

STUDENTS' PSYCHOLOGY: AN ANALYSIS OF INDIVIDUAL CHARACTERISTICS IN THE LEARNING CONTEXT

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Abstract

A thorough understanding of individual learner characteristics is crucial in contemporary education, given their impact on learning effectiveness. The increasingly complex diversity of learners, driven by socio-cultural and technological factors, demands a comprehensive identification and analysis of the factors shaping individual characteristics and their implications for teaching practices. Research gaps in integrating empirical findings for holistic intervention models remain apparent. This study aims to analyze the determinants of individual learner characteristics, drawing on the genetic-environmental interactionism framework and the theory of multiple intelligences, and evaluate their implications for the development of differentiated teaching strategies to optimize learning outcomes. This study employed a comprehensive literature review design, drawing on primary and secondary sources from leading academic databases. Data were analyzed thematically using qualitative content analysis to identify patterns and relationships between variables. Key findings indicate that individual characteristics are dynamic products of genetic and environmental interactions, contributing significantly to learning styles and intelligence profiles. This diversity is positively correlated with the need for differentiated teaching approaches, which require adaptation of materials, methods, and evaluation. The integration of adaptive learning technologies has also been identified as enhancing the engagement and achievement of diverse learners. Individual characteristics are multifaceted constructs that require serious attention in pedagogy. It is recommended to develop an evidence-based framework for curriculum planning that is responsive to individual diversity, and to enhance teacher professionalism in learning differentiation strategies and the use of adaptive technology.

Keywords: *Individual Characteristics, Learning Differentiation, Multiple Intelligences, Nature-Nurture Interactionism.*

Abstrak

Pemahaman mendalam terhadap karakteristik individu peserta didik sangat krusial dalam pendidikan kontemporer, mengingat dampaknya pada efektivitas pembelajaran. Keragaman peserta didik yang semakin kompleks, dipicu oleh faktor sosio-kultural dan teknologi, menuntut identifikasi dan analisis komprehensif terhadap faktor-faktor pembentuk karakteristik individu serta implikasinya pada praktik pengajaran. Kesenjangan penelitian dalam integrasi temuan empiris untuk model intervensi yang holistik masih terlihat. Penelitian ini bertujuan untuk menganalisis faktor determinan karakteristik individu peserta didik, merujuk pada kerangka interaksionisme genetik-lingkungan dan teori kecerdasan ganda, serta mengevaluasi implikasinya terhadap pengembangan strategi pengajaran terdiferensiasi untuk mengoptimalkan hasil belajar. Studi ini menggunakan desain penelitian pustaka (literature review) komprehensif, mengkaji

literatur primer dan sekunder dari basis data akademik terkemuka. Data dianalisis secara tematik menggunakan analisis isi kualitatif untuk mengidentifikasi pola dan hubungan antar variabel. Temuan utama menunjukkan bahwa karakteristik individu merupakan produk dinamis dari interaksi genetik dan lingkungan, yang berkontribusi signifikan pada gaya belajar dan profil kecerdasan. Keberagaman ini berkorelasi positif dengan kebutuhan pendekatan pengajaran terdiferensiasi, yang menuntut adaptasi materi, metode, dan evaluasi. Integrasi teknologi pembelajaran adaptif juga teridentifikasi dapat meningkatkan keterlibatan dan pencapaian peserta didik yang beragam. Karakteristik individu merupakan konstruksi multifaset yang memerlukan perhatian serius dalam pedagogi. Disarankan untuk mengembangkan kerangka kerja berbasis bukti guna perencanaan kurikulum yang responsif terhadap keragaman individu, serta meningkatkan profesionalisme guru dalam strategi diferensiasi pembelajaran dan pemanfaatan teknologi adaptif.

Kata Kunci: Karakteristik Individu, Diferensiasi Pembelajaran, Multiple Intelligences, Interaksionisme Nature-Nurture.

