

International Conference on Education and Educational Psychology (ICEEPSY 2012)

Four Factor Psychologies as Executive Function to Increase Interest of Learning

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Abstract

A long period of learning in the school will challenges for teachers. Because a bad situation of learning will make problem psychology such depression until learning disability case. That's way the teacher must to arrange method of learning that involved four factors psychology in learning situation. The four factor psychology such as clearness, specific, involvement, and easiness. The result to show that method have four factor psychology more effective than traditional method to increase interest of student. This condition describe effective control on executive function. Executive function is self regulation control that maintain of attention. Executive function control will make arrange self regulation. This study experiment examine method based on Multiple Intelligence that involves four factors psychology in elementary school.

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Selection and peer-review under responsibility of Cognitive-counselling, research and conference services (c-crcs).

Keywords: Interest on learning, spesific, involvement, easiness, clearness, Multiple Intelligence

1. INTRODUCTION

The student in the elementary school needs time for learning as long as seven hour everyday. As long time, that student is hoped can maintain their concentration. Concentration is psychology aspect that beginning transmission process information for learning. That processing involves perception, attention, coding storage, memory retrieval, transfer, responding reinforcement (Slavin & Berliner in Berliner,1991). The processing transmission in working memory will a successful result that is arisen from student interesting.

Can imaging, how to student condition in their age and their developmental. The student have psychological problem as stress or depression that as long time will direct to disability learning problem (Smith & Strick, 1999). For overcome that problem need learning method can increasing student interest.

Introduce Hilgard (Berliner, 1991) learning concentration can maintenance if student have interest for learning. The interest for learning is intrinsic factor can be arised by learning of situation. This condition is intrinsic factor that important role because the student commonly cannot direction intrinsic factor if they does not have stimulation extrinsic factor in the learning of situation (David Ausubel in Berliner, 1991).

Learning of situation is made from learning of method that is chosen by teacher and is develop by creative idea. The teacher find knowledge or arrange learning of method before teach in the classroom. With training for teaching, the teacher can get knowledge and information about learning of method that can increase learning of situation and success in transfer of information.

Learning of situation in elementary school must interest of student can maintain their attention (Urduan & Tumer in Schunk, Pintrich & Meece, 2008). The started, the teacher know about characteristic, potensial and interest from student. Introducing Hurlock (1991) the children in 6-12 years old is the recent children development stage that identically with playing of situation. That's way, the children get many playing game in learning of method. Piaget (Santrock, 2007) focus to psycosocial development with development potensial social interaction process will increase proud feeling (Ericson in Hall & Lindzey, 1993).

1.1 *Interest of learning*

The Interesting is intrinsic motivation, so the student has interest tend to finish their task because they have several cognitive aspect like pleasure, cheerful and interest (Hidi, Renninger & Krapp, 2004; Schiefele, 1998 in Hidi & Renninger, 2006). In the learning of process in the elementary school, commonly interest will arise from environment that have learning of situation. In this case situational of interest have role important because attract attention the student and always arise personal of interest (Hidi & Renninger, 2006).

Usually, the child interest with a new and attractive experience so increasing attention. Interest of learning in the child commonly have specific trait and can maintain as long as development in the time (Eccles, etal 1998).

That's way to arrange that method to make learning of situation that increases interest of learning (Schunk, Pintrich & Meece, 2008). The finding four psychology factor that can influence interest of learning such as: the student have active involvement (Shraw & leman in Eggen & Kauchak, 2004), attending material knowledge suitable the child characteristic so increasing happiness feeling because involve objective factor and self personal (La Sulo in Rakhmat, 1996). Easily to application learning method because suitable with student potensial (Brunning in Berliner 1991) and the recent method have clear in the process transmission of learning information (Good & Brophy in Berliner, 1991)

1.1.1 *Involvement*

The Involvement is needed by the student so feel involve in the activity role to attendant specific characteristic lesson material. The real condition to build self esteem every student. The involvement will attend lesson material very specific and interested so arise feeling happy because connected between object and personal factor (La Sulo & Rakhmat in Rakhmat 1996). The student have interest for specific topic will give attention more than several topic and involve in cognitive process (Mc Daniel, Waddil, Finstad & Bourg, 2000 ; Hide & Renninger, 2006: 102). They tend to learn more deep and organize and specific so they will active can involve the last knowledge, make visual picture, example and connected several idea, take summary to indentify application potential (Pintrich & Schrauben 1992, Renninger, Hidi & Krapp, 1992; Schraw & Lehman, 2001 in Hidi & Reninger, 2006).

In the reality the teacher can knowing about interest activity suitable stereotype with gender and sosio economics group (Hidi etal, 2004; Wigfield 1994 in Hidi & Renninger, 2006). The teacher will make a several

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