# TEORI TERKINI INTELIGENSI

# (THREE STRATUM COGNITIVE THEORY -TEORI CHC)

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# Mari main “lupa-ingat” sejenak…

TULISKAN YANG ANDA INGAT TENTANG :

TEORI INTELIGENSI

dan / atau

NAMA TOKOH INTELIGENSI

(5 MENIT)

# Teori inteligensi

# Teori Inteligensi

- Frenologi (kepala) → Gall
- Lab Antropmetri → Galton
- G Factor → Spearman
- 2 Factor Theory (g dan s) → Spearman
- Primary Mental Abilities (verbal, word, number, space, memort, perceptual speed, induction → Thurstone
- Structure of Intellect- Operation, Content, Product, 120 mental abilities → Guilford

# Cont…

- Theory of Multiple Intelligences → Gardner
- Thriachic Theory of Intelligence → Sternberg
- Cognitive Development → Piaget
- Gf-Gc → Cattel ;  Pengembangan Gf-Gc → Cattel-Horn
- Three Stratum Theory → Carrol
- CHC Theory → Cattel-Horn-Carrol

# Perkembangan Penyusunan Tes Kecerdasan

- Fase 1 : kecerdasan terdiri atas satu faktor (general) – Stanford Binnet (1916)
- Fase 2 : kecerdasan terdiri atas Verbal-Non verbal – WB, WISC, WAIS, WISC-R (1939)
- Fase 3: kecerdasan terdiri atas beberapa kemampuan – WJ, DAS, WISC-III, WAIS III (1977)
- Fase 4 : kecerdasan terdiri atas kemampuan lengkap – WJ-R (1989)
- Fase 5 : kecerdasan terdiri atas hierarki 3 strata (General abilities, Broad abilities, dan Narrow abilities) – WJ III (2001)

# PERKEMBANGAN TES INTELIGENSI

1916 → SB I

1937 → SB II

1949 →WISC

1963 → IST

1960 → SB III

1967 → WPPSI

1970 → IST I

1974 → WISC-R

1977 → WJ

- 1986 →SB IV
- 1989 → WPPSI-R+WJ-R
- 1991 → WISC III
- 2000 → IST II
- 2001 → WJ III
- 2002 → WPPSI III
- 2003 → SB V + WISC IV
- 2004 → IST III
- 2014 → WJ IV + WISC V

# CONTINUUM OF PROGRESS IN THEORIES

| General Ability | Dichotomous Abilities | Multiple Intelligences (Incomplete) | Multiple Intelligences ("Complete") | Interacting Cog/Non-cog Factors |
|---|---|---|---|---|
| (e.g.) Spearman | Original Gf-Gc; Simultaneous-Successive | Thurstone PMAs | Carroll Three-Stratum; Horn-Cattell Gf-Gc | |

Most of psychology is here

# CONTINUUM OF PROGRESS IN MEASUREMENT

| Stanford-Binet | Wechsler (Rs)<br>K-ABC<br>KAIT | CAS<br>DAS<br>SB-4<br>WJ<br>WISC-III<br>WAIS-III | WJ-R<br><br>Cross-Battery Approach | Woodcock Gf-Gc Info. Proc. Model |
|---|---|---|---|---|

# PENGERTIAN INTELIGENSI

| TOKOH | DEFINISI |
|---|---|
| Colvin | Ability to learn orientasi having learned to adjust oneself to the environment |
| Dearborn | The capacity to learn orientasi profit by experience |
| Freeman | Sensory capacity, capacity for perceptual recognition, quickness, range orientasi flexibility of association, facility and imagination, span of attention, quickness in response |
| Haggerty | Sensation, perseption, asosiation, memory, imagination, discrimination, judgement and reasoning |
| Henmon | Capacity for knowledge and the knowledge possessed |
| Peterson | A biology mechanism by which the effect of a compexcity of stimuli are brought together and given a somewhat unified effect in behavior |

| TOKOH | DEFINISI |
|---|---|
| Pintner | The ability of the individual to adapt himself adequately to relatively new situations ini life. It seems to include the capacity for getting along well in all sort of situation |
| Terman | The capacity to form concepts to related in diverse ways, and to grasp their significance. An individual is intelligent in proportion as he is able to carry on abstract thinking |
| Thordike | The power of good respons from the point of view of truth orientasi fact |
| Thursto ne | The capacity to inhibit an instinctive adjustment, the capacity to redefine the inhibit instantive adjustment in light of imaginalli experienced trial and error, and the volitional capacity to realize the modified instinctive adjustment into overt behavior to the advantage of the individual as social animal |
| Wesch sler | Intellegence is the aggregate orientasi global capacity of individual to act purposefully, to think rationally and to deal effectively with his environment. Intelektual is global because intelektual characterizes the individual's behavior as a whole; intelektual is ananda aggregate because intelektual is composed of elements orientasi abilities which, though not entirely independent, are qualitatively differentiable. |