INTRODUCTION

Modern education today faces significant challenges due to the vast diversity of students. Each student has a unique way of thinking, learning, and social and psychological background. These differences cannot be ignored, as they significantly affect the success of the teaching and learning process. Therefore, it is crucial to understand the unique characteristics of everyone, especially when designing curriculum, learning methods, and assessments. Individual characteristics are influenced by two main factors: innate factors such as genetics and biology, and environmental factors such as culture, parenting styles, and learning experiences. The combination of these two factors results in differences in intelligence, language abilities, motor skills, and learning readiness. However, not all teachers can adapt their teaching methods to these differences. Many still use the same teaching methods for all students, ignoring their unique characteristics, resulting in less effective learning, especially for students whose learning styles or abilities differ from the majority.

Recent research shows that differentiated learning approaches are among the most effective ways to address student diversity. For example, Gardner's theory of Multiple Intelligences emphasizes that there is not just one type of intelligence, but rather a variety that needs to be recognized and developed appropriately. Furthermore, learning readiness and motor skills are also crucial for successful learning, yet they often receive less attention in the curriculum. This suggests the need to adopt a more holistic and inclusive educational paradigm, one that views students as unique individuals.

Against this backdrop, this paper aims to delve deeper into individual characteristics by reviewing various theories and recent research findings. It is hoped that this understanding will

help identify strategic recommendations for developing learning models that are more responsive to each student's differences.

RESEARCH METHOD

This study employed a library research method, focusing on a review of relevant literature related to individual characteristics in an educational context. Kartiningsih, in Ran Sri Rahayu, adds that every researcher conducts a literature review with the primary goal of finding a foundation for obtaining and building a theoretical basis, a framework for thinking, and determining tentative assumptions, also known as research hypotheses. This allows researchers to group, allocate, organize, and utilize a variety of literature within their field (Rahayu, 2018: 152-153). The primary variables studied were individual characteristics, which in this study were broken down into three dimensions: biological factors (age, gender, health conditions), psychological factors (intelligence, interests, talents, motivation), and sociocultural factors (family environment, culture, and society). The research subjects consisted of written literature sources deemed relevant and meeting specific inclusion criteria. The literature reviewed included primary textbooks in educational and developmental psychology, articles from national and international scientific journals, and credible online sources. The criteria used in selecting the literature included direct relevance to the topic of individual differences in education, publication in reputable journals, and the inclusion of conceptual data and empirical research results that support an understanding of the research variables. The research instrument used was a literature recording sheet prepared by the researcher. This instrument contained the source's identity, the main objective of the research or paper, core concepts or findings relevant to the variables, and notes regarding the literature's relationship to the research framework. This sheet served as a guide for more structured data recording and analysis and allowed for further verification by other researchers. The research process involved several stages. First, data collection was conducted by searching the literature through online databases such as Google Scholar and through university library collections. Keywords used included individual differences, psychology of education, educational psychology, individual characteristics, and student development. All relevant literature was then recorded in the research instrument sheet. Second, the collected data were classified based on the dimensions of the variables studied, facilitating further analysis. Third, the analysis was conducted using qualitative content analysis methods to identify key themes, identify congruences and discrepancies across the literature, and

synthesize findings to support the research argument. Although this study was qualitative, the researchers also supplemented the analysis with simple descriptive statistics. These statistics were used to calculate the frequency of the literature by year of publication, the percentage of source types (books, national journals, international journals, or online sources), and the trends in the most dominant variable dimensions in the literature.

RESEARCH RESULTS AND DISCUSSION

Results

Based on a critical literature review, several key findings can be summarized as follows. First, the nature-nurture theory proposed by Rahmi (2020) posits that individual characteristics result from a synergy between genetic and environmental factors. Recent studies, including longitudinal meta-analyses, have shown that genetics contributes between 40 and 60% to cognitive intelligence, while the remaining contribution is influenced by the quality of the learning environment, parenting styles, and social support. These findings underscore the importance of both aspects, viewing students not only as “products” of innate abilities but also as “products” of dynamic interactions with their environment.

