



DEVELOPMENT OF STUDENTS' PSYCHICAL ABILITIES IN LEARNING

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Abstract

The psychological development of students in learning plays an important role in ensuring the holistic growth of students. This article presents the concept of students' psychological development in a learning context and emphasizes the role of educators and a supportive learning environment. Understanding students' psychological development is an important basis for designing learning experiences that are appropriate to their level of development. The stages of cognitive, emotional, social and moral development must be understood so that educators can design relevant learning experiences. Creating a safe and comfortable environment is a key factor in the psychological development of students. In a learning environment that is accepted, respected, and supported, students can increase their motivation, self-confidence, and psychological well-being. Encouraging students' independence and responsibility is an important aspect in their psychological development. Providing opportunities to take initiative, challenging with appropriate assignments, and providing constructive feedback can help students learn and grow. developing social skills is an important component in the psychological development of students. Through collaboration, group work, and positive social interactions, students can learn about empathy, effective communication, problem solving, and cooperation. Managing stress and emotions is also something that must be considered in students' psychological development. Educators can help students manage stress and emotions by providing stress management strategies, recognizing and expressing emotions well, and teaching effective problem solving skills. integrating physical and artistic activities is an effective method in the psychological development of students.

Keywords : Psychic abilities, students, and learning

Introduction

In general, psychology is a person's mental condition that influences daily activities, psychology consists of the words psyche or psychic (soul and logos), psychology is also defined as things related to a person's emotional and mental condition as well as visible and invisible behavior. What can be seen from students' daily activities is that students' psychological conditions greatly influence their emotions. As parents or teachers, we must be able to process students' emotions so that they can be calm when facing problems. In everyday life, students will face various social situations with other students, and it has been proven that in social situations each student communicates with other students. Psychic abilities refer to an individual's mental or cognitive ability to process information, recognize patterns, solve problems, and relate to the world around them. It covers various aspects such as perception, attention, memory, thinking, reasoning, and problem solving. Perceptual abilities involve the recognition and interpretation of sensory information, such as vision and hearing. Attentional abilities involve the ability to focus on relevant stimuli and ignore irrelevant stimuli. Memory abilities involve the ability to store and retrieve information from short-term and long-term memory. Thinking abilities involve the use of logic, analysis, and evaluation in processing information. Reasoning abilities involve the ability to connect information and make conclusions based on existing evidence. Problem-solving skills involve the ability to identify problems, develop

strategies to solve them, and implement effective solutions. Psychic abilities can be developed through practice, education, and experience. This can also be influenced by genetic and environmental factors. Each individual has different levels of psychic ability, and some people may have advantages in certain areas. It is important to understand that psychic abilities can change over time and can be improved through practice and self-development. Psychic abilities play a key role in the learning process. It covers various mental and cognitive aspects that influence how a person learns, understands, and remembers information. Therefore, we chose the title of developing students' psychic abilities in learning to make this journal because in everyday life, both in the surrounding environment and in the school environment, we often encounter problems related to the psychology of children or students. There are problems with physical motor skills through traditional games for early childhood, this game is something that is considered mandatory as a means for physical motor development for early childhood. Modern games that are now often played by urban children tend to sharpen brain abilities rather than muscle abilities, therefore Parents and teachers who live in urban areas are advised to introduce children to types of games that better train their muscle strength and traditional games could be one solution (Uswatun Hasanah: 2016) We also created this article as an important basis for designing learning experiences that are appropriate to their developmental level. The stages of cognitive, emotional, social and moral development must be understood so that educators can design relevant learning experiences. Creating a safe and comfortable environment is a key factor in the psychological development of students. It is a common concern that we often find cases that damage children's mental health due to internal factors originating from the family, such as divorce, so that this disturbs the child's physical and mental health. This can be characterized by tendencies in children, for example, such as children preferring to be alone, seen moody, and distrustful of others

Research Methodology

In writing this article we used the literature study method or literature study, literature study can be done by collecting references consisting of several previous studies which are then compiled to draw conclusions (Mardalis, 1999). The results of the compilation of several previous studies can be used to conclude: (1) what is psychological development, (2) how psychic abilities are developed in students, (3) why teachers must understand educational psychology in teaching, (4) phases of child development. Steps used in making this journal are as follows: (a) Choose a theme (b) Examining/finding information (c) Collect data / information sources (d) Presents the data that has been searched (e) Compile reports.

