

Educator Strategies for Addressing Individual Differences in the Learning Process

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Abstract

When it comes to the learning process, it is not enough for the instructor to just transfer the material, or what is more frequently referred to as the transfer of knowledge. Because there are various components of learning that need to be assessed by teachers on their pupils, including cognitive aspects, emotional aspects, and psychomotor aspects. This is because learning encompasses all of these characteristics. Therefore, in order to realize learning goals with the best possible results, it is necessary for teachers to have an understanding of the peculiarities of each student. We are going to discover that individual variation is typically the result of the simultaneous interplay between hereditary factors and environmental impacts, which finally results in the production of a one-of-a-kind human person. Therefore, in order to be an effective educator, one must have the ability to comprehend the qualities and features of each unique pupil. In a certain manner or approach, and then directly implement it in the learning process, so that they are aware of the differences between their pupils and how to overcome them in ways that are simple for students to grasp or understand.

Keywords

individual differences;
learning; strategy



I. Introduction

The term "individual difference" refers to the different ways in which each human person, created by Allah Almighty, is different and different from every other human being. Students with the same age range will not have the same set of abilities and qualities (cognition, personality, physical skills, etc.). The uniqueness of students can be accommodated through pedagogical strategies and activities (Ag & Mudlofir, 2021).

Identifying the traits of a particular person is not universal. There are two main sources of diversity: innate characteristics and education. All biological characteristics of a person are considered congenital if inherited from both parents. The causes of individual variations influenced by the outside world include the socioeconomic level of parents, culture, and even the order of birth. Variations in gender, abilities, personality, and learning styles also appear and have an impact on the educational process. Since there is little that all human beings have except for their unique traits, it is inevitable that there will be noticeable differences among students. How much a person will show off his unique talents, or what specific components of those qualities will be displayed. Everyone is an individual, regardless of age, company, or location. A person's standing as an individual is represented by his position in the group. The special features of a person are those traits that relate only to that person. Everyone has a unique set of traits and qualities. The term "individual difference" is used to describe this difference. Thus, according to Landgren (1980), "different" in "individual differences" refers to the

occurrence of variance, both in terms of physical and psychological characteristics. There are many oddities among students, and this variety comes from their unique identities and experiences. The physical, religious, intellectual, social, ethical, and artistic aspects of the student's personality all exist, as observed by Suharsimi Arikunto (1986) (Aisyah, 2015).

Educators are expected to see each child as an individual and know how best to accommodate their unique needs. It is very important to learn about diversity because problems often arise when the unique traits of people are not taken into account (Aisyah, 2015). Educators can learn a lot about cognitive differences, conversations, language, motor, family, achievements, and student backgrounds from the challenges they face (Sodik, 2017).

The educational context is where this variation should be addressed. The unpredictable nature of behavior, IQ, and other qualities throughout the early days of a child's life present unique challenges for such children (Mashar, 2015). This means that, from Langren's point of view, "differences" in "individual differences" refer to the way people evolve over time, both physically and mentally. Technological advances and social norms are just two examples of how civilization has evolved over the centuries. Aspects of society, politics, economy, industry, information, etc., can change as a result of various problems facing individuals, including but not limited to unemployment, adjustments, types and opportunities of education, educational plans and options, social relationship problems, family problems, financial problems, and so on (Aisyah, 2015).

While everyone is doing it themselves, there are still people who may need help. As a result, starting with On the basis of these questions, the authors are interested in investigating the topic of individual differences, and they have revealed a number of intended research objectives. This includes learning more about what makes each person unique, as well as gaining insight into methods to accommodate these differences. Educators, in particular, are intended to be able to use the findings of this study as a starting point to expand their own scientific literacy, which is one of several research objectives.

II. Research Method

The research technique for information collection is through the use of literature studies, and the library research method is the collection of information from books and other references related to research problems and objectives. Researchers will read, process, and evaluate various books and other publications that are the source of the data.

III. Discussion

3.1 Implications of Individual Development

a. Differences between Individu

Individual differences between students are unavoidable because there is practically nothing in common that human beings have except the differences themselves. This is because there is almost nothing in common that humans have. The extent to which different individuals will manifest the characteristics of their differences or the combination of the many components that make up these differences to varying degrees.

