



Psikologi Pendidikan

Runi Rulangi-FHB UPJ

NEXT





**Education is the most
powerful weapon which
you can use to change the
world.**

–Nelson Mandela–





Selamat datang

Di Kelas Psikologi Pendidikan



NEXT



INDIVIDUAL VARIATIONS



NEXT



INTELLIGENCE

- intelligence → the ability to solve problems and to adapt and learn from experiences.
- Sternberg (2014) also recently described intelligence as the ability to adapt to, shape, and select environments.

INTELLIGENCE TESTS

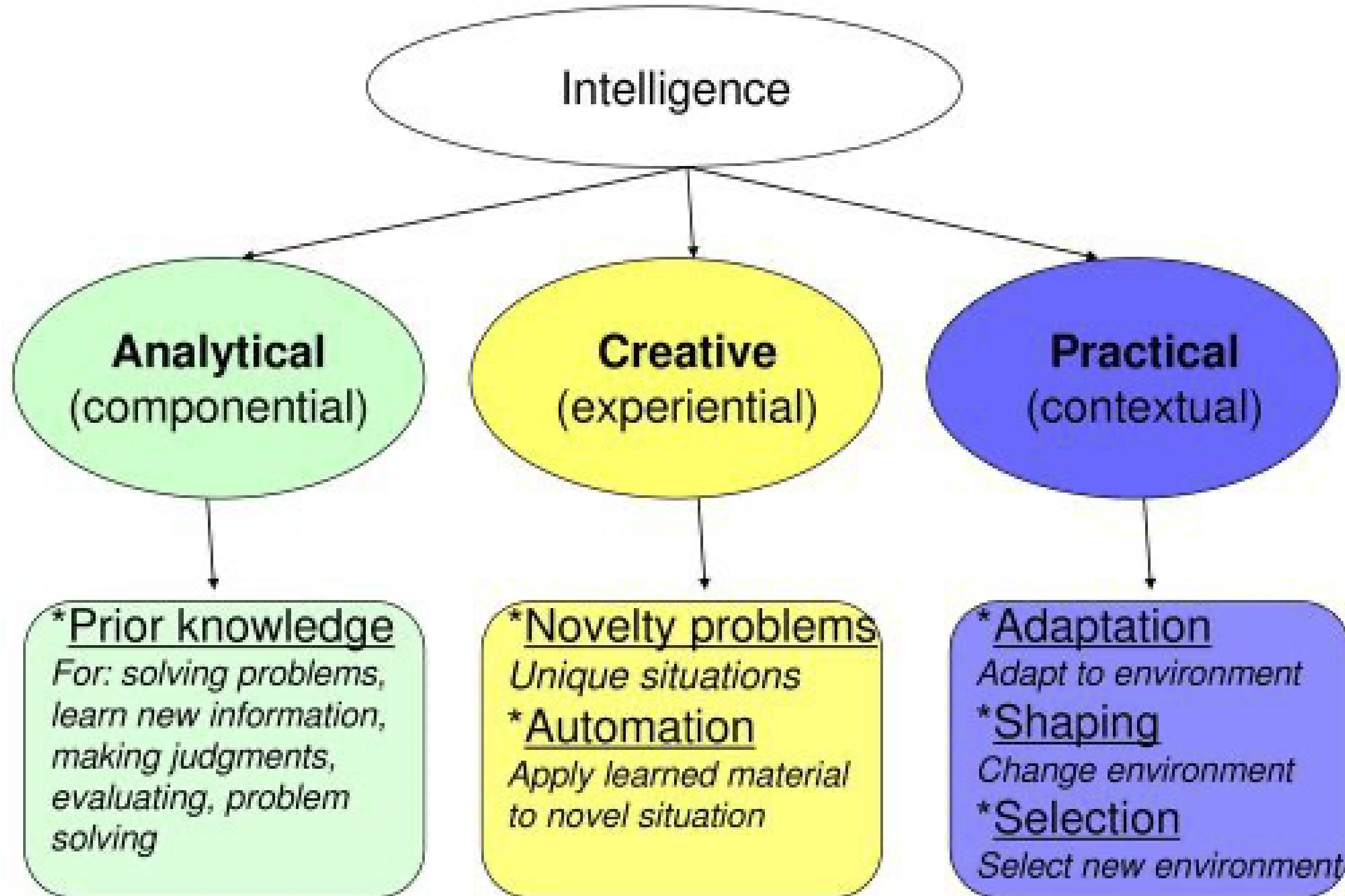
- Individual → Binet, Weschler
- Gardner's Eight Frames of Mind → verbal, mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic skills
- Technology can be used to facilitate learning in each area of intelligence (Dickinson, 1998)
-