Result & Discussion

Development of Psychic Abilities

Physical growth and development is the most obvious side of any human being, and this also applies to students. According to Catherine (2010), physical development includes changes in body size and proportions, appearance and function of various body systems. Accompanying growth and development also occurs the development of the brain, perception, motor capacity and physical health. The physical growth and development of students is unique because all the visible changes that almost everyone goes through are normal. Physical growth is the result of continuous and complex interactions between heredity and environmental factors. Thus, if there is diversity in the physical appearance of students, it should not result in discrimination in services in the field of education and learning. Humans begin to develop before they emerge from their mother's womb. After fertilization, the zygote is the earliest physical form of human development. This zygote period lasts about two weeks. then becomes an embryo. The embryonic period lasts from the second week until the eighth week of pregnancy begins. The embryo then changes shape into a fetus. The fetal period starts from the ninth week until the end of pregnancy. The zygote, embryo and fetus are formed in the first trimester or pregnancy. In the third trimester, the fetus weighs about seven and a half pounds. The rapid growth and development of body size during infancy begins to slow down as they enter the early childhood phase. During this time boys still tend to be slightly larger than girls. Increased control of their hands and fingers leads to major improvements in fine motor skills. Toward the end of the preschool years, children begin to lose their baby teeth. The most difficult transition physically experienced by children is when they enter puberty. Puberty is the time when a school-age child's body changes into that of an adult. This growth is regulated by hormones which are influenced by genetic factors. Girls usually reach puberty an average of two years earlier than boys. For women, certain parts of the body structure quickly change to form a more mature skeleton. Sex hormones control sexual maturation. Testosterone in men promotes hair and muscle growth. Meanwhile, estrogen encourages female growth, especially in the breasts and vital sex organs. At the age of fourteen, the parts of all organs are mature and accompanied by changes in voice. In the teaching and learning process it can be said that the core psychological problems lie in the students, this does not mean ignoring the psychological problems of an educator, but if someone has become an educator then he has gone through an

educational process and psychological maturity is a necessity in teaching. Teachers' mastery of educational psychology is one of the competencies that teachers must master, namely pedagogical competence. Muhibbin Syah (2003) said that "among the knowledge that teachers and prospective teachers need to master is knowledge of applied psychology which is closely related to the teaching and learning process of students." Psychologists agree with the understanding of development as a process of change that leads to progress. Development causes the achievement of new psychic abilities and traits. Changes that are intended as the achievement of new psychic characteristics cannot be separated from changes that occur in the biological structure, although not all changes in psychic abilities and traits are influenced by changes in the biological structure. Or in other words, development can be said to be a process of change in psycho-physical functions as a result of the process of maturation of psychological functions, supported by environmental factors and the learning process over a certain period of time towards maturity. Development can also be interpreted as a process of transmission of a hereditary psycho-physical constitution, stimulated by favorable environmental factors.

How psychic abilities are developed in students

For students, mental exercise is very important for better brain function. When they enter the early grades of school or when they are still young, children see the world as full of wonder, provoke curiosity, give rise to fun "discoveries", even scary challenges. At that time, students' brains were at high capacity to absorb a lot of information while developing life skills. This explosion is like learning within the brain's Olympic framework from the entire course of human life. However, unlike Olympic athletes who have limited time to show their peak performance, the human brain can continue to grow and improve by increasing physical movement and exercise. It is very possible that this is the underlying reason that in many countries, school children have a higher proportion of sports hours than in other countries.

Teachers must understand educational psychology in teaching

In reality, every teacher in an educational institution has not all studied educational psychology, so the way these teachers teach still uses the lecture method, even though there are many methods for teaching, while students have to listen and pay attention carefully and sit quietly. Thus the teacher still teaches using behaviorist learning theory. So that students are expected to have the same understanding of the knowledge taught by their teacher. In fact, educators (especially school teachers) are expected to have or master adequate educational psychological knowledge in order to be able to educate students through an effective and successful teaching and learning process. Knowledge of educational psychology for teachers plays an important role in providing education in schools.

Phases of child development

This developmental phase can be interpreted as a phasing or phasing out of an individual's life journey which is characterized by special characteristics or certain patterns of behavior. Regarding the issue of grading or periodization of this development, experts have different opinions. These opinions can be broadly grouped into three, namely based on biological, didactic and psychological analysis

Developmental Stages Based on Biological Analysis

A group of experts determines the division based on certain conditions or growth processes. The opinions of these experts include the following (1) Aristotle described individual development from childhood to adulthood into three stages. Each stage is seven years long, namely: (a) Stage I from 0.0 to 7.0 years (childhood or play period. from 7.0 to 14.0 years (childhood, school period (b) Stage II (low) (c) Stage III from 14 to 21 years (adolescence, puberty, transition period and the age of children becoming adults) This stage is based on symptoms in physical development (jasmani). This can be explained that between stages I and stage II is limited by the change of teeth between Stage II and Stage III are marked by the start of functioning of the sexual organs (2) Kretsciner stated that from birth to adulthood individuals go through four stages, namely: (a) Stage I from 0.0 to approximately 3.0 years. Fullungs (filling) period I; In this phase the child looks short and fat (b) Stage II from approximately 3.0 to approximately 7.0 years, Streckungs (stretch) period I. In this period the child looks slim (elongated/tall). period II. At this time the child looks short and fat again (c) Stage III from approximately 7.0 to approximately 13.0 years, Fullungs period II: at this time the child looks short and fat again (d) Stage IV from approximately 13.0 to approximately 200 years: Streckungs period II, in this period the child looks slim again (3) Elizabeth Hurlock stated the stages of individual development, namely as follows: (a) Stage I Prenatal Phase