| TOKOH | DEFINISI |
|---|---|
| Binet (1895 / 1975 | A scheme of thought : three hierarcical level of intellegence (1. a superordinat factor / general intellegence; 2. 4 lower order elementary cognitive processes; 3. 10 first order intellectual faculties) |
| Cattel-Horn (1963,1967) | Intelligence is conceptualized in terms of two major interrelated components of intelligence (fluid –Gf- and crystallized intelligence-Gc-) |
| Carroll (1993) | Hieracical model of intelligence (Three Stratum- III, II, and I) |
| Genevan (Furth,1969 in Schonfeld, 1986) | Intelligence is conceptualized in terms of two major interrelated components of intelligence (operative and learning intelligence). Operative intelligence refers to adaptive, increasingly integrated and generalized set of overt and covert action—fluid ability. Learning refers to knowledge that is 'a function of environmental data' (cristalized ability) |
| Reynold & Kamphaus (2003) | Tes Intelligence as a'comprehensive measures of verbal and nonverbal intelligence and of general intelligence' |

| TOKOH | DEFINISI |
|---|---|
| Fagan (2000) | Intelligence as processing and that processing can be measured by performance on certain elementary cognitive task. |
| Das-Naglieri (1975, 2002, 2009) | PASS model intelligence: four kind of competence (Planning, Attention, Simultaneous and Successive) |
| Spearman (1904) | Two factor intelligence models (g & s factor) |
| Guilford (1967) | Three broad intelligence factors (operation, content and product) |
| Sternberg (1999) | Thriachic theory of human intelligence (analytic intelligence; creative intelligence and pratical intelligence) |
| Gardner (1983) | Multiple intelligence |
| Cattel-Horn-Carroll | Three stratum structure of human cognitive ability |

# Teori Terkini Inteligensi ?

# CHC Theory

- Merupakan kombinasi riset dari 3 tokoh yaitu : Cattel-Horn-Carrol
- Cattel (1941/1957) –Horn (1965/1968) (gabungan teori Cattel dan Horn); Carrol (1993)
- → Tokoh yang konsisten mengembangkan : **Kevin Mc. Grew**
- Merupakan teori terkini mengenai struktur kognitif manusia yang memiliki dukungan empiris paling kuat
- Mendasarkan analisanya pada ratusan data battery tes

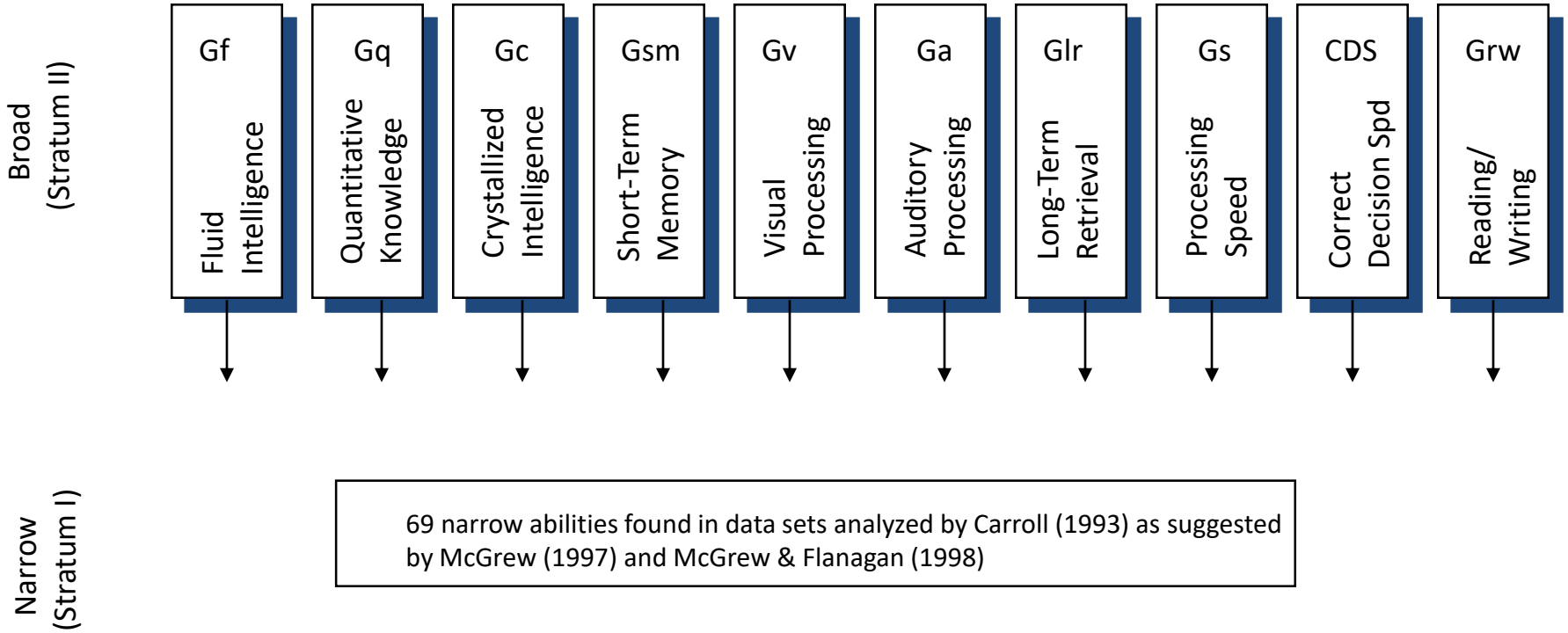
C→ Raymond Bernard Cattel → Fluid Inteligence -gf dan Crystalizzed Intelligence -gc (1905-1998)