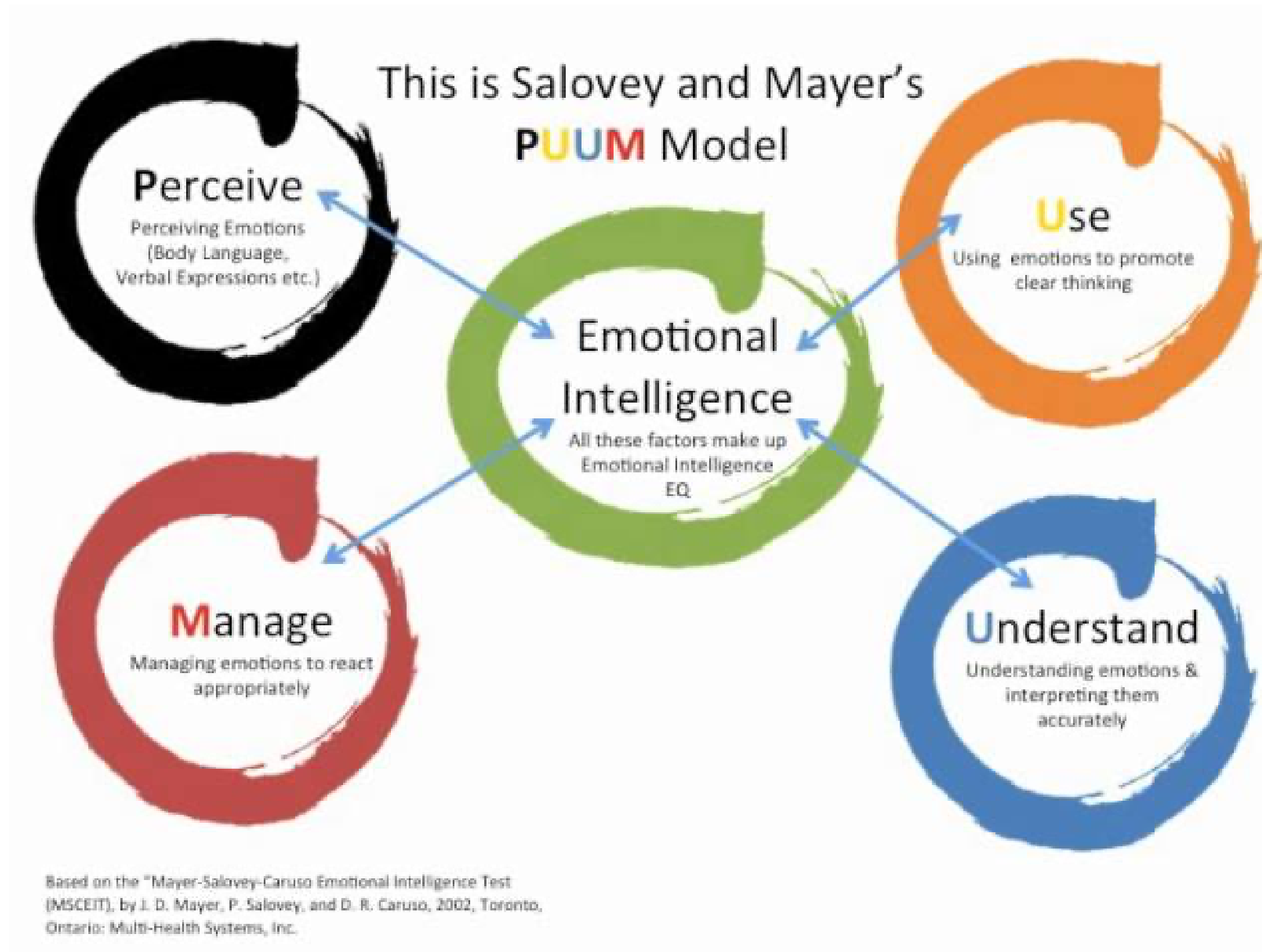
Gardner's Eight Frames of Mind



STERNBERG'S TRIARCHIC THEORY OF INTELLIGENCE (I)