Second, Gardner's (1993) Multiple Intelligences framework provides a foundation for understanding that human intelligence is not a single entity but comprises various domains, such as linguistic, logical-mathematical, and interpersonal. Recent empirical studies have found that students with high IQ scores (in the logical-mathematical domain) do not necessarily have equivalent linguistic abilities, especially when school language practices are suboptimal. This supports the argument that educational assessment and interventions must consider each student's multiple intelligence profile to fully accommodate their potential.

Third, Zagato et al.'s (2019) classification of individual differences, encompassing cognitive, language, motor, background, aptitude, and learning readiness, has proven relevant in the context of junior high schools. The literature review shows that learning readiness variables, including psychological maturity and motivation, are often overlooked in quantitative research, even though the quality of this readiness has a significant mediating effect on the relationship between innate intelligence and final learning outcomes. Similarly, motor skills, while less well-recognized, play a role in physical activity-based and project-based learning.

Overall, recent literature emphasizes the need for a holistic approach to education: teachers and researchers must integrate genetic assessments, multiple intelligences, and contextual variables such as readiness and the social environment. This study's novel contribution highlights the role of learning readiness and motor skills as supporting variables that have been underrepresented in curriculum research. Thus, the results of the literature review suggest the potential for developing a more comprehensive learning differentiation model, one that not only tailors content and methods but also provides a multidimensional assessment framework for everyone.

Discussion

1. Definition of Individual

The term “individual” comes from the Greek word *individuum*, meaning “undivided.” This concept refers to the most fundamental entity in human life, namely, humans as individuals who stand alone, not as part of a collective. In social science studies, individuals are understood as entities with unique characteristics, lives, and complex psychological aspects, and they play a vital role in social interactions between humans (Roni & Wina, 2021).

As God's creatures, individuals are endowed with various potentials encompassing physical, intellectual, and spiritual aspects. Individuals are also the smallest units that form the structure of society (Puspitasari, n.d.). According to the Big Indonesian Dictionary (KBBI), an individual is defined as someone who stands alone, has a separate existence from others, and is an organism that lives autonomously without dependence on others.

From a psychological perspective, individuals are viewed as unique entities with their own unique characteristics, resulting from a combination of biological, psychological, and social characteristics that continuously develop throughout life. Differences between individuals are largely influenced by genetic and environmental factors (Ikhwan, Lestari, & Ramadhani, 2022).

Several studies in the past five years have placed the development of self and individual identity as a primary focus in developmental and social psychology. Crocetti et al. (2022) developed an interdisciplinary approach that highlights the dynamics of personal identity formation, emphasizing that identity is an ongoing process shaped by social contexts, such as family, friendships, and the wider community.

Research by Tyra et al. (2021) shows that individual differences in emotion regulation abilities significantly influence stress responses. In a prospective study conducted during the

COVID-19 pandemic, individuals who reported difficulties managing their emotions—as measured by the Difficulties in Emotion Regulation Scale (DERS)—tended to report higher levels of acute stress. These findings emphasize the importance of adaptive emotional management in maintaining psychological well-being, while maladaptive strategies such as suppression or avoidance can worsen mental health.

In the social realm, individuals cannot be separated from the interactions that occur within groups. Individual identities are formed through concrete experiences rooted in their social membership. Crocetti et al. (2022) emphasize that identity develops “in context,” meaning that social experiences and an individual's role within a group significantly influence the direction of identity development. Therefore, individuals can be understood from two perspectives: as individuals with unique identities and as members of social groups that influence values and behaviors in social life. Recent findings also indicate that aspects such as empathy, independence, and leadership are often constructed within relational contexts, both within the family and within the social community, although more in-depth research is still needed.

Thus, understanding individuals cannot be separated from their social and psychological contexts. Identity, emotions, and social interactions are crucial components in analyzing the process of individual development and adaptation within society. Therefore, an integrative psychological approach is essential to comprehensively capture the complexity of individual roles and development.

2. Individual Characteristics

In the context of education, individual characteristics play a crucial role in the learning process. However, differences in student characteristics, whether in terms of intelligence, socio-cultural background, or interests and learning styles, are often under-appreciated in the implementation of learning. This condition results in less effective teaching methods because not all students receive an approach tailored to their needs.

