



THE IMPORTANCE OF UNDERSTANDING STUDENT DEVELOPMENT FOR TEACHERS AND PROSPECTIVE PRIMARY SCHOOL TEACHERS

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Abstract

This article aims to find out how important it is for teachers and prospective teachers to understand student development, especially in elementary schools. Education is an important factor in developing students' potential, and the success of education programs in formal schools is influenced by students, curriculum teaching staff, infrastructure and the environment. This is the reason why a teacher or prospective teacher needs to think about the development phase and students in elementary school. The benefit of this research is that teachers throughout the world increase their understanding of their role in achieving student development tasks. Teaching and learning activities not only aim to make students master knowledge academically, but also to shape students' character, so, in this case, character education is considered very important to be carried out in formal schools from the results of this research, namely: 1) A form of low learning motivation, namely a lack of student involvement during learning and a lack of student activity, (2) Factors causing low student learning motivation come from the condition of the students and environmental factors, 3) Efforts that can be made by teachers to increase students' learning motivation are providing rewards, creating a comfortable learning atmosphere for students, such as varied learning methods, using interesting learning media, providing individual and group activities, and collaboration. with parents. If the teacher in delivering lesson material does not pay attention to student characteristics and students' personality traits are not used as a basis for learning, students will have difficulty understanding the lesson material. This research aims to find out about the application and importance of pedagogical competence in the learning process so that in the future it can be applied well by students. Prospective teachers used data collection techniques using library studies/literature reviews, namely by collecting books and prospective teacher students. Results The literature review shows that good pedagogical competence, apart from that, pedagogical competence is very important in understanding characteristics.

Keywords : Student Development for Elementary School Teachers and Prospective Teachers

Introduction

School is a place where people prepare themselves to improve their competence and skills. What if humans do not have the competencies and skills in their lives, of course it will be difficult to adapt to the world, especially to changes that occur in the environment, a very important means of improving human life. (Wina Mustikaati 2023, p. 125). Teachers are educators. Educators are parties who help students because of their inability to act as intelligent human beings like those of the teacher himself. Teachers are those who educate and guide children towards maturity in carrying out education within the family or an institution. In the educational process, teachers have a role that very important and as a role model in achieving educational goals. The learning process in the classroom is seen as playing an important role, especially in serving students in their learning activities. Where the teacher will build a positive attitude in learning, arouse curiosity, encourage independence and intellectual logical accuracy, and create conditions for success in learning. Therefore, teachers are expected to be able to plan

activities, communication and interactions that lead to learning (Nurhamidah, 2017, p. 28). Education is a process of changing behavior, increasing knowledge and life experience so that students are more mature in their thinking and attitudes. Education in the digital era is very developed, advances in technology are not only enjoyed by adults, elementary school age children can also enjoy the results of current technological developments. Technology is widely used in the world of education, as a means and infrastructure for interaction between educators and students. Current technological developments have both positive and negative impacts, the positive should be more dominant in the benefits of technology users. Education is a strategic means to improve the quality of the nation, therefore the progress of the nation and the progress of education is a determination. In the entire education process in schools, learning is the spearhead for the creation of quality education. Only with quality learning can an agency produce quality graduates. At the operational level, quality teaching staff. For this reason, it is very important for teaching staff to have educational competency and qualification standards so that learning achieves effectiveness and efficiency with the student characteristics described above, teachers are required to be able to package the planning and learning experiences that will be given to students well, convey things that exist in the environment around students' daily lives, so that the subject matter studied is not abstract and more meaningful to children.