SALOVEY/MEYER EMOTIONAL INTELLIGENCE THEORY



INTELLIGENCE AND THE BRAIN

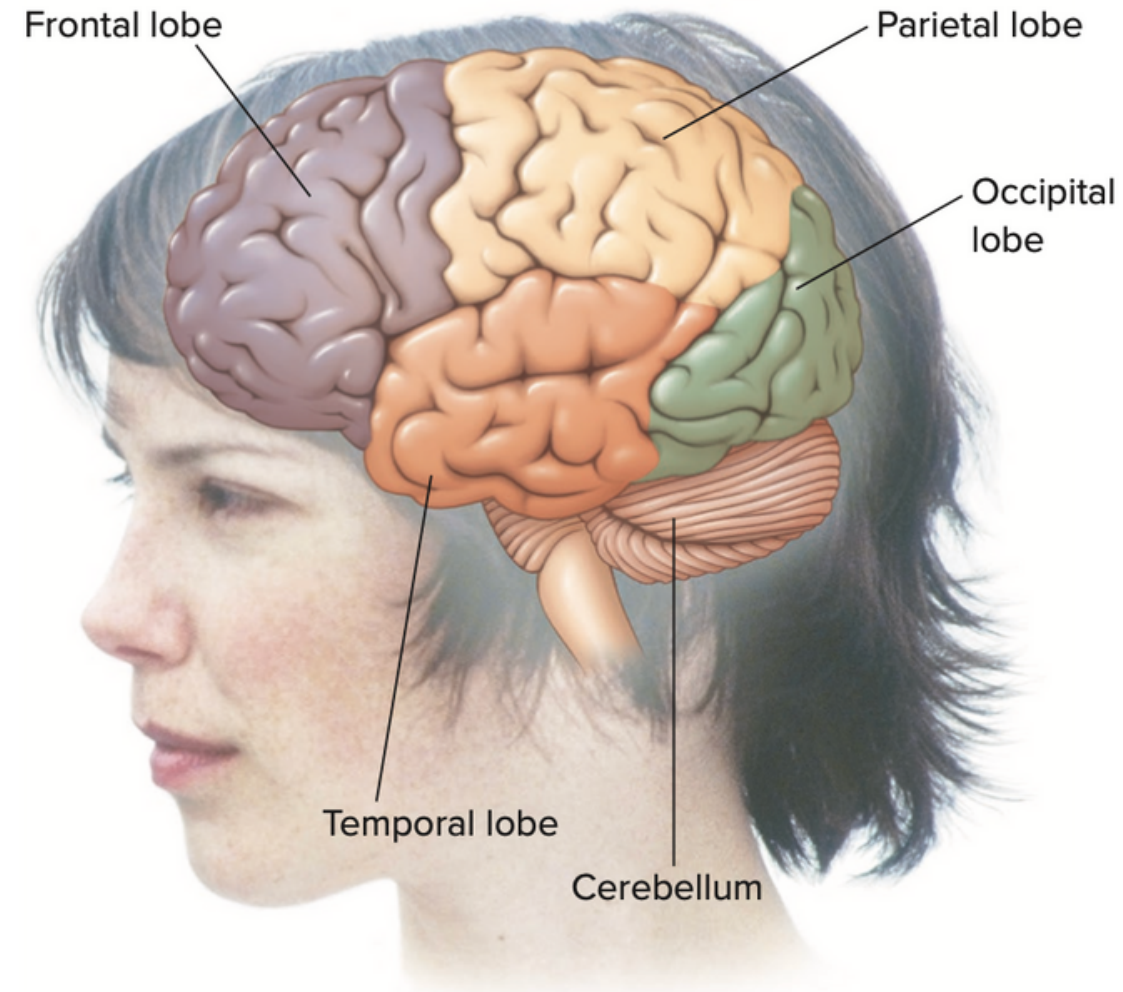


FIGURE 4 INTELLIGENCE AND THE BRAIN

Researchers recently have found that a higher level of intelligence is linked to a distributed neural network in the frontal and parietal lobes. To a lesser extent than the frontal/parietal network, the temporal and occipital lobes, as well as the cerebellum, also have been found to have links to intelligence. The current consensus is that intelligence is likely to be distributed across brain regions rather than being localized in a specific region such as the frontal lobes.

© ER Productions/Getty Images RF

related to
ent study
ontrol and
2). Albert
ietal lobe
ent larger
that have
ance than



CONTROVERSIES AND ISSUES IN INTELLIGENCE



- Nature and Nurture
- Ethnicity and Culture
- Ability Grouping and Tracking



LEARNING AND THINKING STYLE

- Intelligence refers to ability
- **Impulsive/reflective styles** -> *conceptual tempo*, involve a student's tendency either to act quickly and impulsively or to take more time to respond and reflect on the accuracy of an answer (Kagan, 1965). Impulsive students often make more mistakes than reflective students.



