RESEARCH ARTICLE

UNDERSTANDING THE DIFFERENCES OF LEARNERS AND LEARNING NEEDS THROUGH THE DEVELOPMENT OF COGNITIVE, LANGUAGE, SOCIAL, MORAL AND PERSONAL

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This article aims at discussing the importance of understanding the difference between learners and learning needs through the development of cognitive and language. Cognitive Development is the change in mental abilities such as learning, memory, and thinking, language, social, moral and personal to think abstractly. Each will pass through a series of qualitative changes which are invariant. It is always fixed. It does not jump or step down. Each has the difference between one another. It depends on the level of cognitive and language development, personal, social and moral. The importance of understanding the process of cognitive development and language, social and moral of a person is to be able to understand how a student in learning. Providing the appropriate education to students in a variety of age is not an easy thing. Therefore, we must know which education for students who are easier to understand for the cognitive development of children. According to Piaget, Theory of cognitive development consists of four stages: Sensor motor phase, Proportional Phase, Concrete Operational Phase, Formal Operational Phase. According to Vygotsky's theory, there are three things that became the core of the view of Vygotsky, namely: Children's cognitive skill can be understood when it is interpreted and analyzed developmentally. Cognitive ability mediated by words, language and forms of discourse, which serves as a Psychological tool to help and moral activity transforms. Cognitive ability is derived from social relations and influenced by the background sociocultural.

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Introduction

Human development can be divided into a number of different aspects. Physical development includes changes in the body. Personal development is a term that is used for changes in the personality of the individual. Social development refers to changes in the way individuals relate to others. Cognitive development refers to the changes in thinking. Many changes during development are simply with growth and maturation of this result in the existence of individual differences as a learner and learning needs.

Learning the process of cognitive development, language, personal, moral and social of learner can understand how a child learns. Providing appropriate education for children in various ages is not an easy thing, therefore, teachers must know which educational for children that are easy to understand in the development of the student as an individual

Educators should pay attention that each is unique. It means that each has the difference between one another such as intelligence differences, differences in cognitive processing and the difference in learning style. Individual differences of this, of course, are very influential to the needs of student learning it. For normal learners, perhaps they will not be too difficult in the process of the acquisition of learning but for the learners who have

special needs, they require special treatment so that they can be studied in accordance with their capabilities and needs as the normal learners.

In terms of learning, each has advantages and disadvantages in absorbing the lessons given. Therefore, in the world of education various methods are known to be able to meet the demands of individual differences. In carrying out the process of teaching and learning in advance will be asked: Why did the human do the learning process? It relates to the purpose of the person or people in following the process of learning. The goal here is a human need that is outwardly and inwardly to be achieved. In the learning process, humans also have a need to keep the learning process going well and according to plan.

A human learning goal is certainly to be better so that the science that they have gained through the process of learning and teaching can be applied in their lives. In order to achieve that goal, before the start of the learning process, an educator needs to hold a prior identification of the needs of individual participants of potency. either individually or in groups, So what is conveyed by the educator in the learning process can be well received by the students as well as the planned goals are achieved.

UNDERSTANDING THE DIFFERENCE BETWEEN LEARNERS AND LEARNING NEEDS

The Concept of Individual Differences: Intelligence, Cognitive Processing, and Student Style

Intelligence

Intelligence is the ability to obtain and use knowledge to solve problems and adapt to the world. According to Plato, the initial theory about the nature of intelligence include (1) the capacity to learn, (2) the total obtained knowledge of a person, (3) the ability to adapt to the new situation and the success in the environment generally. Some theorists believe that the intelligence is a basic skill that influence performance on the cognitive-oriented tasks, such as mathematics, questions on writing poetry and solve puzzles. Evidence of this comes from a study to study which found positive correlation level of moderate to high level among all the tests which are designed to measure a wide range of intellectual ability that separated (Carrol, 1993).

View more proven theory is Raymond Cattell and John Horn on Fluid Intelligence and crystallized intelligence. Fluid Intelligence is the mental efficiency, nonverbal skills which rest on brain development. Crystallized Intelligence is the ability to apply these methods measure alone approved problems culturally.