H→ John K. Horn → Penerus teori R.B Cattel mengenai gf-gc (1928-2006)

C→ The Three Stratum model of Cognitive ability (1916-2003)

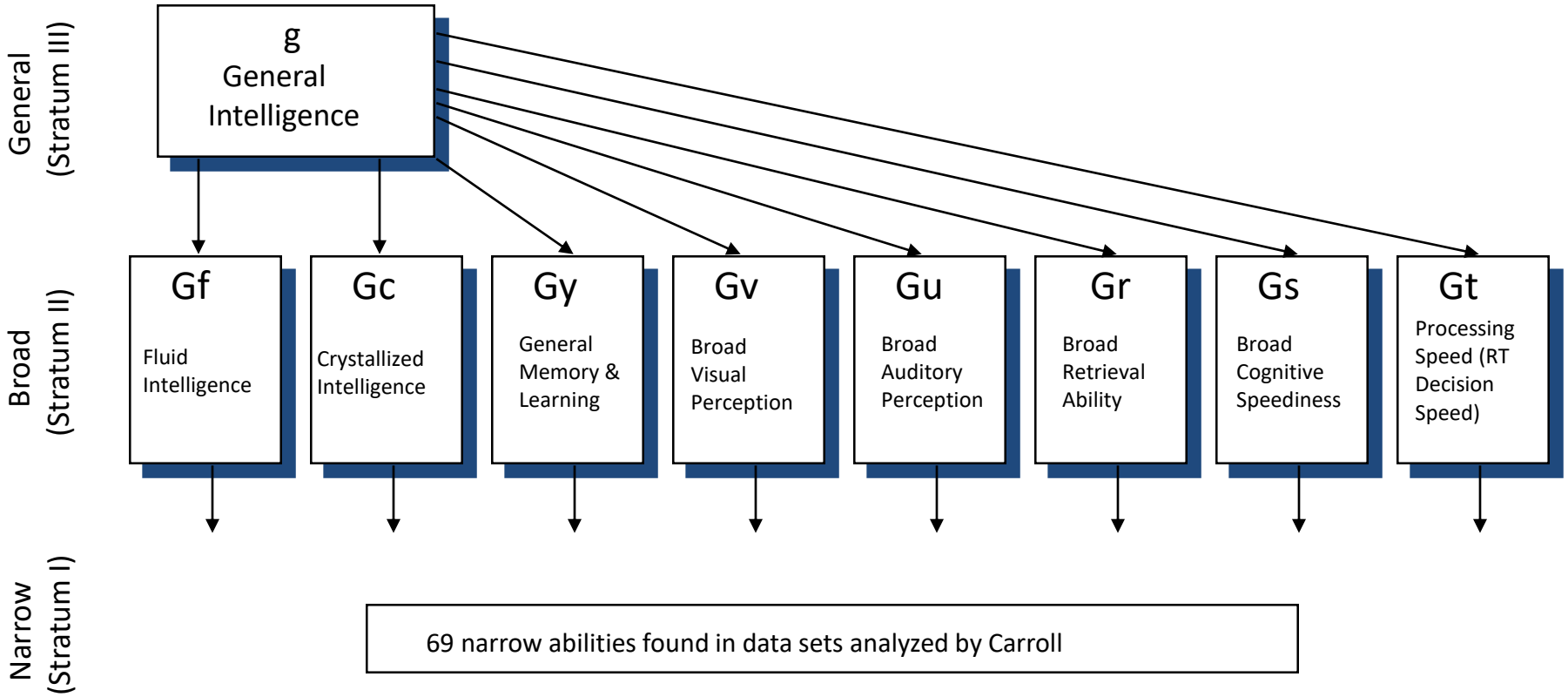
CHC → Cattel-Horn-Carroll → 16 broad abilities (three stratum)