(before birth), from the conception period to the birth process, which is around 9 months or 280 days (b) Stage II (c) Stage III Infancy (snoring), from birth to 10 or 14 days of age Babyhood (baby), from 2 weeks to 2 (d) Stage IV of Childhood, from 2 years to adolescence (puberty) (e) Stage V Adolescence/puberty from age 11 or 13 years to age 21 years a) Pre Adolescence. In general, women are 11-13 years old, while men are later than that. b) Early Adolescence at the age of 10-17 years c) Late Adolescence at the last developmental period until college age in the high mountains

Developmental Stages Based on Didactics

There are several possible didactic or instructional bases used by experts (1) What should be given to students at certain times? (2) How do you teach or present learning experiences to students at certain times? (3) These two things are carried out simultaneously. Which can be classified into stages based on didactic or instructional, including the opinion of Comenius and the opinion of Rousseau (4) Comenius. Viewed from an educational perspective, complete education for a person takes place in four levels, namely a) Mother's school (scola materna), for children from 0.0 to 6.0 years. b) Mother tongue school (Scola Vernaculan) for children aged 6.0 to 12.0 years c) Latin school (Scola Latina), for teenagers aged 12.0 to 18 years d) Academy (academica) for young people aged 18.0 to 24.0 years old. In each school, teaching materials (educational materials) must be provided that are appropriate to the development of students, and delivery methods must be used that are appropriate to their development (5) Rousseau. The stages of development according to Rousseau are as follows: (a) Stage 1 0.0 to 2.0 years, foster age (b) Stage II 2.0 to 12.0 period of physical education and sensory training (c) Stage III 12.0 to 15.0 sense education period (d) Stage IV 15.0 to 20.0 period of character education and religious education

Psychologically Based Developmental Stages

Experts who use psychological aspects as a basis for analyzing developmental stages look for psychological experiences that are typical for individuals in general and can be used as a period of movement from one phase to another in their development. In this case, experts argue that in development. In general, individuals experience periods of unrest. If development can be described as an evolutionary process, then during times of unrest, evolution turns into revolution. Almost everyone experienced psychological shock because of that. can be used as a stimulus for movement from one period to another in the development process. During the development period, individuals generally experience a period of upheaval twice, namely (a) at approximately the third or fourth year, and (b) at the beginning puberty. Based on these two periods of shock. Individual development can be described as passing through three periods or periods, namely from birth to the first shock period (the third or fourth year which is usually called childhood. 2) from the first shock period to the second shock period which is usually called school harmony and 3) from the second shock period to the end of adolescence which is usually called the maturity period.

Conclusion

Based on the descriptions above, the author concludes that development is closely related to the learning process, because in essence both development or learning refers to changes in what one has learned, both from a physical and spiritual perspective which is actualized through behavior (behaviorism) without distinguishing between organisms. which exists. Psychological is related to a person's mental nature. Meanwhile, psychology itself is a science that studies the soul as observed through a person's behavior. The soul is an abstract spiritual life force, which is the driving force and regulator for all actions as a result of the learning process made possible by physical, spiritual, social and environmental conditions. Based on the definition above, it can be stated that psychological development is a change that occurs in an individual as a result of the learning process and is adapted to the condition of the student's psychological development. Viewed from the perspective of psychological development, the necessity for every teacher to know the level of maturity they have reached and their level of willingness to learn is absolute. Teachers must maintain the level of maturity and level of willingness of students in every learning process and in every experience they want to learn. This is done so that his business is successful and ensures that students can take advantage of the elements he uses in his teaching, guidance and training. From the opinion above, it can be seen that education is an effort to improve students' abilities to a certain level, therefore a teacher is required to master the abilities as a professional teacher in his field. The teacher's inability to see the differences students face in the classroom has had a major impact on failure in maintaining and developing human energy effectively. Thus, teachers must be able to pay attention to individual differences in children, so that the goals to be achieved can be achieved as well as possible. Apart from that, we have also compiled this journal so that a teacher can be careful in teaching students, so that students can be treated as ordinary humans and not as small children. By knowing this condition, the process of teaching and learning activities (KBM) can run

effectively and efficiently and the educational goals that have been set can be achieved as well as possible while still paying attention to and adapting to the psychological development conditions of different students.

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