An individual can be anyone at odder son, an adult, or even someone who is alone or part of a group and this term applies to both situations. An individual is a representation of a person's status as an individual or an individual. Individual traits are traits that are specific to individuals and are related to individual differences. Each individual has their own set of unique qualities and traits, which distinguishes them from others. These differences are

referred to as individual differences or just ordinary individual differences. According to Landgren (1980), "different" in "individual differences" refers to variations that occur, including variations in the physical and psychological characteristics of individuals (Firmansyah, 2021).

b. Biological Differences

Variations in children with respect to their biological components cannot be ignored as unimportant. Another factor that should be considered in this case is the state of health of the child. Eye and ear health is a biological factor that is closely related to the extent to which a person is able to understand what is being taught in the classroom. Those students who have learning difficulties due to their vision or hearing problems will have difficulties in those areas individually. The biological diversity that exists among children in general can sometimes result in varying treatment from educators or teachers. Some educators incorporate biological considerations into their students' assessments of work. Freud distinguished personality into three mental components or psychic structures based on fundamental beliefs about human behavior. These are referred to as "ids," "egos," and "superegos," respectively (Hadi, 2017).

"id" is the biological side of the personality because it combines biological aspects, such as more fundamental impulses and impulses. This biological element includes both basic impulses and impulses. Id is a true psychological reality due to the fact that it is exclusively an inner world or a subjective universe.

The "ego" is a psychological feature of the personality derived from the desire of the organism to successfully relate to the real world and to mediate between the innate requirements of the organism and its environmental conditions. This need arises because organisms have to survive in the real world.

The "superego" is a sociological aspect of personality because it represents traditional values and ideals of society that parents interpret to their children through various commandments and prohibitions. This is because parents are the main interpreters of these values and ideals for their children.

c. Differences in Terms of Psychology

Variations in student personalities, interests and motivational levels are examples of psychological variants between them. There is a strong positive correlation between the three psychological elements and the learning outcomes achieved. When students have high learning motivation, are very interested in the topics discussed, and have a good memory, then the learning results obtained will be at the highest level.

Teachers can take advantage of these psychological differences when managing classes, especially when it comes to the placement of children in their seats and the grouping of students. Children who have a low level of interest and motivation should be involved in the group of children who have a high level of interest and motivation so that children who are currently less motivated will become more motivated (Riswanti et al., 2020).

d. Differences in Terms of Intelligence

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There have been many studies conducted on the subject of individual differences, including differences in intellect and how intelligence variations affect differences in

achievement. Some of the topics that have been discussed include: The ability to learn and store information is a major contributor to this variation in intelligence. According to Ackerman's interpretation (as presented in Berliner and Calfee), this process of knowledge acquisition can be broken down into three different phases, each of which requires a unique set of intellectual skills: cognitive, associative and autonomous phases (Rismawati et al., 2021).

The capacity of students to tolerate uncertainty, withhold approval, face contradictions, and recognize the benefits of opposing ideas and opinions without skepticism or competition is one of the characteristics of intellectual maturity in students. Another feature of intellectual maturity is the ability to face contradictions. When there are differences of opinion, those who are intellectually mature will not have a hostile attitude towards the opposite point of view (Turhusna & Solatun, 2020) .

e. Differences in Terms of Talent

Despite the fact that people often use the terms talent and intelligence interchangeably, talent is only one of the characteristics associated with intelligence. Aptitude is a condition or set of characteristics that are considered as symptoms of an individual's ability to acquire through the practice of some knowledge, skill, or set of responses, such as linguistic abilities, musical abilities, and so on. According to Bingham's definition, aptitude is a condition or set of characteristics that are considered as symptoms of an individual's ability to acquire through the practice of some knowledge, skill or set of responses (Rismawati et al., 2021).

3.2 Factors Affecting Individual Differences in Learning

a. Intelligence

The mental abilities of a person, which include the process of rational reasoning, are referred to as his intelligenace or intellectual intelligence. Intelligence can only be inferred from various real-world actions that are expressions of rational cognition, rather than being directly observed. According to Ormrod (2008), intelligence is the capacity of a person to adapt the skills and knowledge they acquire to face new, more difficult challenges. To be considered intelligent, one must be able to carry out a task without the help of others (Freiberg, n.d.) .