Development is a process that never stops (never ending process), meaning that humans continuously develop, influenced by experience or learning. All aspects of development influence each other, meaning that every aspect of individual development, whether physical, emotional, intelligence or social, influences each other if one of these aspects is not present. Development follows a certain pattern or direction, meaning that development occurs regularly so that the results of development from previous stages are a prerequisite for development. Educators or teachers in carrying out their duties must have teacher competence, because the main task of teachers is not only to transfer knowledge to students but to educate, direct, assess, evaluate and provide stimulus so that the potential of students can be developed to innovate. The role of teachers is very large in learning, so teachers should have high competence in order to carry out effective learning so that students can be motivated to learn. (Wanda Agus Prasetya., 2021). Learning activities carried out at school involve teachers as a very crucial part in implementing learning. Without teachers, with great and ideal learning strategies, it is difficult to implement those procedures. Teachers who think teaching is limited to conveying topics will not be the same as teachers who think teaching is the process of providing assistance to students. This difference will influence teachers in learning activities for students. Assuming the teacher feels that education is an effort to help students succeed in learning, then at that time the teacher will try to arouse students' motivation in learning, but if the teacher feels that teaching only conveys material, then there will be no effort to build more prominent motivation for students to learn (Tampubolon, 2016). Teachers as educators are obliged to arouse student motivation in learning, student achievement which can be said to depend on how the teacher can provide stimulus to students in learning, so that student learning achievement increases (Simamora & Simamora, 2022). Learning activities carried out at school involve teachers as a very crucial part in implementing learning. Without teachers, with great and ideal learning strategies, it is difficult to implement those procedures. Teachers who think that teaching is only about conveying topics will not be the same with teachers who consider teaching to be a process of providing assistance to students, this difference will influence teachers in learning activities for students. Assuming the teacher feels that education is an effort to help students succeed in learning, then at that time the teacher will try to arouse students' motivation in learning, but if the teacher feels that teaching only conveys material, then there will be no effort to build more prominent motivation for students to learn (Tampubolon, 2016). Teachers as educators are obliged to arouse student motivation in learning, student achievement which can be said to depend on how the teacher can provide stimulus to students in learning, so that student learning achievement increases (Simamora & Simamora, 2022). The important role of teachers in the field of education encourages the government to provide special education for people who want to become teachers. This education is taught at the tertiary level which has faculties or held. Educational Internships are generally activities for prospective teacher students to learn and practice the knowledge and skills they possess at partner schools. Students who have undertaken educational internships will gain experience teaching in real classes. (Octavianingrum, 2020).

Research Methodology

Library or literature study is an activity of collecting data from various reading sources. (Saniyah Oktarisma., 2021) In this research we used a research method, namely conducting a case study at SDN Gondrong 7 located in Cipondoh, Tangerang. The research method used in this research is descriptive qualitative research. The research approach used in this research is a qualitative approach using interview techniques (Ina Magdalena., 2020).

Result & Discussion

In developmental psychology, human development is divided into several stages. As stated by Lester D. Crow in his book *Human Development and Learning*, he emphasized that there are three phases of development, namely childhood, maturity and adulthood. The childhood period starts from pregnancy, birth, infancy, childhood to school children. Meanwhile, the maturity period is a developmental process when a person experiences maturity before he enters his maturity period. Functional maturity will influence changes in mental functions. The Adulthood Period is the time of reaching maturity. (Oktarisma, Neviyarni, & Murni, 2021). According to the Big Indonesian Dictionary, "a teacher is a person who has a job (livelihood, his profession is teaching." (Indrawan, 2020). A teacher is someone who has academic qualifications and competence as a learning agent, is physically and spiritually healthy, and is able to realize national education goals (in Mawardi, 2020). According to Monks (2001) in the writings of Desmita (2010). The definition of development refers to a process towards something more perfect and cannot be repeated. Development refers to changes that are permanent and cannot be reversed. Development is also defined as a permanent and external process. still leading to an organization at a higher level of integration, based on growth, maturation and learning (Desmita, 2010). Development is a continuous and progressive change in an organism, from birth to death, as well as changes in the form and integration of physical parts into functional parts (Caplin, 2009 in Desmita, 2010). Teachers prepare various options and strategies to instill values, norms and habits into the subjects they teach. Teachers can choose certain methods in the learning process, such as conveying various quotes in the form of aphorisms or proverbs related to character, short stories, group discussions, writing short essays and so on. Each school should determine specific activities that can bind teachers to carry out these activities on an ongoing basis. The following is an example of implementing exemplary character education in schools as: (1) Teachers consciously come at 06.30 and leave at 1.30, the presence of such teachers is a form of their commitment to the culture that prevails at the school in question (2) The school rewards every success, effort and commitment, all employees and students will be motivated to work hard, be innovative and support change (3) The school gave appreciation during the flag ceremony on Monday, to teachers, employees and students who excelled. This method motivates every teacher, employee and student to achieve certain achievements. (Putri, Character Education for Elementary School Children in the Digital Era, 2018. Teachers as motivators need to know the factors that cause students' low learning motivation which causes their learning achievement to decrease. Teachers must stimulate and provide encouragement and reinforcement to revive students' passion and enthusiasm for learning (Manizar, 2017).