The view that is currently widely accepted is intelligent as self-concept that has many phases and is a hierarchy of ability that ability is located on the top ability and more specific abilities which are at the level of lower-level ((Sternberg, 2000 in Woolfolk, 2009)). The following are some of the latest ideas about the meaning of intelligence:

- Adaptive Behaviour that leads to a goal
- Ability to solve new problems
- Ability to get and think with new conceptual systems
- Ability to solve a problem
- Skills to plan and other Metacognition
- Speed access memory
- What people think about intelligence
- What is measured by IQ tests
- The ability to learn from a bad learning

According to the theory of multiple intelligences of Gardner in 1993, there were eight separate intelligence, i.e., (1) logical-mathematical, (2) linguistic (verbal), (3) music, (4) spatial, (5) bodily-kinaesthetic (movement) (6) interpersonal (understanding other people) (7) intrapersonal (understanding yourself), (8) naturalist (observe and understand the patterns and systems of natural and human-made).

(Gardner, 1993) states that intelligence are the ability to solve problems and creating products and results that are considered valuable by a culture. The culture and history of different eras give different awards at the eighth intelligence. Naturalist intelligence is very important in the culture of agriculture, while the verbal and mathematical intelligence are important in technological culture. Additionally, Gardner believes that the intelligence has a biological basis. Intelligence is "biological and psychological potential"; that potential can be realized with degrees higher or lower; as a result, of the experience factors, cultural and motivational influence someone.

The theory of multiple intelligences Gardner has not been widely accepted in the scientific community, although it has been used by many educators. Some critics say that some of the intelligence is the talents (skills, the ability of a physical-kinaesthetic musical) or personality traits (interpersonal skills). "Intelligences" are not at all new. Many researchers have identified verbal and spatial skills as intelligence elements. In addition, the eight intelligences were not independent; there is a correlation among the skills. In fact, the logical-mathematical intelligence and spatial intelligence have high correlation (Sattler, 2001). Therefore, separate skills that may not be entirely separate. Recent evidence linking between musical ability and spatial reminds Gardner to consider the possible relationship between intelligence-intelligence (Gardner, 1993).

Gardner responded to criticism by identifying a number of myths and misconceptions about the theory of multiple intelligences and the school. One of them is considered in conjunction with intelligent learning style. Gardner cannot believe that people have a learning style that is consistent. Another misconception is the theory of multiple intelligences that refutes the idea of General Intelligence. Gardner did not deny the existence of general ability, but he questioned how big public intelligence uses to describe the variety of human achievement.

The theory of multiple intelligences by Howard Gardner entered intelligence sometimes intrapersonal and interpersonal, or intelligent about themselves and others. Here can see a corresponding emotional intelligence perspective (E-IQ or EQ) (emotional intelligence).

As know that people have academic or artistic talent, but they were not successful. They are having problems at school, in relationships, at work, and it seems not able to improve the situation. According to some psychologists, a source of difficulty is probably the lack of emotional intelligence, defined for the first time by Peter Salovey and John Mayer as the ability to process emotional information accurately and efficiently.

At the center of the emotional intelligence there are four broad capabilities, namely: perceiving, integrating, understanding, and managing the emotions (Mayer & Cobb, 2000). If cannot perceive what the feel, how can make good choices about work, relationships, time management or even entertainment? Individuals who are able to perceive and understand the emotions of other people (usually by reading cue-non verbal cues) and respond appropriately is more successful in working with others and often coming across as a leader.

Cognitive Processing

Triarchic theory of successful intelligence by Robert Sternberg, 1997 is a cognitive approach to understanding intelligence. Successful intelligence (Successful intelligence) include "skills and knowledge needed to succeed in life, according to the definition of success is concerned, the social-cultural context. The term emphasizes that a successful Intelligence beyond what is measured by tests of mental ability-intelligence is about success in life, as in his theory of three parts, namely analytical, creative, and practical.

First, analytic intelligence involves the mental processes of individuals who produce behaviour that is more or less intelligent. These processes are defined in terms of its components. Meta components run higher functions such as planning, strategy selection, and monitoring.

Second, creative intelligence / experiential, involving new experiences, intelligent behaviour is marked by two characteristics: (1) insight, or the ability to effectively deal with new situations, (2) automaticity, the ability to be efficient and automated in thinking and solving problems. So, intelligence involves overcoming new problems and new solutions to quickly transform into a routine process that can be implemented without involving much cognitive effort.