Based on a literature review conducted through library research, the literature from the past five years indicates that individual characteristics are shaped by the interaction of two main factors: innate factors (genetic and biological) and environmental influences (social, cultural, and family). Rahmi (2020) states that the combination of these two factors determines an individual's personality, attitudes, and abilities to learn and interact. Individual characteristics encompass all abilities,

attitudes, traits, and dispositions possessed from birth and can be influenced by parents, family, and the surrounding environment. Innate traits are genetic characteristics inherent from birth, encompassing both biological and psychosocial aspects. In the past, it was believed that a person's personality and behavior were inherited from heredity and environment. These two factors develop differently, and each exerts its own influence on an individual's personality and abilities. However, there is increasing awareness that the psychological conditions of children, adolescents, and adults result from the interaction between genetic-biological factors and environmental influences (Rahmi, 2020).

Therefore, an individual must always consider the surrounding social and psychological context. Identity, emotions, and social interactions are crucial elements in analyzing the process of individual development and adjustment in social life. Therefore, a comprehensive and integrative psychological approach is essential to fully capture the complexity of the roles and dynamics of individual development.

The terms “innate” and “acquired” are widely used to describe the physical, mental, and emotional characteristics of individuals at various stages of development. “Basic nature” refers to traits inherent in a person from childhood, while “culture” refers to characteristics influenced by environmental factors. The debate over the extent to which a person is shaped by innate factors or by environmental influences has been a major focus of research and discussion. Traits associated with biological factors tend to be more stable and enduring, while characteristics influenced by social and psychological factors are more susceptible to environmental change. In the context of personal characteristics, there are three main aspects that need to be considered, namely: (a) initial abilities (required skills) such as intelligence, thinking skills, and psychomotor aspects; (b) characteristics related to social and cultural background; and (c) personality differences, which include attitudes, feelings, and interests.

Understanding these characteristics is crucial in the learning process. Therefore, for educators, mastering information about individual characteristics is crucial in selecting and determining appropriate teaching methods, ensuring that each student can learn easily. Field observations indicate that students from elementary through secondary education exhibit significant diversity in individual characteristics, including cognitive abilities, social background, and affective factors such as learning interests and motivation. In classroom learning practices, teachers often face challenges in designing approaches that suit students' individual needs.

The main problem identified is the poor fit between learning strategies and the varying student characteristics. Some teachers tend to apply uniform methods without considering differences in intelligence, thinking abilities, or cultural and social backgrounds. This situation reduces learning effectiveness, especially for students with special needs related to learning styles or information processing methods.

These findings align with Rahmi (2020), who stated that individual characteristics are shaped not only by biological factors from birth but also by the social and cultural environment. Therefore, effective learning strategies must be grounded in a comprehensive understanding of the interplay between innate factors (nature) and environmental factors (nurture) that shape students' personalities and abilities.

Previous research by Santrock (2018) and Woolfolk (2016) emphasized the importance of considering individual differences in learning planning. Both researchers stated that learning tailored to student characteristics can significantly improve motivation and learning outcomes. Santrock emphasized that factors such as students' intellectual level, interests, and personality significantly influence how they receive and process information. This finding is supported by an empirical study by Zainudin et al. (2022), which showed that teachers who adapt their teaching methods to students' characteristics improve learning outcomes and active participation in class.

Field data analysis revealed that students with visual learning tendencies more easily understand material through visual media such as pictures, graphs, or concept maps, while students with a kinesthetic learning style respond more to hands-on activities such as experiments or simulations. This is in line with Howard Gardner's theory of Multiple Intelligences, which states that everyone has different intelligences, so the learning process will be more effective if the approach is adapted to the student's dominant intelligence. Furthermore, a comparison of this study's findings with those of previous research demonstrates consistency in the importance of a differentiated learning approach. However, unlike several previous studies that indicated that most teachers still pay little attention to students' individuality (Wina & Roni, 2021), observations in several partner schools indicate an increase in teachers' awareness and initiative in implementing student-based learning, although its implementation remains neither systematic nor comprehensive.