Furthermore, according to Santrock (2007), intelligence can be defined as the ability to solve problems, adapt to changes, and learn from one's own experiences. The ability of a person to adapt and solve difficulties every day, as well as their ability to learn and grow, is defined as intelligence. According to David Wechsler (1958), intelligence is the capacity of a person to understand and respond to the surrounding environment, as well as to make reasonable decisions when faced with difficulties. Intelligence is described by Walters and Gardners (1986) as a set of abilities – abilities that allow people to solve problems or produce something as a result of the existence of a certain culture (Freiberg, n.d.) .

Psychodiagnostic instruments or the word Psychotest are used in psychology to measure intelligence. Intelligence test results are often expressed in IQ, a specific unit of measurement that may indicate the amount of intelligence measured (Intelligence Quotient). There are many ways to describe intelligent people, but in general we can state that intelligence is much greater than just the ability to solve diverse problems in the form of symbols (as in mathematics) (Freiberg, n.d.) .

Behaviors related to intelligence include: Observing natural landscapes and recalling those scenes in your mind. Observing features such as trees, flowers, and the sun and then comparing and analyzing many objects he has observed is already an intelligent act (Freiberg, n.d.) .

b. Emotion

There are two types of emotions, which are characterized by pleasant and negative feelings. Emotions that have a good effect on learning include happiness, satisfaction, and a sense of security. It can also have a detrimental effect on the process of thinking and learning if negative emotions such as fear, fear and wrath are present.

According to Peter Salovey and John Mayer (1990), emotional intelligence is the ability to accurately and adaptively perceive, express, understand, and use the emotions of oneself and others to help one's mind flow, such as being in a good mood when one is thinking creatively, and measuring the emotions of oneself and others, such as the ability to control anger. Emotions are feelings that can only be felt by the person who experiences them. Emotional intelligence, according to Goleman, is more important than intellectual intelligence in predicting one's own successes or failures. Emotional intelligence can be an obstacle to learning even though the child has a high level of intellectual ability.

It is important that the teacher to instill in students a sense of excitement and excitement about their academic pursuits during the learning process. In terms of emotional intelligence, students can have a variety of abilities based on their experience and treatment, as well as their own emotional coaching (Gredler, 1991).

c. Motivation

In psychology, the term "motivation" refers to the internal state of mind that inspires, guides and sustains behavior. In the field of motivational psychology, researchers look at how and why people initiate certain actions directed at goals, how long it takes to start activities, and how persistent students struggle to achieve their goals.

Theoretically, the concept of motivation can help us better understand why certain behaviors are carried out in the way that they do (Maehr & Meyer, 1997). Motivation is defined by Keller (1987) in the same way, as a concept that determines both the magnitude and the consequences of one's actions.

Motivation, according to David McClelland (1965), is related to the desire to succeed. Abraham Maslow (1987) proposed the hypothesis that motivation is triggered by basic needs ranging from physiological needs to survive, the need for a sense of security, attachment, self-esteem, the need to know, self-actualization to the need for transcendence. Motivated learners are more likely to succeed. Motivation are drives that initiate a person's behaviour to act in a certain way. For someone to act either positively or negatively depend on incentives that is available (Takwate, 2021). Purwanto in Khairani (2020) which states that "motivation is a conscious effort to influence a person's behavior so that he moves his heart to act to do something so as to achieve certain results or goals". According to Mc Donald in motivation (Kompri in Irhamna, 2020) is a change in energy in a person's personality which is marked by the emergence of affective (feelings) and reactions to achieve goals, so that the emergence of motivation in individuals can be realized or not.

The driving factor behind learning activities, this motivation is what keeps students interested in learning. The efforts of students will be driven by a strong desire to learn. Intrinsic and extrinsic motivation are the two most common types of motivation (Twyman & Heward, 2018).

1. Intrinsic Motivation

The objectives corresponding to the activity itself are examples of intrinsic motivation. For example, a student works hard in class because he likes the subject matter and wants to study it well. There are some students who are intrinsically motivated because it gives them joy, helps them acquire skills, or is morally and ethically correct for them to do so. If a student has a high level of intrinsic motivation, he will be able to devote all his attention to an

activity, regardless of how much time or money is needed. Extrinsic motivation, according to Woolfolk, stems from the presence of internal variables such as interest; needs; pleasure and curiosity.