# HORN-CATTELL Gf-Gc THEORY




Adapted from K. S. McGrew & D. P. Flanagan (1998). The Intelligence Test Desk Reference (ITDR): Gf-Gc Cross-Battery Assessment. Boston: Allyn & Bacon.

# CARROLL'S (1993) THREE-STRATUM THEORY OF COGNITIVE ABILITIES




Adapted from K. S. McGrew & D. P. Flanagan (1998). The Intelligence Test Desk Reference (ITDR): Gf-Gc Cross-Battery Assessment. Boston: Allyn & Bacon.

# PEREBEDAAN UTAMA ANTARA MODEL CARROLL DAN HORN-CATTELL

- **Keberadaan g**
  - Carroll terdapat g
  - Horn-Cattell tidak terdapat g
- **Kemampuan kuantitatif (Quantitative Abilities)**
  - Carroll – didalam Gf
  - Horn-Cattell – terpisah disebut dengan Gq
- **Reading and Writing Abilities**
  - Carroll – didalam Gc
  - Horn-Cattell - terpisah disebut dengan Grw

  (catatan : Grw merupakan kontribusi Woodcock's /1994)

*Terdapat tiga ability adalam teori CHC :*

- *General ability (stratum III)*
- *Broad ability (stratum II)*
- *Narrow ability (stratum I)*

| Stratum III | Stratum II | Keterangan |
|---|---|---|
| Inteligensi umum (g) | Fluid inteligence (penalaran) | 3 narrow |
| | Chrystalized intelligence (pengetahuan) | 6 narrow |
| | Domain-specific knowledge (pengetahuan domain spesific) | 8 narrow |
| | Visual spatial abilities (kemampuan visual-spatial) | 11 narrow |
| | Auditory processing (pengolahan auditory) | 7 narrow |
| | Short Term Working Memory (kemampuan mengingat kembali – jangka pendek) | 3 narrow |
| | Broad retrieval / memory (kemampuan mengingat kembali-jangka panjang) | 13 narrow |
| | Cognitive processing speed (kecepatan pengolahan kognitif) | 3 narrow |
| | Decision speed / reaction time (kecepatan bereaksi atau mengambil keputusan) | 5 narrow |