Third, practical intelligence / contextual, highlighting the importance of choosing to live and work in the context of the likely success will be achieved, to adapt to the context, and if necessary reshape (reshape) the context. The concept of intelligence quotient, or IQ, is added after the Binet test and was brought to the United States at Stanford University be revised Stanford-Binet test. IQ scores are calculated by comparing the scores of mental age and chronological age of the actual individual; the formula is:

> **Intelligence Quotient = Mental Age / Chronological Age x 100**

Description:

Intelligence Quotient (IQ): comparing the value of mental age and chronological age.
• Mental Age (mental age): the ability to represent the performance of the age group. Stanford-Binet test is an individual intelligence test, which must be administered to the students one by one by a trained psychologist and takes two hours. Most questions delivered orally and do not require a child to read or write. A student is usually more focused and more motivated to do the test properly when dealing directly with adults. (Woolfolk, 2009)
Three things to keep in mind in interpreting IQ scores:
> • Check to see if the value was based on individual tests or test groups, be careful on the value of the test group.

- Remember that IQ tests are just estimate's aptitude (talent / intelligence) to learn in general.
- Remember that IQ scores reflect students' experience and learning in the past. (Woolfolk, 2009)

Learners Style

How one approaches learning, and studying is learning style (learning styles) her. Although there are many kinds of learning styles have been described, one theme that unites most of the force is the difference between deep and surface approaches to process information in a learning situation (Dunn et al., 1989 in Pranata, 2002).

Individuals who have a deep processing approach see the learning activity as a means to understand some basic concepts or meanings. They tend to learn the name of learning and is less concerned with how performance is evaluated, so the motivation also played a role. Students, who take a surface processing approach focusing on memorizing the subject matter, not understand it. Such students tend to be motivated by rewards, values, external standards, and the desire to positively evaluate by others. Of course, the situation can encourage deep or surface processing, but there is evidence that individuals have a tendency to approach learning situations with distinctive characteristics.

Two dichotomous learning styles most widely used in the study are:

- Style impulsive / reflective; referred to as conceptual tempo, the students tend to act quickly and impulsively or use more time to respond and reflect on the accuracy of the answers, the students who make mistakes more impulsive than reflective student. Students who tend to be reflective
- Given the structured information
- Read with understanding and interpreting texts
- Solve problems and make decisions
- Style Deep / Shallow; extent to which the students learn the material learned, in a way that help them to understand the meaning of such material (in-depth style) or just look for anything that needs to be studied (shallow style).

In addition to learning styles, is another thing to consider students' learning preferences. Preference learning is the preferred way to learn, for example, prefer to use images instead of text, preferring to work with others rather than alone, prefer to learn in structured rather than unstructured situations, and others. (Woolfolk, 2009)

The Benefits Of Knowing The Differences Of Learners And Learning Needs Of The Education And Teaching

In recognizing differences and learning needs of the learners, teachers should engage learners to identify, represent and formulate learning needs, available resources and the obstacles they may face in learning activities to meet the learning needs. Pranata (2002) say that no two individuals have the same intelligence. Some people learn better, in a way, partly by other means as well. Identify learning needs aimed to engage and motivate learners so that learning is perceived as part of life, and they feel to have it. This can be done as follows:

a. Learners are encouraged to express the learning needs of a particular competency they want to have an acquired through learning activities.

b. Learners are encouraged to recognize and utilize the environment as a learning resource to meet learning needs.

c. Learners are helped to recognize and express the possibility of the existence of barriers in an effort to meet the learning needs, whether it comes from inside or outside.

3. Application of Learner Differences and Learning Needs In Education and Teaching

One of the important things the teacher is the ability to manage classes. Working with students requires techniques and strategies in order to achieve the learning objectives. Early stage to be able to manage the class well starting from:

- Appreciate the diversity of the students
- Recognize the advantages and strengths of individual students
- Provide opportunities for students to develop themselves
- Draw up and follow a routine schedule of planned programs • use of rules and procedures to produce harmony in behaviour and academic

COGNITIVE DEVELOPMENT AND LANGUAGE
The Concept of Cognitive Development

American poet of the 20th century Marianne Moore says that the mind is "something that sings." How does it evolve has attracted the attention of many psychologists. Here are three-brain development and cognitive development theories of Piaget

Brain

Until now, not much is known about how the brain changes when the age of the children and when he grows up. Although there have been improvements in an effort to explain the changes in brain development, but there are still many unknowns, and the relationship of brain development and education of children is still difficult to determine. Blair, 2002 (in Santrock J W, 2010).

Brain and Education of Children.

There are many claims about how a child's education should be based on the ability of the brain. Some journalists asserted that educators should pay attention to neuroscience to answer questions such as how best to teach children based on brain growth and development.

