
OVERVIEW OF LEARNING CONCEPTS

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Abstract

In the article analyzing this concept learning uses a trusted literature review, from learning concepts which are the basis for giving a label and category to something that refers to a set of forms or attributes that already have one and more properties together associated with one rule. The material of this article was taught by lecturer Neviyarni who came from the FIP Counseling Guidance, Padang State University.

Keywords– Learn concepts; Literature review; Label and category

1. Introduction

Every thing we observe, hear and feel, will be responded to by the nervous system. Those observations and experiences determine our response to other stimuli that have something in common with that experience. A response that we have seen before is called a concept. The concept itself means a collection of meanings that represent an object. Every student will experience concept learning, therefore the concept is a response stimulus to an object.

Some of the concepts possessed by each individual are the result of the form of a learning process where the results of this process will become the basic pillars and pillars of the individual's mindset. Thus an educator, or students who are involved in the world of education should understand and understand about a learning concept and understanding to direct students in shaping their more precise knowledge.

2. Method

This article discusses analyzing concept learning, the type of research method used is library research analysis, and in this article it is able to solve and provide decisions on existing problems and refers to an alternative problem that aims to solve a problem in learning concepts. , and implement the steps necessary to resolve the problem until it is resolved.

3. Result and Discussion

A. The Essence of Learning Concepts

Learning concepts helps individuals to cope with the diversity of events that occur in their environment in order to get an unmistakable understanding in an experience that makes the concept for the future.

B. Learning Concepts

According to one expert, a concept is an abstraction that represents a class of objects, events, activities, or relationships that have the same attributes (Croser, 1984). when forming a concept it must be in accordance with the stimulus grouping which has its own way. Because the concept is

an abstraction that is based on experience and people cannot have exactly the same experience, and the concept is also formed by people who may also be different. Ellis (1967: 132) Formally concept learning refers to all activities in which the student must learn to group two or more objects or events that are somewhat different into one category.

Learning this concept includes learning that makes the same or group response to stimuli that have the same shape or property. The concept itself is a cognitive basis or basis for assigning labels, categories or terms to something, which in turn refers to a number of specific examples. In general, a concept refers to a set of forms or attributes that share one or more properties associated with a rule.

Dahar (2011: 63) states, generalization or generality. When classified, the concept can differ in its superordinate or sub-interest position. The concept of carrots is subordinate to the concept of vegetables, then the concept of vegetables is subordinate to the concept of edible plants. The more general a concept is, the more associations can be made with other concepts.

C. Factors Affecting Concept Learning

There are two factors that influence concept learning, namely task variables (task variables) and student variables (learner variables). Examples of these task variables are negative and positive examples (positive and negative instances), relevant and irrelevant attributes, stimulus abstract and real stimuli, feedback and temporal factors, and conceptual rules.

1. Positive and Negative Examples

In terms of positive and negative instances, it was found that humans use positive instances in learning concepts rather than negative instances. This is due to a lack of information on negative instances, and humans are more likely to encounter positive instances than negative instances.

2. Relevant and Irrelevant Attributes

Regarding attributes that are relevant and that are not relevant, there are two things that must be considered. First, the more the number of

attributes that are not relevant in a concept learning task, the more difficult the learning task will be. Second, the more relevant redundant attributes, the easier it is to learn the concept. What is meant by the relevant redundant attribute is the forms that are perfectly related, so that these forms can be used as a valid predictive basis for a concept. for example, each circle is marked in pink, each triangle is colored yellow and each rectangle is colored red.

3. Abstract Stimulus and Real Stimulus

Relevant key clarity (cues) can also help facilitate concept learning. Also children learn the concept of color faster than learning the concept of different dimensions or shapes. They also find it easier to learn concrete concepts like 'car', 'house', 'dog', etc. than abstract concepts. If the keys are more similar, which results in less clarity, then conceptual learning is more difficult. For example, learning the concept of 'socialism' or 'democracy' will be more difficult because the two concepts have many overlapping cues.

4. Feedback and Temporal / Time Factors

Feedback (feedback) is a factor that will affect the success in learning concepts. Feedback will also provide a sign that every response made is correct or not. It can even be used to guide subsequent responses in conceptual tasks. The use of the words 'right' and 'wrong' is already a meaningful feedback in learning concepts, but this does not have much effect on humans. For humans, postfeedback delay (the delay between the feedback given for a trial and the provision of the next stimulus) has a more profound effect. big in performance (performance). If the postfeedback delay is extended, learning the concept will be more helpful.

5. Conceptual Rules

The way of combining conceptual rules will determine the ease of learning concepts. Concepts that use conjunctive rules, the law of a concept where the two attributes must be combined, such as a 'round table', are

easier to learn than concepts that use conditional rules, if A, then B and biconditional, i.e. if A then B, then A.

6. Memory and Intelligence

The last factor that influences concept learning is memory and intelligence. Concept learning does not only depend on the characteristics of the task but also on the characteristics of the learner. Memory and intelligence are different individual variables that affect the ease of learning concepts. To know the concept clearly one needs to remember the information that is related to the concept. Likewise with intelligence, the smarter a person is to solve conceptual tasks, the faster he will learn a concept.

D. Application of Learning Concepts

Individuals can learn in concepts through objects, in various pictures and also in verbal explanations. In elementary school learning this concept through objects, the visible images are more prominent. Meanwhile, in high schools and colleges learn this concept through verbal explanation.

There are 2 main strategies that can be used for concept learning, namely as follows:

1. Through an inquiry approach

In this inquiry approach, educators can show a group of different objects. In one group the object is an example of learning the concept to be conveyed. In conveying it, it can be used in various ways, it can be written and through pictures and sounds.

2. The expository approach

in this strategy aims to teach the concept, namely in the expository approach. In this approach, students must be encouraged from the start in order to find examples in developing their own to give categories in the concept.

E. Some Practical Principles of Concept Learning

1. Think of new examples in concept

In order for the concept to be fully understood as well as understood, it is very important to provide additional examples other than those presented by the instructor, so that you can think of new examples so that they can not only sharpen, refine and enrich the concept but also provide practical forms in an information seeking process. urgent.

2. Use both positive and negative examples

Apart from thinking about new examples, you can also use positive and negative examples so that you can easily understand these concepts.

3. Using various examples.

In the previous section we can implicitly emphasize the importance of various examples in learning concepts. You must be able to choose a variety that will be sufficiently large so that the concept learning process can reach an understanding for the optimal concept.

4. Principal relevant features.

The main thing to do is emphasize a relevant feature in the concept, in order to avoid misunderstanding. This can be done by verbalizing the relevant form and also by simulating negative and positive examples.

4. Conclusion

Learning concepts can affect individuals through an object, namely through images and verbal explanations. At the formal level, a child can already limit a concept with other concepts, differences, determine a trait, label names to attributes to limit it, even to evaluate in giving an example in verbal form.

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