

SOURCES OF INDIVIDUAL DIFFERENCES IN EDUCATION

Sabgi Wulan Septiara¹, Vhaliesca Daffah², Ina Magdalena³

^{1,2,3}Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Tangerang, Indonesia

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ABSTRACT

Individual differences that need to be considered in the implementation of classroom teaching are factors related to the readiness of children to receive teaching because these differences will determine the education system as a whole. These differences with other individual approaches as well, but it is still realized that education is not solely aimed at developing individuals as individuals, but also in relation to the varied patterns of community life. The factors that influence individual differences are: self-concept, anxiety experienced by students, learning motivation.

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Corresponding Author:

Sabgi Wulan Septiara,
Pendidikan Guru Sekolah Dasar, Universitas Muhammadiyah Tangerang,
Jl. Perintis Kemerdekaan I/33 Babakan, Tangerang, Indonesia
Email: sabgiwulanseptiara7@gmail.com

1. INTRODUCTION

Individual differences in the realm of psychology as stated in the slogan "exactly what it says on the package!" it is a matter of examining and explaining the differences between individuals. discussion in personality psychology which discusses the psychological differences and similarities between individuals in their social environment (Dharmawan, 2016; Tulung, 2014).

Individual differences in education explain differences related to student differences in thinking, feeling, and acting in one class. Everyone, whether he is a child or an adult, and whether he is in a group or alone, is called an individual (Basri, Syakur, & Marta, 2013). Individuals show a person's position as an individual or individual. Individual traits are characteristics related to individuals, related to individual individual differences. Characteristics and characteristics of one person is different from another. This difference is called individual difference or individual difference (Dewantara, 2017; Sumardi, 2012).

So the "difference" in "individual difference" according to Landgren concerns the variations that occur, both variations in physical and psychological aspects. Differences in times lead to changes and progress in society (Kamid, Rusdi, Fitaloka, Basuki, & Anwar, 2020). Aspects of change include; social, political, economic, industrial, informational and so on (Umar, Maulyda, Rosyidah, Hidayati, & Nurmawanti, 2020). The result is various problems faced by individuals, for example, unemployment, adjustment, types and opportunities of education, planning and selection of education, social relationship problems, family problems, finances, personal problems, and so on. Although in general, each individual managed to cope perfectly, others still need to get help (Nyoman, Astuti, & Setiawan, 2021).

2. RESEARCH METHOD

The research method used in this study is a qualitative method. Qualitative research is research that produces and processes descriptive data, such as interviews, field notes, pictures, photos, video recordings and so on (Creswell, 2014). This research is said to be qualitative because basically this research aims to examine or examine an object in a natural setting without any manipulation in it, and the expected results are not based on quantitative measures, but the meaning or quality of the observed phenomena. Data obtained through observation and interviews. Conducted an interview with one of the teachers at Al-Hasanah Islamic Elementary School.

3. RESULT AND DISCUSSION

Talent is a special ability that is brought from birth. This ability will develop well if it gets proper stimulation and fertilization, on the contrary talent cannot develop at all (Orth, 2018; Satriami, Darmiany, & Saputra, 2021). The environment does not provide opportunities for growth. Talent development is owned individually. Talent is generally known as a basic ability which is a natural advantage of a person and differs from one person to another. Talent can be something that becomes a path to success if honed and developed properly. Talent can also be a passing thing if you don't find a way to move forward (Fauzi, Anar, Rahmatih, Wardani, & Warthini, Sri, 2020).

The way to deal with students with different talents is to help children recognize their talents (Oktasari, Kuswanto, Ismet, & M.S., 2018). For example, increasing children's motivation to develop and train their talents, providing facilities for talent developers, providing opportunities to take part in competitions (Slater, Davies, & Burgess, 2012). Intelligence (intelligence of mind), with the intelligence of the function of thought can be used quickly and precisely to overcome a situation or to solve a problem. In general, this intelligence can be seen from its ability to act and act quickly in changing situations, with circumstances outside of the usual or new ones. So intelligent actions are characterized by the ability to react to situations with new behaviors that are in accordance with new circumstances. According to Visser & Flynn (2018), intelligence is the ability of the soul to be able to resolve itself quickly and precisely in a new situation.

Intelligence according to one teacher who teaches at Al-Hasanah Islamic Elementary School. Intelligence is the ability to act purposefully, think rationally and deal effectively with the environment (Komatsu, 2016). Intelligence possessed by humans who have extraordinary abilities. The abilities possessed include: adaptability, learning ability, understanding ability, reasoning ability. A person's potential ability can only be detected by identifying its indicators. If we pay attention to the explanation of the intelligence aspects of the intelligence theories above, then basically the intelligence indicators will condense into three characteristics, namely: speed (short time), accuracy (results are as expected) and ease (without facing challenges). significant obstacles and difficulties) in acting (Kohen & Kramarski, 2012).

How to measure the potential or basic abilities of individuals, namely by conducting an aptitude test by observing interests with experience or practice. The factors that can affect a person's level of intelligence include (Docherty-Skippen, Karrow, & Ahmed, 2020):

1. Innate: traits are determined by the traits and characteristics that we are born with.
2. Maturity: Each organ in the human body experiences growth and development. Each organ (physical and psychological) can be said to have matured if it has reached the ability to carry out its respective functions.
3. Formation: formation is all circumstances outside of a person that affect the development of intelligence.
4. Distinctive interests and traits: interest directs the making to a goal and is the driving force for that trait. The impulses (motives) that encourage humans to interact with the outside world.
5. Freedom: freedom means that humans can choose certain methods in solving problems. Humans have the freedom to choose methods are also free to choose problems according to their needs.

There are two factors that distinguish a person's level of intelligence, namely. First, the heredity factor (hereditary), which comes from genes that are brought from parents. Second, environmental factors, both in the home environment and in the school environment. Some aspects of individual differences that need attention are differences in (Sari & Darhim, 2020): Intelligence, Learning Outcomes, Talent, Knowledge, Personality, Ideals, Physical Characteristics, Environmental background. The way the teacher serves individual differences is that the teacher must be able to understand the characteristics of each student and the individual differences such as physical, ethnic, racial, and other differences. So the teacher must understand the situation of his

students, must be familiar with him so that he can get to know each of his students and if there are shortcomings in his students the teacher must teach his students not to mock him and vice versa, if the student has advantages the teacher must educate his students so that they are not arrogant (Berland & McNeill, 2010; Danişman & Erginer, 2017). How to overcome differences in children's intelligence levels is to provide practice questions for students who feel it is clear with the material presented, ask other students if there is still material that needs to be explained again, use a flexible learning approach accompanied by the use of multimedia and multi-media. method, convey the material in a variety of ways. Students with high intelligence can receive the material being taught quickly, but students who have lower average intelligence may need one or two more repetitions, give enough time to process and understand the material, use multi-sensory tools to process, practice and obtain information (Dolmans, Loyens, Marcq, & Gijbels, 2016).

4. CONCLUSION

From the results of our interviews, it can be concluded that teachers must be able to understand the talents of each child. Teachers can also identify their students' talents by conducting an aptitude test by means of observation. The teacher must be able to understand the characteristics of each student and know how to respond to these individual differences. So the teacher must teach his students not to mock him and vice versa, if the student has advantages, the teacher must educate his students so that they are not arrogant.

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