Unfortunately, unequivocal statement about the implications of brain science for education of children is a statement which is speculative and often differs from what is known by scientists about the brain. Breur, 1999 (in JW Santrock, 2010). Can saw quite exaggerated statements about the logical left brain and right brain creative to see where there is an error in an attempt to relate brain neuroscience with education. (Sousa, 1995).

Concept Language Development

In essence, child, when was born has been equipped with an assortment of the potential possibilities for growth that is not yet a reality that is patterned to face environment. Among the potential is the potential physical, intellectual, social, emotional, moral and language. Preschool period is a very important and crucial, because through this; period will also determine the success of a child's development in the future. Brittle or weak development of preschool children in child development also resulted in weak subsequent periods. Conversely, if, at the preschool-age, child has a good development process, then the child will grow into children expected.

According to Santrock (2010), language is a form of communication, whether through speech, writing or signs, which are based on a system of symbols. Human language is created. All human languages also have rules of phonology, morphology, syntax, semantics, and pragmatic.

Potential language is a potential that should be developed in preschool children because with good language skills; children can develop not only academically but also children are able to interact well in a social environment. Assist the process of language development in preschool children should begin with understanding of the world a child, the child's language skills, the factors that may affect the process of child language development, and others. One attempt to do is go to and at school. (Santrock, JW 2010).

Recognize the Benefits of Cognitive and Language Development in Education and Teaching

Language is one of the most important elements in the development of thinking. Human thinking is almost impossible without language, and through language, the human mind can be displayed. Language also can distinguish humans from other creatures. There are several opinions about the language.

According to Piaget, thinking that precedes language and broader than the language. Language is one of the main ways to express a thought, and the whole development; the mind always precedes language. Language can assist cognitive development. Language can direct the child's attention to new objects or new relationships that exist in the environment, introduce children to the different views and provide information on the child. Language is one of the various devices found in the human cognitive system. A cognitive psychologist Piaget stressed that children are active and adaptive, but the process is self-centered thinking is very different from adults, the learning experience tailored to their understanding.

The Application of Cognitive and Language Development in Education and Teaching

In the implementation of the development of language, proficiency can use methods / techniques teaching among others as follows: storytelling, Puppet skits, games, chat, asking question, dramatization, poetry, role playing, and field trip.

In developed language ability, need to give children a chance to talk to each other, but often in short sentences and not intact. Children also need the stimulus such as listening to short stories, reading books pictures and listen simple songs. Apart from that, the teacher is required to continue to provide an opportunity to the children to ask, discuss and explore a variety of things that attract to children.

Let the kids early trained to speak with either by train to ask questions, express his thoughts, and expected not quite but children who are active in a variety of activities. In using the methods / techniques to develop language proficiency, teachers can choose one or a combination of several methods in accordance with proficiency to be

achieved; on-site teaching and learning activities are presented, and also with customised development and needs of the child's abilities and interests, the environment. The teacher also has to master the language and fluent talk.

With adequate knowledge and ability of teachers to choose the right learning technique for the development of children's language proficiency efforts, it is hoped children can develop according to child potential.

All children in every culture master their native language system that is complicated, unless there is deprivation or severe physical problems that interfered. This knowledge is incredible. At least, sound, meaning, words and sequence, volume, inflection, tone of voice (tone of voice changes), and rules of rotation everything should be coordinated before a child can communicate effectively in conversations.

THE DEVELOPMENT OF PERSONAL, MORAL, AND SOCIAL
Self-Concept (Personal)

Both self-concept and self-esteem are beliefs about the self. The self-concept is effort to build a scheme that organizes the impression, feelings, and attitudes. However, this model is not permanent. Self-perception varies from situation to situation and from one phase of life to the afterlife. Self-esteem is an evaluation about who are. When people evaluate themselves positively, can say that they have a high self-esteem. The self-concept and self-esteem are often interchangeable usages, even though they have very different meanings to each other. The self-concept is a cognitive structure and self-esteem is an effective evaluation. (Woolfolk, 2009)

The self-concept (definition of self) and self-esteem (assessment of self) is becoming increasingly complex, abstract, and differentiable functions as the development of maturity. The self-concept developed through constant self-reflection, social interaction, and experience inside and outside of school. Students develop a self-concept by comparing himself with private (internal) standards and social standards (external). High self-esteem is associated with the overall school experience better, both academically and socially. Gender and ethnic stereotyping is also significant factors. (Woolfolk, 2009)

Moral Concept

A competent individual is emotionally aware of the emotions and the feelings of others people, realizing that the inner emotion can differ with the outward expression. They can discuss and express emotions in ways that appropriate with the groups of their culture. They can feel empathy for others who experience emotional and resolve distress-emotions distress them, they are able to cope with stress. A competent individual emotionally understood that relationship is partly determined by how emotions communicated in that relationship. All these skills combined to generate a capacity for emotional self-efficacy.