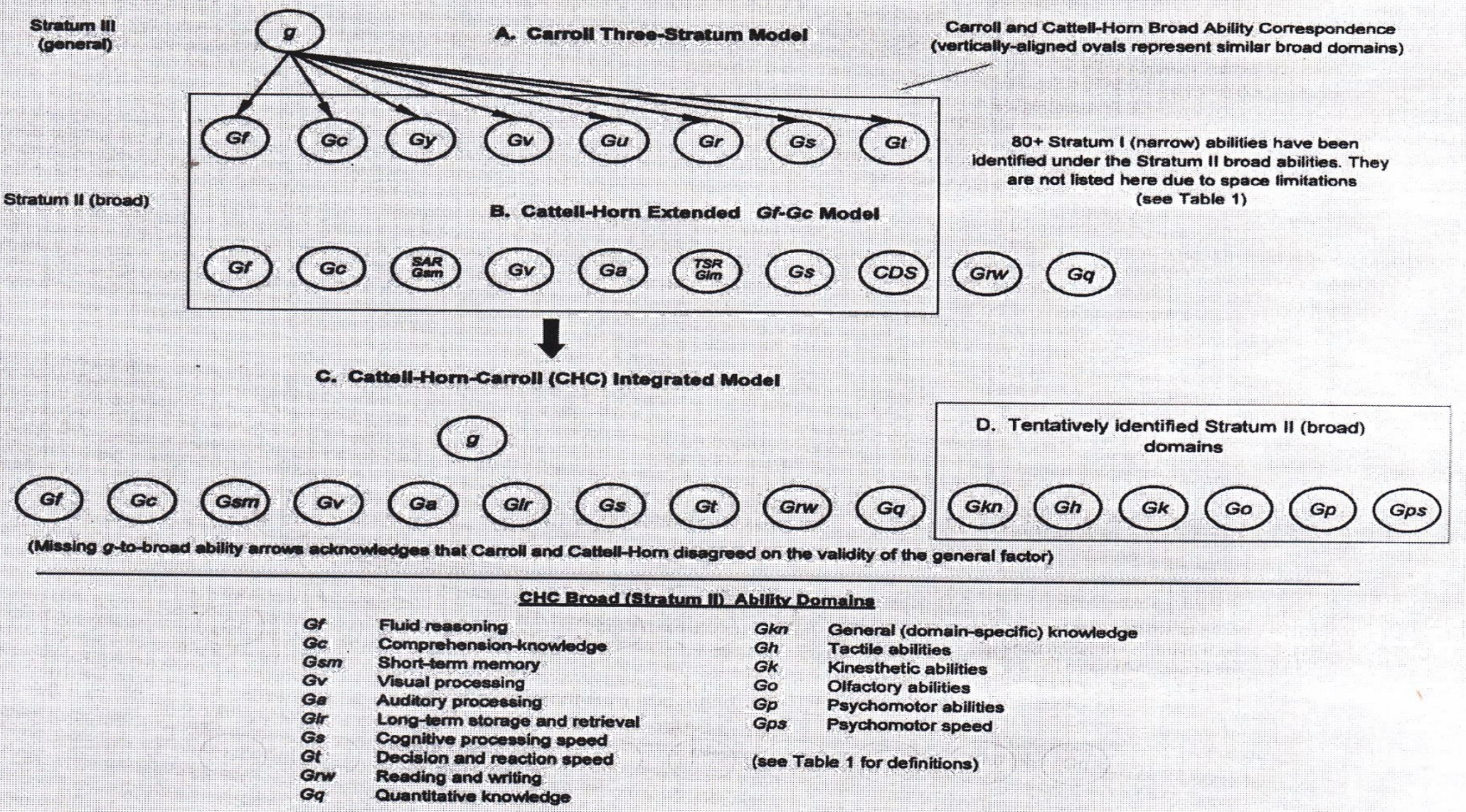



**Fig. 1.** Schematic representation and comparisons of Carroll's Three-Stratum, Cattell–Horn's Extended Gf–Gc, and the integrated Cattell–Horn–Carroll models of human cognitive abilities.

# Ability dalam teori CHC tahun 2012

# The Cattell-Horn-Carroll (CHC) Periodic Table of Human Abilities (v2.0)

Domain Independent Capacities*

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Gf | I | RG | RQ | | | | | | | | | | |
| Gwm | WM | MS | AC | | | | | | | | | | |
| Glr | MA | MM | M6 | FI | FA | FE | SP | F0 | NA | FW | LA | FF | FX |
| Gs | P | N | R9 | | | | | | | | | | |
| Gt | R1 | R2 | R4 | R7 | IT | | | | | | | | |
| Gps | R3 | PT | MT | | | | | | | | | | |

Ideas — Words — Figures

Gl-Learning efficiency

Gr-Retrieval fluency

Broad (stratum II) ability

Narrow (stratum I) ability

The stratum III ability (general intelligence or *g*) is omitted for readability purposes and to acknowledge the difference of opinion between Horn (*g* does not exist) and Carroll (*g* exists)

* Three major domain categories based on Schneider & McGrew (2012)

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Additional resources available at www.themindhub.com (MindHub™)

Acquired Knowledge Systems*

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Gc | LD | VL | K0 | LS | CM | MY | | |
| Gkn | KL | K1 | K2 | A5 | MK | KF | LP | BC |
| Grw | V | RD | RC | RS | WA | SG | EU | WS |
| Gq | KM | A3 | | | | | | |

Definitions can be found at:
www.iqscorner.com/2014/06/the-chc-taxonomy-of-human-cognitive.html

Sensory-Motor Domain-Specific Abilities*

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Gv | Vz | SR | MV | CS | SS | CF | IM | PI | LE | IL | PN |
| Ga | PC | US | UM | U8 | UR | U1 U9 | UP | UL | | | |
| Gh | | | | | | | | | | | |
| Go | OM | | | | | | | | | | |

Sensory

(No well supported cognitive Gh & Gk narrow abilities have been identified)

Motor

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Gk | | | | | | | | |
| Gp | P1 | P2 | P3 | P4 | P6 | P7 | P8 | A1 |