LEARNING AND THINKING STYLE

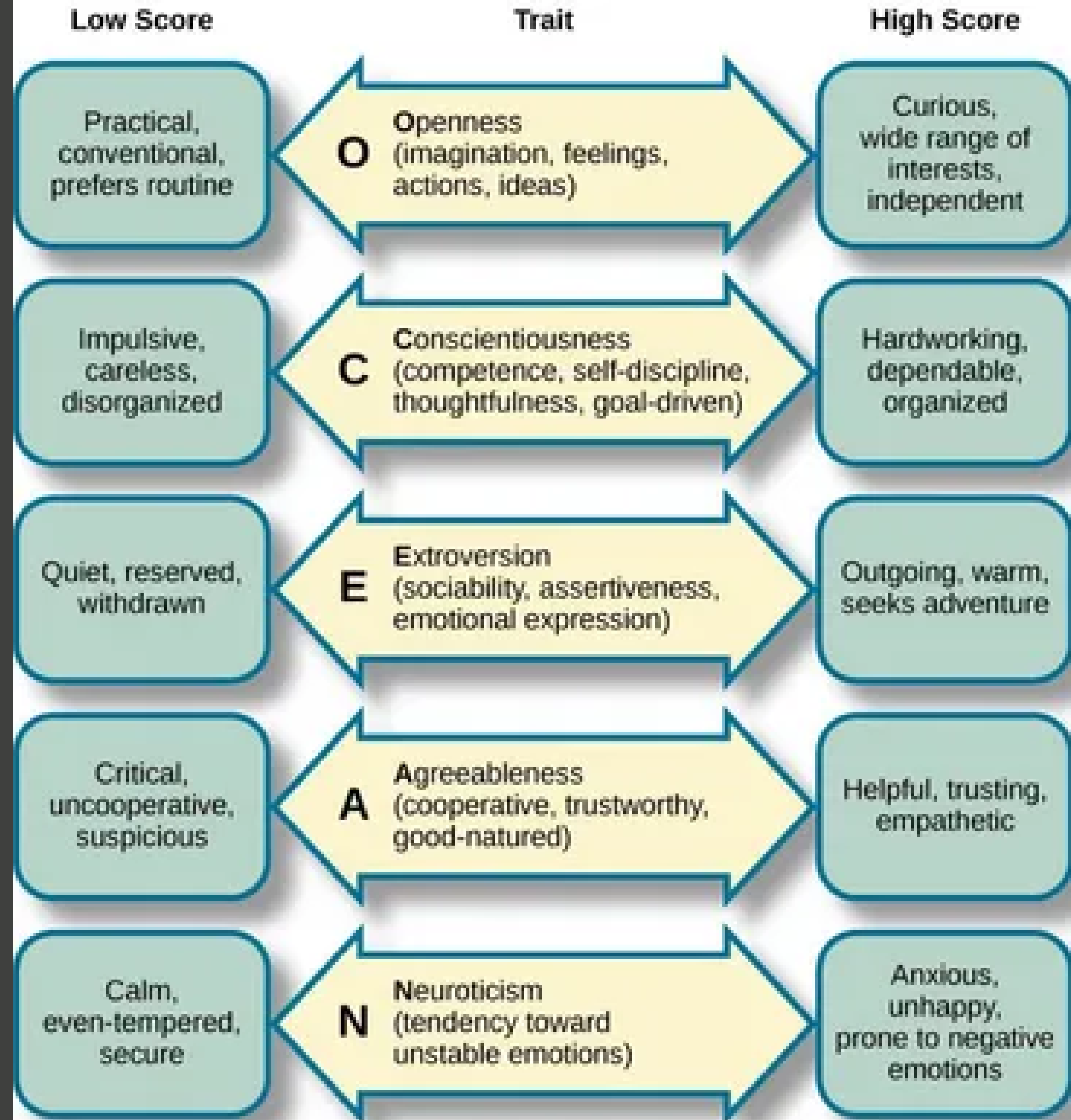
- **Deep/surface styles** involve how students approach learning materials.
- **Optimistic/pessimistic styles** involve having either a positive (optimistic) or negative (pessimistic) outlook on the future.
- A survey of researchers in the field of learning and thinking styles revealed that the three most common criticisms of these styles involve (1) low reliability (2) low validity (3) confusion in the definitions of styles (Peterson, Rayner, & Armstrong, 2009).



PERSONALITY AND TEMPERAMENT

Personality refers to distinctive thoughts, emotions, and behaviors that characterize the way an individual adapts to the world.

BIG 5 PERSONALITY FACTORS



TEMPERAMENT

- Temperament is closely related to personality and to learning and thinking styles. Temperament is a person's behavioral style and characteristic ways of responding. Some students are active; others are calm.

Temperament Classification

- An easy child is generally in a positive mood, quickly establishes regular routines in infancy, and adapts easily to new experiences.
- A difficult child reacts negatively and cries frequently, engages in irregular daily routines, and is slow to accept change.
- A slow-to-warm-up child has a low activity level, is somewhat negative, and displays a low intensity of mood.



Referensi :

Santrock, J. W. (2018). Educational Psychology 6th Edition. New York: McGraw-Hill.

<https://www.proprofs.com/quiz-school/story.php?title=quiz-7-j-e>

<https://www.verywellmind.com/erik-eriksons-stages-of-psychosocial-development-2795740>