2. Motivation Comes from Outside of Oneself

Extrinsic motivation is the driving factor behind an individual's decision to engage in certain behaviors in order to obtain additional benefits. Extrinsic motivation is often influenced by rewards and punishments, which are examples of external incentives. For example, a student might try harder in class to do well in the exam. Students who are driven by considerations other than existing activities, such as value, money, or recognition, are described as extrinsically motivated. However, they are motivated by other goals, not the main goal of the learning activity, that is, mastering the content or the thing learned. This is the most common motivation for students.

Teachers should strive to create a classroom environment that encourages students to learn on their own. The elements of self-determination are emphasized in one interpretation of intrinsic motivation. Providing students with a variety of learning options and allowing them to take on more responsibility can help them develop a strong sense of self-motivation (Twyman & Heward, 2018).

d. Interest

The feeling of liking something as well as being interested in doing it of our own accord is what we mean when we talk about interests. Recognition of the relationship between oneself and something outside of oneself can be understood as the essence of interest. The greater the strength of the relationship or the degree of proximity, the higher the degree of importance. According to Crow and Crow, the type of movement that motivates a person to face or interact with people, objects, activities, or experiences stimulated by the activity itself has to do with interests. It is possible for students to show their interest by stating that they like one item above another, and it is also possible for students to show their interest by actively participating in an activity, such as a learning activity.

Students who have an interest in a particular topic or activity can have that interest for several reasons, one of which is because they find the topic or activity interesting and difficult. There is a relationship between interest and intrinsic motivation. Students who engage in activities that interest them report a much higher level of positive influence, including fun, enthusiasm, and fun. Students who have a genuine interest in a subject matter are more likely to pay more attention to that subject matter and become cognitively involved in learning it. Students have a greater tendency to take something that is not only relevant but also organized and detailed in their education. For example, by drawing the relationship between it and previous knowledge, creating mental images, giving examples, connecting diverse ideas, drawing conclusions, and determining prospective applications (Twyman & Heward, 2018).

e. Learning Styles

It can be said that each student's ability to absorb and understand the lesson, as well as their specific learning style, are very different. There are some students who prefer to learn by sight rather than by hearing; they would rather learn by sight than by hearing; they prefer to learn by sight rather than by hearing. Certain students' auditory learning styles prefer to be taught by teachers who talk about content, play recordings, or interact with students to help them learn. In addition, there are students who prefer to learn through hands-on activities such as drawing, creating mind maps or infographics, documenting their observations, or

engaging in scientific research. The term for this teaching method is "tactile style" (Tactual Learners).

It is impossible for teachers to adopt only one teaching technique in the classroom, therefore educators must help students identify a learning style that suits them while also allowing them to explore other options. Each child's learning style can be accommodated by a variety of approaches, methods, and strategies that can be used in the classroom.

Teachers can use a variety of graphical representations to convey information or subject matter to meet students' visual learning demands. Movies, slides, sketches, scribbles, picture cards, and posters are examples of graphic tools. Teachers can combine learning materials with varied lectures, use recording devices, allow students to retell stories in front of the class, or discuss. Students who want to learn by touch can use a variety of touchable objects, work in the lab, or simply have fun while learning. Students with a tactile learning style will benefit greatly from the use of computers, since they will be able to interact with computers and absorb information visually and verbally. In addition, students can be asked to see or directly review data in the field for more effective and meaningful learning (Zagoto et al., 2019).

These other factors, in addition to psychological variation, have the potential to influence the growth and learning processes of individuals, including cultural and linguistic aspects as well as socioeconomic status and gender. Due to the variety of learning styles and preferences among students, it is important that teaching is flexible enough to accommodate these differences. The psychology that explains the variance and similarity of people's personalities is the focus of Individual Differences. The psychology of individual differences explores and analyzes how people differ in their thoughts, feelings and actions.