***Gf*-Fluid reasoning**
- I-Induction
- RG-General sequential reasoning
- RQ-Quantitative reasoning

***Gwm*-Short-term working memory**
- WM-Working memory capacity
- MS-Memory span
- AC-Attentional control

***Glr*-Long-term storage & retrieval**
- MA-Associative memory
- MM-Meaningful memory
- M6-Free recall memory
- FI-Ideational fluency
- FA-Associational fluency
- FE-Expressional fluency
- SP-Sensitivity to problems
- FO-Originality/creativity
- NA-Naming facility
- WF-Word fluency
- LA-Speed of lexical access
- FF-Figural fluency
- FX-Figural Flexibility

***Gs*-Processing speed**
- P-Perceptual speed
- N-Number facility
- R9-Rate-of-test-taking

***Gt*-Reaction and decision speed**
- R1-Simple reaction time
- R2-Choice reaction time
- R4-Semantic processing speed
- R7-Mental comparison speed
- IT-Inspection time

***Gps*-Psychomotor speed**
- R3-Speed of limb movement
- PT-Speed of articulation
- MT-Movement time

***Gc*-Comprehension-knowledge**
- LD-Language development
- VL-Lexical knowledge
- K0-General (verbal) information
- LS-Listening ability
- CM-Communication ability
- MY-Grammatical sensitivity

***Gkn*-Domain-specific-knowledge**
- KL-Foreign lang. proficiency
- K1-Knowledge of signing
- K2-Knowledge of culture
- A5-Geography achievement
- MK-Mechanical knowledge
- KF-Knowledge of signing
- LP-Skill in lip reading
- BC-Knowledge of beh. content

***Grw*-Reading and writing**
- V-Verbal (print) lang. comp.
- RD-Reading decoding
- RC-Reading comprehension
- RS-Reading speed
- WA-Writing ability
- SG-Spelling ability
- EU-English usage
- WS-Writing speed

***Gq*-Quantitative knowledge**
- KM-Mathematical knowledge
- A3-Mathematical achievement

***Gv*-Visual processing**
- Vz-Visualization
- SR-Speeded rotation
- MV-Visual memory
- CS-Closure speed
- SS-Spatial scanning
- CF-Closure flexibility
- IM-Imagery
- PI-Serial perceptual integration
- LE-Length estimation
- IL-Perceptual illusions
- PN-Perceptual alternations

***Ga*-Auditory Processing**
- PC-Phonetic coding
- US-Speech sound disc.
- UM-Mem. for sound patterns
- U8-Maint. & judging rhythm
- UR-Res. to aud. stim. dist.
- U1/U9-Musical dis. & judge.
- UP-Absolute pitch
- UL-Sound localization



The MindHub

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***Gh*-Tactile abilities**

***Go*-Olfactory abilities**
- OM-Olfactory memory

***Gk*-Kinesthetic abilities**

***Gp*-Psychomotor abilities**
- P1-Manual dexterity
- P2-Finger dexterity
- P3-Static strength
- P4-Gross body equilibrium
- P6-Multilimb coordination
- P7-Arm-hand steadiness
- P8-Control precision
- A1-Aiming

Definitions can be found at:
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# Ability dalam teori CHC Revisi tahun 2018

## Cattell-Horn-Carroll (CHC) Periodic Table of Human Abilities (v2.5)

Narrow abilities without black outline designate secondary loadings; (e.g., P under *Gs* and *Gv*). **Bold font** = major ability; regular font = minor ability. If all factor codes within a broad domain are regular font = insufficient data to classify as major or minor. *Italic* factor code font designates "tentative" abilities. * = intermediate stratum abilities

Broad ability

Narrow ability

| | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Intelligence-as-Process | *Gf* | I | RG | **RQ** | *RE* | *RP* | | | | | | | |
| | *Gwm* | **Wa** | **Wv** | **AC** | **Wc** | | | | | | | | |
| | *Gl* | **MA** | **MM** | M6 | (Technically not a narrow ability) | | | | | | | | |
| | *Gv* | **Vz** | **SR** | **IM** | CF | CS | MV | SS | PI | LE | IL | PN | P* |
| Intelligence-as-Knowledge | *Ga* | Speech: **PC** | US | UR | Nonverbal: **U8** | UM | U1 U9 | UP | UL | | | | |
| | *Gc* | **LD*** | **VL** | **K0** | LS | CM | MY | | | | | | |
| | *Gkn* | **K1** | **K2** | MK | KL | KF | LP | | | | | | |
| | *Grw* | **RC** | **RD** | RS | **WA** | **SG** | EU | WS | | | | | |
| | *Gq* | **KM** | **A3** | | | | | | | | | | |
| Intelligence-as-Process: Speed/Fluency | *Gr* | Ideas: **FI** | **FE** | FA | SP | FO | Words: **LA*** | **NA** | **FW** | Figures: FF | FX | | |
| | *Gs* | Cognitive: **P*+** | **Ps+** | **Pc+** | Academic: **N** | RS | WS | | | | | | |
| | *Gt* | R1 | R2 | IT | R4 | R7 | | | | | | | |
| Other & tentatively identified domains | *Gps* | R3 | WS | PT | MT | | | | | | | | |
| | *Gp* | PI | P2 | P3 | P4 | P6 | P7 | P8 | A1 | | | | |
| | *Gei* | *Ep* | *Ek* | *Em* | *Eu* | | | | | | | | |
| | *Go* | OM | | | | | | | | | | | |
| | *Gk* | | | | | | | | | | | | |
| | *Gh* | | | | | | | | | | | | |