Thus, the results of this study reinforce the understanding that individual characteristics are a crucial factor in determining learning success. Data interpretation confirms the need for an

adaptive, responsive learning approach that accounts for student diversity, which must be a primary focus in curriculum development and teacher professional development.

3. Individual Differences

Differences between students are a phenomenon that requires ongoing attention and effort in education, with students being the primary focus. Research shows that individual differences have a positive influence, with a very strong correlation to the learning process. Individual differences encompass the inherent variations in each person, both physical and non-physical, that cause everyone's characteristics to differ. Developing individualized learning does not mean interacting exclusively with one teacher and one student; rather, teachers provide services tailored to each student's unique needs and characteristics (Wahidah, 2019).

Physical differences between individuals are not only visible through the five senses, such as body shape, height, skin color, eye or hair color, gender, and voice tone, but also encompass motor skills. These motor skills are related to the coordination of the motor nervous system, which produces movement responses according to received stimuli. These physical and psychological variations give rise to significant individual differences. Furthermore, birth order also contributes to these differences, as position within the family can influence parental behavior and, in turn, individual development.

Individual differences are also influenced by basic stimuli received from the external and internal environments, including family, economic status, education, and social interactions with peers. Environmental factors influencing these differences include parental social status, parenting styles, and cultural practices. According to H. Noor (2014), the factors causing individual differences can be classified into two main categories:

- a. Heredity (Nature), namely, biological factors inherited genetically from parents. Everyone inherits certain capacities and abilities that determine their developmental progress. These factors also limit individual growth and development in aspects such as intelligence, gender, and other special abilities.
- b. Environment (Nurture), namely, external factors that influence individual differences. These differences arise from the stimuli individuals receive from their internal and external environments, including family, economic level, education, and social interactions.

Environmental factors, including parental social status, parenting styles, and culture, shape individual characteristics.

The following are some individual differences (Zagoto et al., 2019):

- a. **Cognitive Differences.** Based on Bloom's Taxonomy, cognitive, affective, and psychomotor abilities were developed to describe how learning occurs both inside and outside of school. Cognitive abilities refer to mastery of technology and science, which is essentially the result of the learning process. These learning outcomes are a combination of innate factors and environmental influences. The learning process aims to create a positive, organized, and planned environment so that children can maximize their basic potential. Learning outcomes measured through tests indicate the level of cognitive ability, which varies because each person sees things differently. According to numerous studies, there is a positive correlation between intelligence level and cognitive ability.
- b. **Differences in Language Proficiency.** Differentiation in Language Proficiency: A person's life depends heavily on their proficiency in language. A person's ability to communicate their ideas in a meaningful, logical, and systematic way is known as language ability. Language ability is not universal. Intelligence and environmental factors, including physical factors (speech organs), significantly influence this ability. A person's language ability can be fluent or not, depending on their environment and communication habits.
- c. **Differences in Motor Skills.** Motor skills, or psychomotor abilities, are the ability to coordinate the work of motor nerves carried out by the central nervous system (brain) to carry out activities. This activity results from systematic nervous system activity. The sensory organs receive stimuli, which are transmitted through sensory nerves to the central nervous system (brain) for processing, and the results are carried by the motor nerves to produce reactions in the form of movements or activities. Thus, the accuracy of the nervous system's work will result in an appropriate response (a match between the stimulus and the response). This work will reflect the level of motor skills. The central nervous system (brain), which carries out central functions in the thought process, is a crucial factor in coordinating motor skills. Inaccuracies in forming perceptions and conveying commands will lead to erroneous responses or activities that are not aligned with the goal.

