

**COURSE DESCRIPTION, SYLLABUS, AND
LEARNING MATERIALS PROFESSIONAL COURSE ON
STUDENTS DEVELOPMENT**

**BY
A TEAM OF TEACHING STAFF OF THE FOUNDATIONAL EDUCATION
COURSES**



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GUIDANCE
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This is a foundational course at an undergraduate level in education. At the end of this course, students are expected to be able to explain and implement the following concepts in education 1) developmental concepts which include: a) psychology and education, and b) definitions, principals, approaches and the development stages; 2) factors that influence development; 3) concepts and developmental tasks based on developmental stages; 4) characteristics of psychophysics of students, which include: a) physics and psychomotor development, b) cognitive, c) language, d) sosiomotional, e) moral and religious, f) self-confidence, carrier developmnet, and 5) problem faced by adolescents

The lectures are to be conducted by help of expository approach which includes answer and question approaches which s to be carried with the help of an LCD. Further, students will be engaged through assignments, presentations, discussions, and problem solving as one of the ways to be assessed.

Besides examinations and tests, presentations, discussions, and classroom activities will be applied in the evaluation of students.

Main Sources

Newman and Newman. 2008. Development Through life: A psychosocial Approach; Desmita. 2008. Psikologi Perkembangan Anak; Amin Budiamin, Dedi Herdiana Hafid, and Daim. 2008. Perkembangan Peserta Didik: Bahan Belajar Mandiri PGSD; Abin Syamsuddin M. 2006. Psikologi Kependidikan; Syamsu Yusuf. 2005. Memahami Perkembangan Anak Sekolah Dasar; Lemer, R.m. 1983. Human Development; A Life Span Perspective

SYLLABUS

1. Course Identity

Name of the Course	: Learners' Development
Course Code	: KD 301
Credit Units	: 2 CU
Semester	: 1
Course Category	: Professional foundational Course
Program of Study	: Undergraduate (Bachelors' Degree)
Requirements	: -
Lecturers	: A Team of Course Lecturers

2. Objective

At the end of this course, students are expected to be able to explain and apply the concepts of development, factors that influence development, characteristics of learners' psychophysics and problem solving amongst adolescents in line with the field of education.

3. Content Description

In this course, the following will be discussed 1) the concept of development which includes: a) development concept in relation to psychology and education, b) definitions, principles, approaches, and the stages of development; 2) factors that influence development; 3) concepts and development tasks based on the development stages; 4 characteristics of the psychophysics development include: a) the development the physic and psychomotor, b) cognitive, c) language, d) socio-motional, e) moral and religion, f) self dependence, g) career development; 5) adolescent problems and their implications on education.

4. Instruction Approaches

The approaches used are expository and inquiry approaches. The methods, tasks and media used are as below:

- a. Method : lecture, question and answer, discussion, and problem solving.
- b. Task : paper report, presentation, and discussion.
- c. Media : OHP, LCD/ Power Point.

5. Evaluation

The evaluation consists of:

- a. Class activities : 10%
- b. Paper presentation : 20%
- c. Mid Test : 30%
- d. Final Test : 40%

6. A learning detailed plan

Meeting	Topic of Discussion
1st Meeting	Course Orientation
2nd and 3rd Meeting	<p>Concepts of development in relation to psychology and education.</p> <ul style="list-style-type: none"> a. Psychological Concept : Etymology and terminology b. Dynamics of human behaviour n a psychological perspective: biology perspective, behaviorism,cognitive, and humanistic perspective and its implication on education. c. Development as a branch of psychology. d. Definition of developmental psychology. e. The benefits of developmental psychology to the field of education.
3rd Meeting	<p>Development Concept</p> <ul style="list-style-type: none"> a. The definition of growth, maturation, learning, and exercises and its relation to development. b. Definition of development and its implication on education.

Meeting	Topic of Discussion
	c. Developmental principles and their implications on education.
4 th Meeting	Factors that influence development a. The influence nature on development. b. The influence of nurture toward development. c. Determination of nature and nurture in the development of psychophysics and their implications to education.
5 th Meeting	The concepts and Developmental tasks a. The definition of developmental task b. The source of developmental tasks c. The developmental tasks of adolescents
6 th Meeting	Characteristics of Physic and psychomotor development in adolescents
7 th Meeting	Characteristics of adolescents' development and implication on education.
8 th Meeting	Mid Test
9 th Meeting	Characteristics of social development amongst adolescents and implication on education.
10 th Meeting	Characteristics of cognitive and language development amongst adolescents and implication on education.
11 th Meeting	Characteristics of moral and religion development amongst adolescents and implications on education.
12 th Meeting	Characteristics of self reliance and career development amongst adolescents and implications on education.