Brackets designate content "facets" within a domain

The stratum III ability (general intelligence or *g*) is omitted for readability purposes and to acknowledge the difference of opinion between Horn (*g* does not exist) and Carroll (*g* exists)

Adapted from Schneider & McGrew (2018)



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Additional resources available at www.themindhub.com (*MindHub*™)

(+ P, PS, Pc within *Gs* likely further differentiated by content facets: reading-writing, figural-visual, auditory, quantitative-numeric, verbal)

(No well supported cognitive *Gk* & *Gh* narrow abilities have been identified)

**Gf-Fluid reasoning**
- **I-Induction**
- RG-General sequential reasoning
- **RQ-Quantitative reasoning**
- *RE-Reasoning speed*
- *RP-Piagetian reasoning*

**Gwm-Short-term working memory**
- **Wa-Auditory short-term storage**
- **Wv-Visual-spatial short-term storage**
- **AC-Attentional control**
- **Wc-Working memory capacity**

**Gl-Learning efficiency**
- **MA-Associative memory**
- **MM-Meaningful memory**
- M6-Free recall memory

**Gv-Visual processing**
- **Vz-Visualization**
- **SR-Speeded rotation**
- **IM-Imagery**
- CF-Flexibility of closure
- CS-Closure speed
- MV-Visual memory
- SS-Spatial scanning
- PI-Serial perceptual integration
- LE-Length estimation
- IL-Perceptual illusions
- PN-Perceptual alternations
- P-Perceptual speed *

**Ga-Auditory processing**
- **PC-Phonetic coding**
- US-Speech sound discrimination
- UR-Res. to auditory stim. dist.
- **U8-Maint. & judging rhythm**
- UM-Memory for sound patterns
- U1/U9-Musical discrimination & judgement
- UP-Absolute pitch
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**Gc-Comprehension-knowledge**
- **LD-Language development ***
- **VL-Lexical knowledge**
- **K0-General (verbal) information**
- LS-Listening ability
- CM-Communication ability
- MY-Grammatical sensitivity

**Gkn-Domain-specific knowledge**
- **K1-General science information**
- **K2-Knowledge of culture**
- MK-Mechanical knowledge
- KL-Foreign language proficiency
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- LP-Skill in lip reading

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- WA-Writing ability
- SG-Spelling ability
- EU-English usage
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**Gq-Quantitative knowledge**
- **KM-Mathematical knowledge**
- **A3-Mathematical achievement**

**Gr-Retrieval fluency**
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- **FE-Expressional fluency**
- FA-Associational fluency
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- FO-Originality/creativity
- **LA-Speed of lexical access ***
- **NA-Naming facility**
- **FW-Word fluency**
- FF-Figural fluency
- FX-Figural flexibility

Definitions can be found at:
https://tinyurl.com/y8555sjh

**Gs-Processing speed**
- **P-Perceptual speed ***
- **Ps-Perceptual speed-search**
- **Pc-Perceptual speed-compare**
- **N-Number facility**
- RS-Reading speed
- WS-Writing speed

**Gt-Reaction and decision speed**
- R1-Simple reaction time
- R2-Choice reaction time
- IT-Inspection time
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- R7-Mental comparison speed

**Gps-Psychomotor speed**
- R3-Speed of limb movement
- WS-Writing speed
- PT-Speed of articulation
- MT-Movement time

**Gp-Psychomotor abilities**
- P1-Manual dexterity
- P2-Finger dexterity
- P3-Static strength
- P4-Gross body equilibrium
- P6-Multilimb coordination
- P7-Arm-hand steadiness
- P8-Control precision
- A1-Aiming

