

PERBEZAAN INDIVIDU

OBJEKTIF

- a) Menerangkan definisi dan aspek2 perbezaan individu.
- b) Menghuraikan faktor2 yang mempengaruhi perbezaan individu.
- c) Menjelaskan teori perbezaan individu.
- d) Langkah2 menghadapi masalah perbezaan individu.

Definisi Perbezaan Individu

- Borich & Tombari (1997)

*“ Individual differences are the variations we observe among members of any group in a particular characteristic, such as **temperament, energy level, friendship patterns & parent-child attachment.** ”*

Aspek-aspek Perbezaan Individu (Slavin,1997 & Papalia, 2001)

- Fizikal -tinggi,berat,jantina,rupa paras
- Mental -kebolehan menaakul, logik, berbahasa,mengira, imaginasi.
- Emosi -kebolehan kawal emosi, toleransi.
- Sosial -kebolehan berinteraksi, ekstrovert, introvert.
- Bakat & minat -minat mungkin ikut amalan ibu bapa, bakat adalah kebolehan semula jadi.

Aspek-Aspek Perbezaan Individu

- Kecerdasan
- Fizikal
- Emosi
- Gaya Kognitif atau gaya belajar
- Temperamen
- Kesihatan dan penyakit
- Bangsa atau etnik
- Bahasa dan lain-lain.

Aspek-Aspek Perbezaan Individu

- Kecerdasan
- Gaya belajar atau gaya kognitif – bergantung (FD) dan bebas (FI) latar, reflektif, impulsif.
- Personaliti- menurut Carl Jung personaliti manusia boleh dibahagikan kepada ekstrovert, introvert dan ambivert.
- Kreativiti

Faktor-faktor yang mempengaruhi perbezaan individu

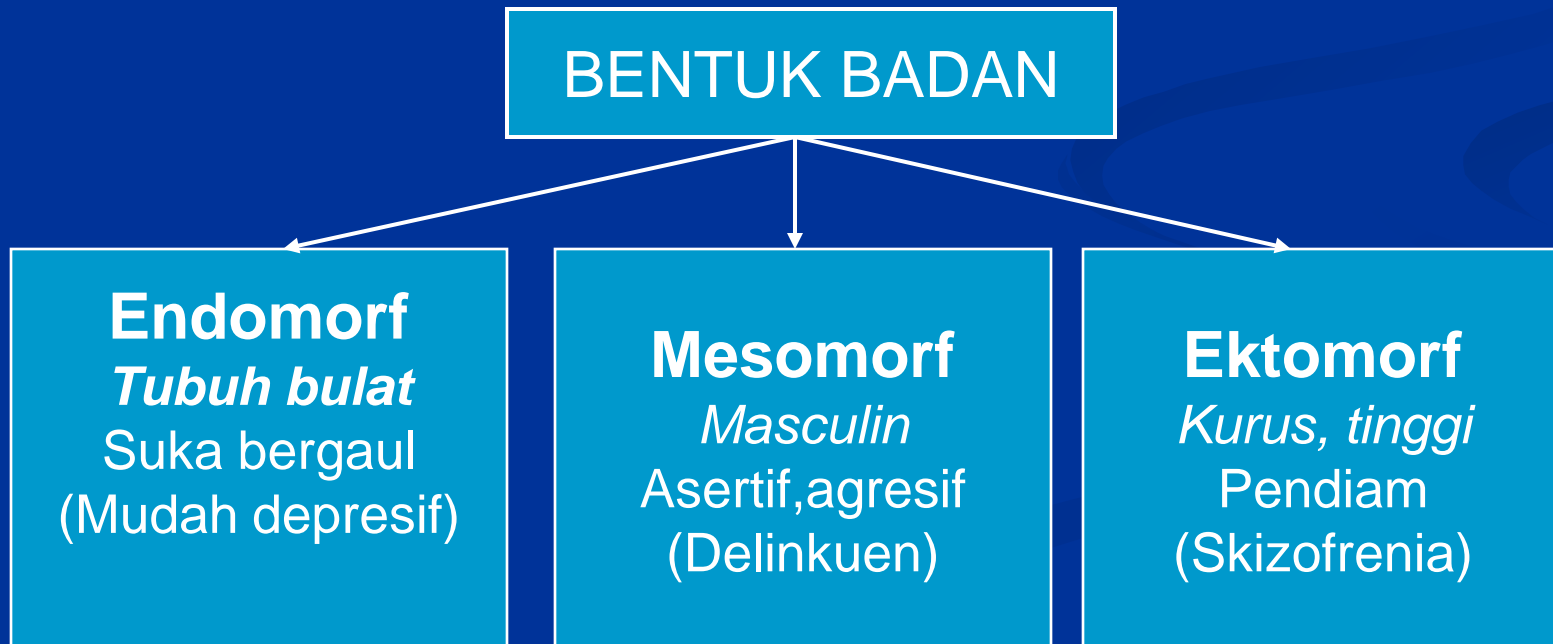
- Baka – ind. Mewarisi 23 kromosom daripada bapa dan 23 kromosom daripada ibu yang akan menentukan sifat fizikal, temperamen, kecerdasan, bakat dll. Sifat perwarisan diturunkan melalui jen.
- Persekitaran – semasa ind. bertumbuh sejak dari dalam kandungan dipengaruhi persekitaran iaitu pemakanan, asuhan ibu bapa, rakan sebaya, guru, budaya, masyarakat.