3.3 Strategies for Overcoming Individual Differences in Learning

Nevertheless, the individual variance in the learning that takes place in schools, although it is a natural occurrence that occurs as a result of the different conditions experienced by the individual student, should not be allowed by the teacher. Educators need to make efforts to overcome the condition of individual variations in the student learning process because if these conditions are allowed to continue, it is certain that there will be significant differences in learning outcomes between students. Due to these significant differences in learning outcomes, educators are also considered unsuccessful in teaching, because the average achievement of student learning outcomes is low. Therefore, individual variations in learning must first be overcome by organizing an individualized teaching system. It refers to a method of teaching implementation that seeks to pay attention to or serve each individual student according to his level of ability. In schools that adhere to the classical teaching system, this challenge must be overcome first by organizing an individualized teaching system (Rismawati et al., 2021).

In order for students to have a desire to learn and be motivated to do so, the teacher can apply various strategies that take into account the individual variance that appears during the teaching and learning process in the classroom. Students are expected to not be difficult to accept the learning materials offered by their teachers if they come to class with the purpose and willingness to learn and it is hoped that the teaching and learning process will take place during the learning process (Clarke & Braun, 2013).

Here are some ways that individual differences can be accommodated, as stated by Oemar Hamalik (2012: 186-192): accelerated and complementary programs, individualized teaching, unit teaching, special classes for intelligent students, remedial classes for sluggish students, grouping by ability, informal grouping (small groups in the classroom), supervision of individualization periods, enrichment and expansion of the curriculum, elective subjects, differentiation of flexible tasks and tasks, t-test. t-testing stands for test Due to the fact that

everyone has their own unique skills, instructors need to provide a variety of services to students in order to design and deliver differentiated program lessons appropriately. This is intended so that each individual will feel comfortable with the learning he receives so that it is expected to affect the individual's learning outcomes. This is due to the fact that different individuals are handled in different ways during the learning process (Aprilia, 2013).

Meanwhile, according to Nini Subini (2012: 44-53) states that how to deal with individual differences can be done in the following ways: module systems, computer-assisted learning (computer-assisted instruction), learning, programmatic, task systems, and Keller systems. Keller's research was published in the Journal of Educational Computing Research (ARCS) (Aprilia, 2013).

In practice, the process of handling each individual is carried out uniquely between individuals who differ from one another. Due to the unique characteristics that each person has, the approach they use to treat a condition is also different. The next step, once the teacher has discovered the differences between each individual, is to plan and implement a teaching program tailored to those differences. This ensures that each individual is able to develop according to their own abilities and at a pace appropriate for them (Aprilia, 2013).

Efforts that educators can make in overcoming differences in learning (Turhusna & Solatun, 2020):

1. Finding the Best Approach to Education

Learning strategies that only involve reading may not be suitable for children who rely on their hearing abilities. On the other hand, explanation alone is not enough for some children to understand the concepts presented. If you know the type of students enrolled in your class, you will be able to use a variety of teaching strategies for one topic to ensure that each child can understand it.

2. Giving Students Equal Treatment

There are all kinds of abilities among young people, even in the same class. When dealing with children who have different personalities, one of the approaches that teachers take is to treat all students in the same way. regardless of their capacity to understand the content that is being conveyed to them.

3. Providing the Right Inspiration

It is possible that some students will not have the same language ability as others. When it comes to providing an appropriate level of incentive, this is where your position as a teacher comes into play. Try to identify other aspects of his strong character instead of focusing on the fact that he is incapable. After that, you must motivate him to reach his full potential. Students will not have the impression that they are less valuable to their classmates in this way.

4. Maintain proper interactions

Establishing productive lines of communication with students first of all requires awareness and appreciation of the unique characteristics that children bring into the classroom. Student A may be more enthusiastic in responding to criticism, but Student B is more likely to use criticism as a spur to improve his work. One of the approaches that teachers take when dealing with the different personalities of their students is to communicate what they think in a way that is conducive to engagement and does not interfere with the feelings of children.

In addition to the four goals above, one of the attitudes that a teacher should have towards the various personalities of his students is to cultivate a conducive learning environment. To achieve this, will require an interesting form of educational material.

3.4 Addressing Individual Differences in Terms of Capture Power

Everyone has a unique capacity to learn and understand. They range from very fast to very slow to very slow. That means they have to find a variety of approaches to teaching and studying the same material. The learning modality of a person, also called learning style, refers to the way in which he accepts and understands the world around him. The use of modalities in the educational process is commonplace. Learning styles, or modalities, are how an individual responds to and utilizes various learning inputs, as explained by Nasution. According to research, pupils' learning styles can be broken down into different types called "modalities." In the end, they decided (Dinatus, 2018):

- 1) The term "Modality" refers to the fact that each learner has his own unique strategy for acquiring knowledge. Teachers also tend to develop their own unique approach to the classroom.
- 2) Modalities can be found using special tools.
- 3) Teaching efficiency is improved when different pedagogical approaches are paired with different learning modalities.