**Go-Olfactory abilities**
- OM-Olfactory memory

**Gh-Tactile abilities**
- (Currently no well-supported abilities)

**Gk-Kinesthetic abilities**
- (Currently no well-supported abilities)

**Gei-Emotional intelligence**
- ***Ep-Emotion perception***
- ***Ek-Emotion knowledge***
- *Em-Emotion management*
- *Eu-Emotion utilization*

Narrow abilities with **bold font** = major ability; regular font = minor ability. If all factor codes are regular font under a broad ability = insufficient data to classify as major or minor (Schneider & McGrew, 2018)

*Italic* narrow factor code font designates "tentative" abilities

* = intermediate stratum abilities

Broad ability color codes **
- Blue – Intelligence-as-Process
- Gray – Intelligence-as-Knowledge
- Green – Intelligence-as-Process (speed/fluency)
- Red = other tentatively identified broad abilities

** First three as per Ackerman et al.'s *PPIK* model of intelligence

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**Source:** Schneider, W. J., & McGrew, K. S. (2018). The Cattell-Horn-Carroll Theory of Cognitive Abilities. In D. P. Flanagan & Erin M. McDonough (Eds.), *Contemporary intellectual assessment: Theories, tests and issues* (4th ed.,) New York: Guilford Press.

- Teori CHC memiliki pengaruh yang luas dalam pengukuran inteligensi.
- Beberapa tes yang dikembangkan karena pengaruh teori CHC diantaranya adalah :

  KABC → KABC-II (2004)

  WPPSI-R→WPPSI-III (2002)

  WAIS R → WAIS-III (1997)

  WJ R → WJ-III (2001)

  SB IV → SB V (2003), and

  WISC III → WISC IV (2003)

(McGrew in Flanagan & Harrison, 2005).

| TEST | GC | GV | GF | GSM | MA |
|---|---|---|---|---|---|
| KABC-II | Expressive Vocabulary<br>Verbal Knowledge<br>Riddles<br>Gestalt Closure | Gestalt Closure<br>Block Counting<br>Rover<br>Triangles | Pattern Reasoning<br>Story Completion<br>Hand Movements | Word Order<br>Number Recall<br>Hand Movements | Atlantis<br>Atlantis-Delayed<br>Rebus<br>Rebus-Delayed |
| WISC-III | Information<br>Picture Completion<br>Comprehension*<br>Similarities*<br>Vocabulary* | Object Assembly<br>Block Design*<br>Picture Completion | Picture Arrangement<br>Arithmetic | Arithmetic<br>Digit Span* | |
| WISC-IV | Comprehension*<br>Similarities*<br>Vocabulary* | Block Design* | Matrix Reasoning<br>Picture Concepts | Letter–Number Sequencing<br>Digit Span* | |
| WJ-III | Verbal Comprehension<br>General Information | Spatial Relations<br>Picture Recognition | Concept Formation<br>Analysis–Synthesis | Numbers Reversed<br>Auditory Working Memory | Visual–Auditory Learning |

# Alasan teori CHC banyak digunakan sebagai dasar pengembangan tes inteligensi

- Teori inteligensi CHC merupakan teori struktur kecerdasan yang komprehensif, model teori yang dianggap terbaik dalam menggambarkan struktur kognitif manusia karena kuatnya dasar empiris yang digunakan (McGrew, 2005).
- CHC merupakan teori inteligensi terbaru yang paling komprehensif dan disepakati para ahli → Carrol's Three Stratum Theory may be the most accepted model of the structure of human cognitive ability ( Kanzler, 1997 dalam Taub, 2002)
- CHC merupakan taksonomi yang menggabungkan berbagai penelitian analisis faktor mengenai inteligensi selama kira-kira lebih dari 50 tahun.
- "The Cattel-Horn-Carrol theory of cognitive abilities is the best validated model of human cognitive abilities" (Ackerman, P.L & Lohman D.F., 2006)

- Teori CHC  sudah digunakan secara luas untuk mengklasifikasikan dan mendeskripsikan kemampuan kognitif manusia di berbagai latar belakang budaya
- CHC memiliki implikasi yang paling luas terhadap pengukuran inteligensi (Mc. Grew, 1997, dalam Gregory, 2011).
- Hasil asesmen dari tes kecerdasan yang mendasarkan pada teori CHC mampu menyediakan informasi yang dibutuhkan untuk diagnosis intervensi ABK

# References


- Definisi lebih detil mengenai masing-masing ability (baik broad ability maupun narrow ability), dapat di baca di beberapa tulisan Kevin McGrew. Atau dapat diakses di web IAP (Institute for Applied Psychometrics)
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