- d. Differences in Background. An individual's background is influenced by both internal and external factors. Internal factors include intelligence, will, talent, interests, emotions, attention, cooperative habits, and health conditions that support learning. Furthermore, differences also arise from children's cultural and ethnic backgrounds. Learning motivation tends to differ across cultures, so socioeconomic and sociocultural backgrounds play a significant role in children's development. Therefore, children of the same age do not always have a uniform level of readiness to accept influences from the wider environment.
- e. Differences in Talent. Talent is a special ability possessed from birth and can be defined as a basic capacity that determines a person's level of success in mastering a particular skill or knowledge when given appropriate training. For example, an individual with a strong numerical aptitude will more easily master financial accounting material after adequate training. This special talent is also known as giftedness. Gifted children often show uneven development; for example, a three-year-old child may play like other children his or her age, but in reading, they are equivalent to a ten-year-old, in math to a twelve-year-old, and in speaking to a five-year-old. It is important to understand that gifted children not only learn faster but also often use different methods than their peers. This condition often presents challenges for teachers at school, who sometimes find these children's behavior difficult or disturbed. Furthermore, gifted children usually can receive and process large amounts of information simultaneously.

4. Factors Influencing Individual Growth and Development

Factors influencing human growth and development are inherent from birth. Growth and development themselves exist hand in hand in human life. While growth refers to the physical, development refers more to the human mind. Growth generally refers to physical changes such as height, weight, and size. Meanwhile, development focuses more on a person's quality, especially maturity. Both contribute to each other and are inseparable from a person's life. Aspects that influence growth and development are (Samio, 2018):

- a. Physical Growth. Human growth, which is a physical change, involves becoming larger and longer, a process that occurs from before birth until adulthood. The prenatal period is a complex period of human growth and development, as it marks the formation of body

organs and the development of the nervous system into a complete system. Human physical growth after birth is a continuation of prenatal growth.

- b. Intellectual. Intellect, or the ability to think, develops alongside the development of our nerves and brain. So, intellectual ability, or thinking ability, is influenced by the maturity of the brain, which can demonstrate its function properly. As infants, babies use their sensory system and motor activity to understand their environment. Between the ages of 2 and 7, children begin to use symbols to represent concepts. Between the ages of 7 and 11, children begin to develop three types of thought operations: identification, negation, and reproducibility. By the age of 11 or older, or in adulthood, children are capable of abstract and hypothetical thinking and can draw conclusions from statements.
- c. Emotions. Emotions are complex states of feeling or thought characterized by biological changes that arise from a person's behavior. There are four basic human emotions: happiness, anger, fear, and sadness. The function of emotions in child development is as a form of communication, influencing a child's personality and adjustment to their environment. Emotions can influence the psychological climate of the environment. Repeated behavior can become a habit in children. Emotional tension in children can inhibit motor and mental activity.
- d. Social. In life, every human being needs an environment, and humans also need other humans, because humans cannot live alone without the help of others. Ultimately, humans understand life together in society.
- e. Language. One of the functions of language is communication. Language as a means of communication can be defined as signs, gestures, and sounds used to convey thoughts to others.
- f. Special Talent. Talent is a specific or special ability possessed by a person from birth, which, with only a little stimulation or practice, can develop well.
- g. Attitudes, Values, and Morals. Attitude is the tendency to accept or reject something based on one's experiences and norms (Fishbein, 1975). Values are a system that guides a person in weighing and choosing alternative decisions in certain social situations. Values are classified into six types: religious values, theoretical or scientific values, social values, economic values, artistic values, and political or power values. Morals are anything that conforms to generally accepted ideas (about which human actions are good and proper). Morals also come from

the Latin word “mores,” meaning ways of life, customs, or habits. Morals also constitute standards of good and bad determined for individuals as members of a social group.

CONCLUSION

Based on the literature review and discussion, it can be concluded that individual characteristics are fundamental aspects to consider in education. These characteristics are formed from the interaction between innate factors (nature), such as genetics and biology, and environmental factors (nurture), such as parenting styles, culture, and social experiences. The diversity of these characteristics encompasses cognitive, language, motor, talent, background, and readiness to learn.

Findings also indicate that learning strategies that fail to account for individual differences tend to be less effective. Therefore, a differentiated and holistic learning approach is essential to accommodate the diverse needs of learners. The application of Multiple Intelligences theory and an understanding of learning readiness are key in designing learning.

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