a. Perbezaan Jantina

- Perbezaan jantina sangat penting bagi masyarakat Asia-anak lelaki satu kelebihan, harapan keluarga.
- Pelajar lelaki lebih agresif drp pelajar perempuan ?
- Tahap perkembangan fizikal, kognitif, emosi, sosial kanak2 lelaki lambat 2 tahun drp kanak2 perempuan.
- Pertumbuhan kanak2 lelaki lebih cepat selepas akil baligh, hampir sama dgn perempuan pada akhir remaja

b. Perbezaan Fizikal

- Faktor baka dalam perbezaan fizikal individu.
- Sheldon (1942) jelaskan 3 kategori temperament ikut bentuk badan & tret personaliti (positif & negatif)



c. Perbezaan Kognisis

- Alfred Binet (1905) individu yg cerdas ialah orang yg keupayaan mentalnya lebih drp orang lain.
- Perkenalkan ujian kecerdasan – *Stanford Binet Intelligence Test*
- Lewis Terman ubahsuai, kenalkan istilah IQ (Intelligence Quotient)
 - 0-79 - pelajar lambat
 - 80-119 - pelajar sederhana
 - 120-139 - pelajar cerdas
 - 140 ke atas – pelajar genius

d. Perbezaan Personaliti

- Adler (1948) definisikan sbg 'stail', Allport (1961) 'penyusunan sistem psikofizik' dinamik dlm diri individu. Freud - personaliti ada id, ego, s/ego.
- Carl Jung (1875) kelaskan kpd ekstrovert, introvert & ambivert.
- Ekstrovert - periang, ramah, mudah sesuaikan diri, adventurous.
- Introvert - pendiam, kurang sosial, sensitif & bakat dlm karya kreatif
- Ambivert – kombinasi ciri2 ekstrovert & introvert

The id, ego, and [superego](#) are names for the three parts of the human personality which are part of [Sigmund Freud's](#) psychoanalytic personality theory. According to Freud, these three parts combine to create the complex behavior of human beings.

Id: Meeting Basic Needs

The id is the most basic part of the personality, and wants instant gratification for our wants and needs. If these needs or wants are not met, a person becomes tense or anxious.

- Sally was thirsty. Rather than waiting for the server to refill her glass of water, she reached across the table and drank from Mr. Smith's water glass, much to his surprise.
- A hungry baby cried until he was fed.

Ego: Dealing with Reality

The ego deals with reality, trying to meet the desires of the id in a way that is socially acceptable in the world. This may mean delaying gratification, and helping to get rid of the tension the id feels if a desire is not met right away. The ego recognizes that other people have needs and wants too, and that being selfish is not always good for us in the long run.

- Sally was thirsty. However, she knew that her server would be back soon to refill her water glass, so she waited until then to get a drink, even though she really just wanted to drink from Mr. Smith's glass.
- Even though Michael needed money, he decided not to steal the money from the cash register because he didn't want to get in trouble.

Superego: Adding Morals

The superego develops last, and is based on morals and judgments about right and wrong. Even though the superego and the ego may reach the same decision about something, the superego's reason for that decision is more based on moral values, while the ego's decision is based more on what others will think or what the consequences of an action could be.

- Sarah knew that she could steal the supplies from work and no one would know about it. However, she knew that stealing was wrong, so she decided not to take anything even though she would probably never get caught.
- Maggie couldn't remember the answer to test question #12, even though she had studied. Nate was the smartest kid in the class, and from where Maggie sat, she could see his answers if she turned her head slightly. When Mrs. Archer turned her back, Maggie almost cheated, but her conscience stopped her because she knew it was wrong. Instead, Maggie took a guess at the answer and then turned in her paper.

Id, Ego and Superego

- The id, ego and superego work together in creating a behavior.
- The id creates the demands,
- the ego adds the needs of reality with
- the superego adds morality to the action which is taken.