Meeting	Topic of Discussion
13, 14 th Meeting	Issue and problem faced by the adolescents and their implications on education.
15 th Meeting	Course Review
16 th Meeting	Examination

7. References

- Syamsudin, Abin. 2001. Psikologi Pendidikan. Bandung: Rosda Karya.
- Havighaurst, R.I. 1972. Developmental Task and Education. New York.
- Hurlock, E.B. 1980. Developmental Psychology. Meka y a Life Span Approach. New Delhi: Tata McGraw- Hill, Publishing Co. Ltd.
- Lingdern. H.C. 1972. Educational Psychology in the Classroom, Third edition. New York: John Wiley Son, Ltd.
- Lerner, R.M. 1983. Human development: A life Span Perspective. New York: McGraw-Hill, Inc.
- Budiman, Nandang.2005. Memahami Perkembangan Anak Sekolah Dasar. Jakarta: Dikti.
- Santrok, J. Human Development. A Life span Perspective. New York: McGraw-Hill, Inc.
- Yusuf, Syamsu.2005. Psikolog Perkembangan Anak dan Remaja: Rosda Karya.

COURSE HAND OUT

LEARNERS DEVELOPMENT

A. CONCEPT OF DEVELOPMENT IN EDUCATION AND IN A PSYCHOLOGICAL CONTELATION

1. Definition Of Psychology

a. Etimology

- Psyche means soul
- Logos means science

So, Psychology means a study that deals with behavior and the mental processes of an animal.

b. Terminology

- Soul can't be investigated, immeasurable, and it is difficult to deal with scientifically.
- Psychology is a science that deals with human behavior and the mental processes of animals.

2. Concept Of Development

a. Growth

It is a quantitative change which is both natural and also based on learning outcome.

b. Maturation

Qualitative functions change from unprepared psycho-physics organism to readiness in carrying out the functions. The change is scientific and focuses on learning outcome.

c. Learning

It is a change in behaviour which is as result of experience, intentional, directed, both qualitatively and quantitatively.

d. Exercise

It is a behavioral change which is much related to the psychomotor aspects of the organism. This is also as a result of experience, intention, and directed, either qualitatively or quantitatively.

Growth, maturation, learning, and exercise; All result in behavioral change that causes the organism to development. The development actually happens during the conception period, i.e. when the sperm and ovum meet. The development in this case, is either through life time either through the process of growth, maturation, learning, or through the exercise.

B. FACTORS THAT INFLUENCE DEVELOPMENT

1. Nativism Ideology

Model: Scouphen Hower

The development of an organism is determined by the natives. A research conducted by Henry Goddaard toward the family of Marin Kalikak.

2. Empirism Ideology

The development of an organism is determined by the environmental factors. It is according to “Tabula Rasa” theory proposed by John Lock. The research about this theory was conducted by J.B. Watson.

3. Convergent Ideology

Model: William Stern

The development is determined by either the factors of natives or the environment. In this ideology, there is a determination of developmental factors.

The Differences Between Nature And Nurture Factors

Nature Forms	Nurture Forms
<ul style="list-style-type: none">• Innate• Pre-formed• Instinct• In-born• Genetic• Heredity	<ul style="list-style-type: none">• Experiences• Environmental• Acquired• Learning• Socialization• Education

C. THE PRINCIPLES OF DEVELOPMENT

1. Cephalocaudal: The development begins from the head to the feet.
2. Proximodistal: The development begins from the inner to the outside, from close to far.

D. DEVELOPMENTAL TASKS

- Every task in each period of development should be properly accomplished.
- The source of developmental tasks :
 - Society's demand
 - Socio-culture
 - Physical maturation
 - Religious norms

1. Maturation

- a. The readiness of the Psycho-physic organism to perform its functions.
- b. For example: at age six (6) or seven (7), the cognitive development ready for concrete operation.
 - Children are ready to think logically but they should be provided with concrete things.