The curriculum, administration, and teaching and learning process are all influenced by the knowledge of the presence of many modalities. This issue is extraordinarily complicated, challenging, time-consuming, expensive, and annoying. Bobbi DePorter and Mike Hernacki define modalities as the different ways in which a person takes and then sorts and processes information. The ability to process information sequentially, analytically, globally, or from the left brain is one of the components of the modality; the ability to respond to stimuli in the learning environment is another thing (absorbed abstractly and concretely).

3.5 Visual (Learning by Looking)

This mode retrieves data related to vision: colors, images, diagrams, and maps. Information is retrieved and processed by visual learning models. The following are some of the characteristics possessed by visual learners (Dinatus, 2018):

- 1) Citra visual over auditory memory.
- 2) Loves to doodle, although it is often pointless in class.
- 3) Fast and meticulous moisture
- 4) Better read than read

Strategies and ways of adapting to the needs of visually oriented individuals

- a. Rely on visual aids such as photos, sketches, and maps.
- b. Emphasize the key points by highlighting them in different colors
- c. Antusiasme for picture books
- d. Merging Multimedia

3.6 Sense of Touch (Learning through Moving, Touching, and Doing)

Kinesthetic learners are those who acquire knowledge through physical motion, touch, and the execution of tasks. Children like this have a strong need to move and find their surroundings, so it can be a challenge for them to sit still for a long time. Learners who take advantage of this approach do so through the use of gestures and touch. The learner in the kinesthetic learning model is the one who absorbs knowledge by performing a variety of different physical movements. The quality of learners is kinesthetic, among others (Dinatus, 2018):

- 1) Maintain a strong focus on your body and make sure to move around a lot.
- 2) Set the speed of speech .
- 3) Reacts when given immediate physical attention
- 4) Love to use a variety of tools and media

Strategies to interact with those who are kinesthetically oriented:

- a. Do not make the child study for too long.
- b. Encourage children to learn by encouraging them to explore their surroundings.
- c. Let the children chew gum while they study.
- d. When reading, use bright colors to draw attention to the most important details.

3.7 Auditory (Learning by Listening)

Children who learn best through hearing mode may speed up their education by engaging in verbal dialogue and paying attention to what the instructor says. Auditory children are able to understand the meaning communicated through the timbre of the speaker's voice, the high and low of his tone of voice (high and low), the speed of his speech, and other auditory aspects. In terms of meaning, written information can sometimes be quite meaningless for auditory learners to listen. Reading aloud and listening to audio recordings are proven methods to help such children remember information faster (Dinatus, 2018).

The auditory learning model is a model in which a person absorbs information faster through what he hears. Written explanations will be more easily absorbed by these auditory learners. Auditory people have various characteristics, including the following (Dinatus, 2018):

- 1) Absorb faster by listening
 - 2) When reading, they have to move their lips and voice the text on the page.
 - 3) Enjoys reading and listening
 - 4) Able to repeat and imitate time as well as tone and tone of voice.
- Skill strategies for interacting with highly auditory people
- a. Engage students to participate in conversations
 - b. Voicing encouragement to children to read the material aloud.
 - c. Educate by using musical accompaniment

IV. Conclusion

Human beings are creatures that can be understood from a number of different points of view. Since the beginning of the BC century, man has been used as a philosophical object, both as a formal object that raises questions about human nature and as a material object that raises the question of what man looks like in various contexts. Individual differences, such as those related to cognition, language skills, motor abilities, background, talents, readiness to learn, level of achievement, family environment, background, cultural and ethnic background, and educational aspects. In reality, the process of handling each individual is carried out in a different way from the way other individuals are handled. Since each individual has their own set of distinctive qualities, the way they approach the handling of the problem will also vary. Once the instructor has gained an understanding of the differences among students, the next stage is to design and execute a customized instructional plan to accommodate this variance. This ensures that everyone can develop according to their own abilities and at a level convenient for them, regardless of their starting point.

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