- the **id** is the set of uncoordinated instinctual trends;
- the **super-ego** plays the critical and moralizing role; and
- the **ego** is the organized, realistic part that mediates between the desires of the **id** and the **super-ego**.
- The **super-ego** can stop one from doing certain things that one's **id** may want to do.┐

e. Gaya Kognitif & Gaya Belajar

- *Gaya kognitif* ialah cara individu persepsi maklumat dan *gaya belajar* rujuk persekitaran pembelajaran yg digemari individu.
- Witkin (1940) 2 gaya kognitif iaitu *gaya belajar bebas latar (field independence)* dan *gaya belajar bergantung latar (field dependence)*.

■ Kagan (1965) ada individu gaya kognitif reflektif & impulsif.

Kognitif impulsif beri tindak balas cepat tp kurang beri pertimbangan.

Kognitif reflektif ambil masa lama untuk bertindak krn buat pelbagai pertimbangan terlebih dahulu.

❖ Grasha & Riechmann lihat gaya belajar pd 6 dimensi sikap yaitu : bersaing, kerjasama, elak, libatkan diri, bergantung & bebas terhadap pembelajaran, pandangan/reaksi pd guru & rakan sebaya serta prosedur bilik darjah.

Kolb (1984) gaya belajar dlm 4 peringkat pengalaman : pengalaman konkrit, pemerhatian reflektif, penkonsepan abstrak dan percubaan aktif.

Lahir individu : diverger, asimilator, konverger dan akomodator.

Grasha-Riechmann Learning Styles

The six learning styles are:

Competitive,

Collaborative,

Avoidant,

Participant.

Dependent, and

Independent

1. **Competitive.**

Students who learn material in order to perform better than others in the class. They feel they must compete with other students in a course for the rewards that are offered. Preferences: Become a group leader in discussions... Teacher centered instructional procedures... Singled out in class for doing a good job... Like to dominate discussions... Class activities where they can do better than others.

2. **Collaborative.**

Typical of students who feel they can learn by sharing ideas and talents... They cooperate with teacher and peers and like to work with others. Preferences: Lectures with class discussions in small groups... Small seminars... Student-designed aspects of courses... Group rather than individual projects.

3. **Avoidant.**

Not enthusiastic about learning content and attending class... Do not participate with students and teachers in the classroom... They are uninterested and overwhelmed by what goes on in class. Preferences: Generally turned off by most classroom activities... Would prefer no tests... Blanket grades where everyone gets a passing grade... Does not like enthusiastic teachers.

4. **Participant,**

Good citizens in class. They enjoy going to class and take responsibility for getting the most out of a course. Want to take part in as much of the course activity as possible. Preferences: Lectures with discussion... Opportunities to discuss material... Class reading assignments... Teachers who can analyse and synthesize information well.

