths, namely data reduction, data presentation, and conclusion drawn. Data reduction is the process of selection, focusing attention on simplifying, abstracting and transforming coarse data that emerges from written records in the field. This process continues throughout the study, even before the data is actually collected as seen from the conceptual framework of the research, the study problem, and the data collection approach chosen by the researcher.

Data reduction is a form of analysis that sharpens, classifies, directs, discards the unnecessary, and organizes data in such a way that the conclusion of data presentation is an activity when a set of information is compiled, so that it is possible to draw conclusions and take final actions can be taken. Reduction does not need to be interpreted as data quantification. Efforts to draw conclusions are carried out continuously by researchers while in the field.

4. Results and Discussion

There are several aspects of individual differences, including:

4.1 Intelligence

Intelligence is one of the mental, mental or intellectual abilities and is part of cognitive processes at a higher level. In general, intelligence can be understood as the ability to adapt to new situations quickly and effectively, the ability to use abstract concepts affectively, and the ability to understand relationships and learn them quickly.

Experts define and formulate the term intelligence in various ways, but most agree that the definition and formulation of the term intelligence has a number of certain qualities as follows:

- a. It is adaptive, meaning it can be used flexibly to respond to various situations and problems faced.
- b. In terms of learning ability, people who are intelligent in a particular field can learn new information and behaviors in that field more easily than people who are less intelligent.
- c. The term intelligence also refers to the use of previously acquired knowledge to effectively analyze and understand new situations.
- d. The term intelligence involves the complex interaction and coordination of various mental processes.
- e. The term intelligence is related to a specific culture (culturespecific). Behavior that is considered intelligent in a particular culture is not necessarily considered intelligent behavior in another culture.

With individual differences in this aspect of intelligence, teachers at school will find children with extraordinary intelligence, children who are able to solve problems quickly, able to think abstractly and creatively. On the other hand, teachers will also face children who are less intelligent, very slow and almost unable to cope with even an easy problem.

4.2 Learning and thinking styles

Learning style is a technique that we are more comfortable with in carrying out activities of thinking, processing and understanding/understanding information. Meanwhile, according to Nasution in his book *Various Education in the Teaching and Learning Process*, learning style is defined as a consistent way done by a student in responding to stimulus/information, techniques for remembering, thinking, and solving problems. This means that the child's learning style is related to the way the child learns and the dominant learning system he prefers.

According to De Porter & Hernacki, learning styles are categorized into three, namely visual, auditory, and kinesthetic learning styles.

- a. Visual learners focus more on vision. Visual learning styles access visual views, which are both generated and remembered. In this type of learning style, portraits, colors, and spatial relationships, as well as drawings/sketches are more prominent. Students with visual types have peculiarities, namely: neat and directed; speak appropriately; a steady designer and manager; observant, thorough, and detailed; good pronunciation and can see the real words in their minds; remembering what is seen rather than what is listened to; diligent readers; often respond to questions with short answers, yes or no; prefer to read rather than read aloud; prefer to do presentations/performances rather than just give lectures; and prefer art.

- b. Auditory learning styles (auditory learners) focus on the sense of hearing in remembering things. The characteristic of this type of learning style is that it really uses the sense of hearing as an essential tool to absorb information/knowledge. This means that students must listen, only then can they understand/remember the information obtained. This learning style manages all kinds of sounds and words. Tone, music, rhythm, and internal dialogue and sound are more emphasized for this type of learning style. A person with an auditory type has characteristics, namely: easily disturbed by noise; say words or read aloud while moving their lips while reading; read aloud and be able to repeat and exemplify the color of the voice, rhythm, and tone; feel difficulty in writing but have competence in conveying/presenting stories; clever speakers; likes music, likes to give opinions, and describes things in detail; Feeling difficulties with things related to visualization, for example grouping elements to fit one another.
- c. The kinesthetic learning style (kinesthetic learners) requires individuals to touch/touch something that conveys certain information/data for students to remember. Kinesthetic children learn through moving, doing, or touching. Children with this type find it difficult to sit quietly because their desire to explore and do activities is so strong. Children with this learning style learn through movement and touch.

The characteristics of a kinesthetic child are: touching/holding/touching to get people's attention, talking quietly, responding to physical attention, standing close to the interlocutor, always physically oriented and moving a lot; have large initial growth/development of muscles; learning by manipulation and practice; memorizing/remembering by walking/seeing; pointing to reading while reading; a lot of use of body cues; and cannot sit still for a long time.

3.3 Personality and temperament

personality or personality comes from the word person which means a mask worn by playwrights in Ancient Rome. This literal understanding shows that personality is how a person performs and makes an impression on others around him. Personality is a typical pattern of a person in terms of thinking, feeling, and behaving that appears in a stable and predictable manner. Personality can also be defined as the total number of innate or hereditary tendencies with various influences derived from the environment and education of a person that ultimately shapes a person's mental state and influences his mental attitude towards life.

In the world of classical psychology, there are known to be 4 personality types, which were first introduced by Hippocrates (460-370 BC). This is due to the assumption that the universe is affected by 4 basic elements, namely dry, wet, cold, and hot. Thus, in a person there are four types of traits that are described by the fluids in his body, namely dry nature is in chole (yellow bile), wet nature is in melanchole (black bile), cold nature is in phlegma (mucus), and hot nature is in sanguis (blood). The four fluids are in the body in certain levels or at certain levels. If the fluid levels are in a normal state in the body, then the individual is in good health. However, if the fluid is not aligned, then the individual will deviate from the normal state.

5. Conclusion

Individual differences are differences in abilities and characteristics ranging from learning styles, intelligence, personality and so on, between students at a certain age and in each group. Through educational practices and activities, we can accommodate the individual differences of students. Individual differences are generally the result of relationships/interactions from the influence of heredity/heredity and environmental influences simultaneously, which ultimately creates/produces a distinctive/unique human being.

JOURNALS :

- Riduan, Sabran. "Individual differences are one of the factors that need to be considered in the teaching and learning process." *Lentera: Scientific Journal of Education* 11.2 (2016).
- Zagoto, Maria Magdalena, and Oskah Dakhi. "Development of a specialization mathematics learning tool based on a scientific approach for high school grade XI students." *Journal of Education and Teaching Review (JRPP)* 1.1 (2018): 157-170
- Sarwono, J. (2010). *Basic definition of structural equation modeling (SEM)*. *Scientific Journal of Ukrida Business Management*.

BOOKS:

- Fathiyah, Sugihartono. KN, et al. "Educational Psychology. Yogyakarta." (2007).
- Jack, Fraenkel, Wallen, Normanand Helen Hyun. In, Yusuf, S. A., & Khasanah, U. (2019). *A review of literature and social theory in research. Sharia economic research methods*, 80, 1-23.
- A, M. Huberman, & M.B. Miles, (1994). *Qualitative data analysis: An expanded sourcebook*. sage.
- W, Adi, Gunawan. "Genius learning strategy." *Jakarta: Pustaka Utama* (2006).
- S, Nasution. 2009. *Various Approaches in the Teaching and Learning Process*. Bandung: Bumi Aksara
- Bobbi, Porter De. *Quantum Learning; Getting used to learning is comfortable and fun*. Kaifa, 2019.
- A, W, DORLAND. *Dorland medical dictionary*. (No Title), 2002.
- Sumadi, SURYABRATA. *Personality psychology*. 2011.