Based on research that has been carried out by means of interviews and observations, the factors causing the low learning motivation of students at SD Aisyiyah Surya Ceria Karanganyar are the conditions of the students and the environment. The student's condition is in the form of physical condition such as students who are unwell, for example fever, cough, cold, learning cannot be absorbed properly by students. Apart from physical condition, the mental or emotional condition of students is also one of the causes of low motivation to learn. When students are in an unstable or balanced emotional condition, students will tend to get bored or fed up easily. This tendency (easily bored/saturated) is an indicator of students' low learning motivation (Sintia Anggraini, 2022). There are many factors that cause low quality education, including learning activities that are less responsive to the diversity of individuals and the environment in which students find themselves. Such learning is less useful for students. For learning to be meaningful, it needs to be designed and developed based on the conditions of students as learning subjects and the cultural community in which students live. Students are humans who have history, creatures with unique characteristics (individuality). An understanding of the subject of study must be possessed by the teacher or staff. other education to serve as a basis for developing theories or practices of education and learning. The problem often faced by prospective teachers in implementing deep scientific literacy is that they have rarely been encouraged to think at a higher level in learning, then this is compounded by weaknesses in communicating ideas or information directly, lack of insight in reading literature and lack of insight into thinking. There are many factors that cause low quality education, including learning activities that are less responsive to the diversity of individuals and the environment in which students find themselves. Such learning is less useful for students (Afiani, 2020). Based on learning theory, teachers should be able to understand and adapt learning methods according to students' conditions. Teachers must know the characteristics of students. Teachers must be able to adapt to help each student's learning emotionally, socially, physically and so on. Teachers need to master learning theory in educating. Teachers need to explain learning materials clearly to students by using certain approaches through creativity in implementing strategies or methods such as educational learning, developing students' potential, curriculum development, and most importantly, good communication methods during learning. Teachers need to actualize the basics of teaching, master the science of teaching, get to know students, master motivation theory, and recognize the social environment. Three other competencies that a teacher needs to have besides pedagogical competence, namely: (1) Professional competence, namely a teacher's ability to manage the teaching and learning process and

students supported by classroom management, mastery of learning materials, learning strategies, and use of learning media according to the material being discussed (2) Social competence, namely the teacher's ability as an educator to interact with the school community and the community where the teacher is located. This ability can be seen from the interactions between teachers and teachers, teachers and students and the community at school (3) Personality competency, namely a teacher has a good attitude and personality. Teachers can actualize the basics of teaching, master the science of teaching, get to know students and master motivation theory as well as recognizing the social environment (Charoline1., 2018).

In accordance with constructivist learning theory, a teacher must build students' perspectives on learning. If students have no interest in learning, teachers need to understand learning theory so that students can understand that learning is important. Teachers develop students and increase student motivation to learn. Teachers must know how to increase children's interest and motivation. Teachers must know a variety of learning techniques, apply learning methods, and see changes that occur in students. Students like learning methods that are interesting and not boring, and can also use interesting pictures. Teachers need to use varied methods so that children do not get bored. The problem often faced by prospective teachers in implementing deep scientific literacy is that they have rarely been encouraged to think at a higher level in learning, then this is compounded by weaknesses in communicating ideas or information directly, a lack of insight in reading literature and also a lack of insight into thinking. Problems that arise when a teacher lacks mastery of pedagogical competence include students feeling bored and dissatisfied because the material delivered is less interesting, teachers do not pay attention to students' characteristics so they generalize all students' abilities. This causes students who have less ability to fall further behind. Apart from that, the teacher's lack of attention to students in teaching results in students tending to be indifferent and ignoring the teacher (Octavianingrum5, 2020). A teacher needs to understand student development which includes the child's physical, socio-emotional and intellectual development. Teachers can understand students who are slow or who are quick to grasp learning material during the teaching and learning process. Teachers who are able to understand students by understanding the principles of student development and reflecting them through the learning process are a reflection of the importance of pedagogical knowledge for teachers in education. Reflective ability as the mental process ability to think in reasoning, solving problems, listening, and understanding the values that support the teacher's understanding of students, as well as the actions of coaching and mentoring students by teachers. The phases of human development in developmental psychology consist of the prenatal phase, the infant phase, the early childhood, middle and late childhood, and adolescence. Elementary school children enter the middle and final childhood phase which is starting to enter the adolescent phase. Elementary school children have characteristics such as mastering basic reading, writing and arithmetic skills. Elementary school age children are starting to enter the wider world formally so they need to pay attention to achievement and self-control (Kumala, Susilo and Susanto).