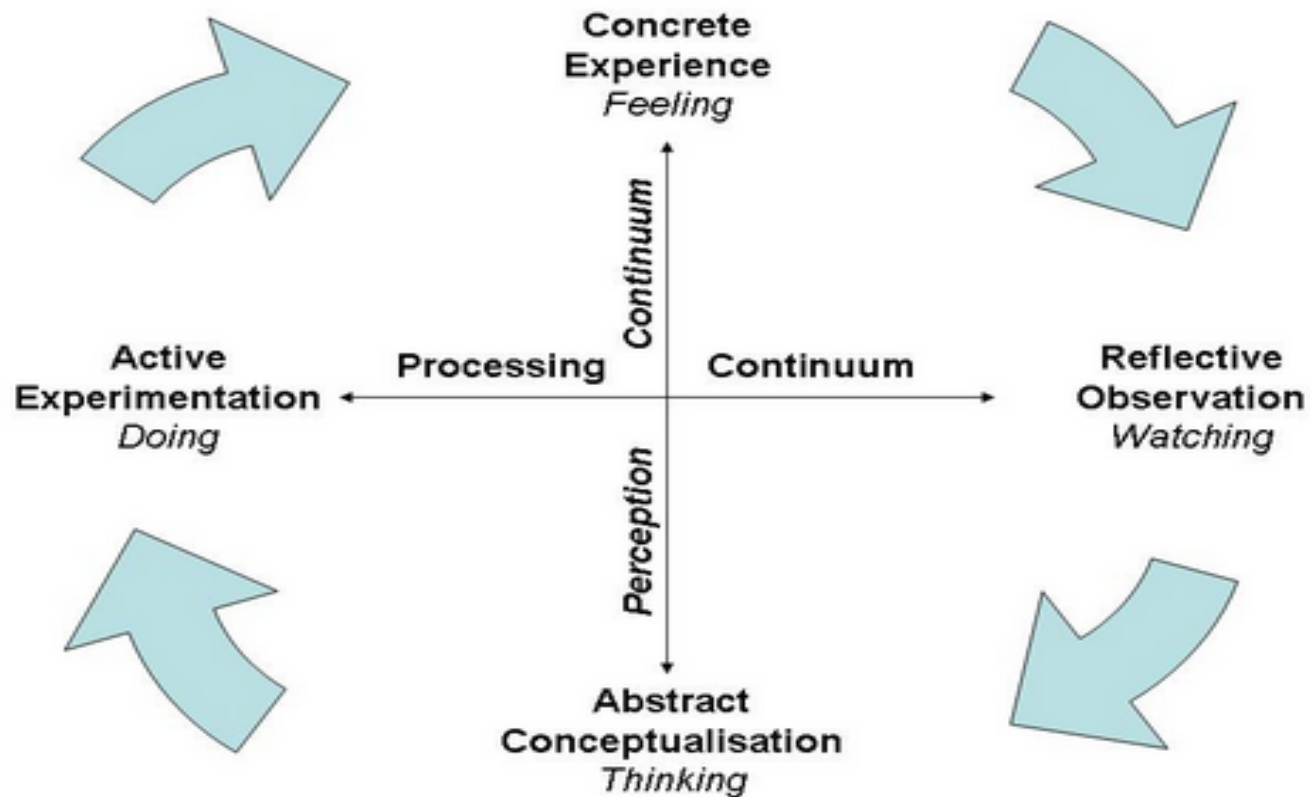
5. **Dependent.**

Characteristic of students who show little intellectual curiosity and who learn only what is required. They view teacher and peers as sources of structure and support and look to authority figures for specific guidelines on what to do and how to do it. Preferences: Outlines or notes on the board... Clear deadlines and instructions for assignments... Teacher centered classroom methods... As little ambiguity as possible in all aspects of course.

6. **Independent.**

Students who like to think for themselves. They prefer to work on their own but will listen to the ideas of others in the classroom. Learn the content they feel is important and are confident in their learning abilities. Preferences: Independent study... Prefer to work alone... Self paced instruction... Assignments that give students a chance to think independently... Projects that students can design... Student-centered rather than a teacher-centered course designs.

Model Gaya Belajar Kolb



Gaya Belajar Diverger

Gaya belajar diverger merupakan kombinasi dari perasaan dan pengamatan (feeling and watching), yaitu gaya belajar individu yang membentuk pengalaman belajar melalui menghayati sendiri secara konkret, kemudian mentransformasikan kedalam pengamatan reflektif.

Gaya Belajar Assimilator

Gaya belajar assimilator merupakan kombinasi dari berfikir dan mengamati (thinking and watching), yaitu gaya belajar individu yang menangani pengalaman melalui konseptualisasi secara abstrak dan mentransformasi ke dalam pengamatan reflektif.

Gaya Belajar Konverger

Gaya belajar konverger merupakan kombinasi dari berfikir dan berbuat (thinking and doing), yaitu gaya belajar dengan membentuk pengalaman melalui konseptualisasi abstrak dan mentransformasi ke dalam eksperimentasi aktif.

Gaya Belajar Akomodator

Gaya belajar akomodator merupakan kombinasi dari perasaan dan tindakan (feeling and doing), yaitu gaya belajar yang menafsirkan pengalaman melalui menghayati sendiri secara konkret dan mentransformasi pengalamannya ke eksperimentasi aktif. Individu dengan gaya belajar akomodator memiliki kemampuan belajar yang baik dari hasil pengalaman nyata yang dilakukannya sendiri.

f. Kesehatan

- Pelajar sihat

- riang, cerdas, aktif, sentiasa libatkan diri dalam proses P&P.
- Kemahiran interpersonal.

- Pelajar yg tidak sihat,

- kurang bertenaga, berpenyakit, kurang sosialisasi.
- ada masalah dalam P&P, penglibatan minima dalam aktiviti dalam & luar bilik darjah.

g. Sosial

- Corak persahabatan :
 - a. *Bintang* - gelaran pelajar popular.
 - b. *Dyad* - 2 orang & bina persahabatan.
 - c. *Klik* - lebih drp 2 orang & bina persahabatan.
 - d. *Rantai* - A pilih B dan B pilih C & bina pola persahabatan.
 - e. *Pencilan* - tidak pilih sahabat dan tidak dijadikan sahabat.
 - f. *Singkiran* - seorang individu namakan beberapan orang lain sbg sahabat tetapi orang lain tidak menganggapnya sebagai sahabat.

h. Bangsa / Bahasa

- Kepelbagaian bangsa & bahasa hasil dari kesan sejarah, politik, ekonomi dan sosial.
- Perlu ada kurikulum bersifat 'cross-culture' agar wujud persefahaman antara kaum.
- Layanan yang sama rata kepada semua rakyat.