Theory of mind is the concept that the people are people too, with thoughts, ideas, feelings, beliefs, desires, and his perception of children requires a theory of mind to understand the behaviour of others. After the children develop a theory of mind, they are also able to understand that other people have the intention on it.

Concept of intention evolved maturity of the child, but aggressive students often have difficulty in understanding the intention others. Social perspective-taking also changed along person's maturity. Children believe that everyone has the same thoughts and feelings as he, or she are. Later they will learn that others have a separate identity and, therefore, have different feelings and perspectives in every situation.

Kohlberg's theory of moral development includes three levels: (1) Pre-conventional level that judgment based on his interests. (2) The conventional level that judgment was based on traditional family values and social expectations, and (3) Post-conventional level, that reasoning is based on the principles of ethics are more abstract and personal. Critics say that Kohlberg's view does not consider the possibility of cultural differences on moral reasoning or the difference between moral reasoning and moral behaviour.

Social Concept

Everyone develops in a Microsystem (relationships and activities nearby) that exists in a messosystem (the relationship between Microsystems), which is inherent in an ecosystem (social setting like community), all of which are part of the macro system (culture). (Woolfolk, 2009)

Students may have experienced the parenting parents are different, and this can affect their social adaptation. At least in a middle-class family of European-American children of authoritative parents are being happy with herself, relate well with others. While the children of parents who authoritarian more who feel guilt or depression, and the children of permissive parents who may be experiencing difficulties in interaction with their age. However, every culture has different parenting culture. The research shows that parenting with high controls that are associated with higher values (academic) are higher on the Asian students and African-Americans. (Woolfolk, 2009)

The Benefit of Recognize Personal Development, Moral and Social in Education and Teaching

Beliefs about morality changed over from children's understanding that the justice means same deal to everyone to adult understanding that morality involves virtue, justice, and those principles moral detached from norms certain group. In thinking about social conventions, children start by believing that obvious that they see in the real and true. After going through several stages being adults are aware that the convention is useful in co-ordinated social life, but it can also be changed.

Initially adults controlled the moral behaviour of their children through gave an instruction, supervision, rewards and penalties, as well as immediate correction. Another important influence on the development of moral behaviour is modelling. Children who are consistently interaction with adult models a caring and generous will tend to care more about the rights and respect of others.

The Application of the Personal Development, Moral, and Social in the Education and Teaching

In the system of schooling not only involves the development of cognitive, but also involved issues of personal development, moral, and social therefore in the implementation of the teaching necessary, it is as follows:
a. The physical development, including brain, then examines ideas about how to understand yourself and others, self-concept and how it form.
b. The main influences on a child's personal and social development, family, peers, and friends of the school, then notice to some of the risks and challenges facing students nowadays.
c. Development explores emotions and morals, including the steps of moral reasoning.

CONCLUSION AND SUGGESTION
Conclusion

Based on the results of the assessment and analysis of the difference of learner and learning needs as it has been outlined previously then it can be taken several conclusions:

a. In recognizing differences learner and learning needs, teachers should involve the learner to recognize, expressed and formulated learning needs, available resources and the obstacles that may be encountered in learning activities to fulfil the needs of the learning.
b. The language is one of the most important elements in the development of thinking. Human thought is impossible without the use of language, and through language, the human mind can be shown.
c. The self-concept is person efforts to build a scheme that organizes the impression, feelings, and attitudes about ourselves. An understanding of intention evolved maturity of the child, but an aggressive student often have difficulty in understanding the intention others.

Suggestion

A student is an individual that varies with different levels of intelligence and ability. The difference method of learning is decent to fulfil student learning needs. Because every student is in itself many factors that affect them; could be from a factor of cognitive development, language or even personal factors, moral and social from the individuals. Therefore, teachers should be wise to choose the methods and seeing students from various aspects, especially students learning needs.

The achievements can be determined from the process if the process is right and true then achievements will be increased if done incorrectly it will decline. The determination process whether should be done by them, it is the responsibility and duty for teachers and educators.

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