Character education is everything that teachers do that is able to influence the character of learners. Teachers help shape the character of students based on the principles of character education. The following principles are used in the development of national value or character education, namely: (1) Values can be taught or strengthen the noble values of the nation's culture through thought, feeling, intention, heart and sports connected to the object being studied which is integrated with the subject matter (2) Values can be taught or reinforce the noble values of the nation's culture through thoughts, feelings, charities, hearts and sports that are connected to the object being studied that blends with the subject matter (3) The process of developing national values/character is carried out through every subject and in every learning activity. The process of developing national character values is a continuous process since students enter the educational unit (4) Discussion of various parables of objects studied to exercise thought, taste, spirit and exercise to meet the demands and emergence of self-awareness as a servant of God, a member of society and the nation as well as a citizen, and as part of the environment in which one lives (5) Character education at the institutional level leads to the formation of school culture, namely the values that underlie behavior, traditions, daily habits and symbols practiced by all school members and the community around the school. School culture is the characteristic, character or disposition, and image of the school in the eyes of the wider community. So that the teacher's efforts can run optimally, there needs to be closeness between the teacher and this shy child. This approach does require a process and time. It takes patience for teachers to get close to shy children. If there is closeness between the teacher and the students, the teacher can communicate more intensely with these shy children. For example, when the child is eating lunch or when the child is waiting to be picked up (after school). Next, teachers can invite children to talk when other friends are around. Get your child used to talking in front of other friends by being more active in asking questions or just telling small talk. Don't forget to give praise when your child experiences an increase in self-confidence, so that the child becomes more motivated. Another way to find out a child's character is by discussing in class.

Usually, introducing children one by one to introduce themselves in front of the class, if they are still shy, is a teacher's job to provide encouragement and motivational support. The introduction is in the form of the child's identity. You can also group children by changing their sitting chairs, such as making circles/squares. Meanwhile, the time required depends on the situation in the class, if the class is conducive then the time required is not that long. Adaptation by children in a new environment is very important. Children will feel that everything is not going smoothly in their educational life. Children will feel like they have failed in their education. They also think that school is not fun. Therefore, children must be able to convince themselves that in the new environment there are no evil teachers, naughty friends, or difficult subjects. Student characteristics that can be identified as factors that greatly influence the learning process and outcomes are intelligence, initial abilities, cognitive style, learning style, motivation, and socio-cultural factors. Information about the level of development of students' intelligence is very necessary as a basis for choosing components in learning, such as learning objectives, materials, media, learning strategies, with the student characteristics that have been described as above, teachers are required to be able to package the planning and learning experiences that will be given to students well, convey things that exist in the environment around students' daily lives, so that the subject matter studied is not abstract and more meaningful for children. Based on the description of understanding student characteristics in learning above, as well as seeing the current conditions where student learning outcomes are not yet optimal, the tasks carried out by educators and designers in the field of learning are very complicated because they have to deal with a number of variable conditions that are beyond their control. One variable that cannot be manipulated by teachers or instructional designers at all is student characteristics. This variable absolutely must be used as a basis in selecting and developing optimal learning strategies. Whatever efforts are chosen and carried out by teachers and learning designers must rely on the individual characteristics of students as learning subjects.

Conclusion

Character will be formed if an activity is carried out repeatedly until it becomes a habit, which in the end does not just become a habit but becomes a character. Character education can be applied to all subjects. Every subject related to norms needs to be developed and linked to everyday life. Student characteristics are aspects or individual qualities of students consisting of interests, attitudes, learning motivation, learning styles, thinking abilities, and initial abilities possessed by a child. Student characteristics are 3 aspects or individual qualities of students consisting of interests, attitudes, learning motivation, learning styles, thinking abilities, and initial abilities possessed by a child. In order to improve the quality of learning, teachers need to use student characteristics and culture as a basis for developing learning principles and programs. Because, whatever efforts are chosen and carried out by teachers and learning designers if they do not rely on the individual characteristics of students as learning subjects, the learning they develop will not be meaningful for students.

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