2. Developmental Tasks For The Age 0-6 Years Old

- a. Learn to walk.
- b. Learn to eat a lot of food.
- c. Learn to talk.
- d. Learn to pee and loose the bowels.
- e. Learn to identify the gender.
- f. Reach the stability of physiology.
- g. Build the simple concepts.
- h. Learn to manage the emotional relationship with others.
- i. Learn to make friends based on the social norms and moral value.

3. Developmental Tasks For The Elementary School Students

- a. Learning physical skills needed in general plays.
- b. Developing better social attitudes.
- c. Learning to live with others.
- d. Developing social roles as a man or woman respectively.
- e. Developing the basic skills of reading, writing, and counting.
- f. Developing an understanding of the daily life.
- g. Developing better feelings, moral, and environmental values.
- h. Developing good attitudes with the social groups and institutions.
- i. Attaining personal freedom.

E. CHARACTERISTICS OF ELEMENTARY SCHOOL STUDENTS

1. Characteristics In The Physical Development Of The Elementary School Student

- a. Body physical change: bone system, muscle system, and movement skills
 - There is a difference in the number of bones, i.e. the baby has twenty seven bones which later develop into 350 bones when the baby grows up to be a child at the age of elementary school.

- The differences are influenced by the nutrients and frequency of exercises.
- The boys' muscles are stronger than those of girls.
- The girls are fast to mature than the boys.
- The coordination of movements should increase.
- The children are ready to do manipulative movements.

b. Health

- Bronchial tube is infected.
- Often suffer from Influenza.
- Infection of the digestive system.
- Toothache.
- Pneumonia.
- Physical accidents: motoric movements can't function well because there is imbalance to think logically.
- The health system decreases.

2. Psychomotor Development

- a. This is the development of physically controlled movements through the coordination of the nerves and the muscles.
- b. There are four categories of motoric skills: 1) self help, 2) social, 3) playing, 4) schooling.

Principles of Motoric Development

- a. Motoric development depends on the maturity of muscles and nerves.
- b. The learning of motoric skills does not take place until the child matures.
- c. The development of the motoric should systematically be predicted.
- d. There should be a possibility for normal motoric development

3. Psycho-motoric Skills Required for Development at Elementary Level

- a. Basic Locomotive movements: Body movement from one place to another.

- b. Non-locomotive movements: Stiff and curved body
- c. Manipulated movements: Movements which call for the general body function, in other words, there is need for coordination of the eyes, hands or other parts of the body.

4. Cognitive Development of the Elementary School Children

- a. The cognitive concept
- b. Dynamics of development
- c. Stages of development
- d. Characteristics of development
- e. Model for stimulation

The Cognitive Concept

- a. Gestalt's theory; Kurt Koffka; the whole cognition of a human being is of use than any other part of the body- in the start instruction must be holistic.
- b. The domain theory; Kurt Lewin; every person's cognition has a known psychological domain- the more the child is the domain of learning, the more he/she will be concentrated in the situation of learning.
- c. The theory of cognitive development; Jean Piaget; cognition is not different from cognitive structure, it comprises of all human experiences from childhood that shapes one's mind.

Dynamics in the Development of the Cognitive

- a. Assimilation – The process of integrating perception, concepts or experience is new in the structure of the already existing cognition.
- b. Stimulating or new experience is positioned or classified appropriately with the cognitive structure which already exists.
- c. Assimilation does not lead to change of the cognitive structure but develops it

The Teacher's Tasks in the Process of Assimilation

- a. To establish the appropriate cognitive structure of the child's cognition
- b. To enrich the cognitive structure
- c. Accommodation- if the stimulation or the new experience is not appropriate with the already existing cognitive structure

There are Two Kinds of Accommodation

- a. Create a new cognitive structure which can be easily stimulated
- b. Modify the already existing structure such that it is appropriate to the existing condition

F. ADOLESCENT'S DEVELOPMENT AND THEIR PROBLEMS

1. Concepts on Adolescents' Development

a. Developmental Psychology

This is a branch of psychology. In etymology, psychology emanates from the *Greek* words *psyche* and *logos*. *Psyche* means soul while *logos* means science. So, etimologically psychology deals with the soul. Since the ancient Greek period until the 19th century, this definition was applied while defining psychology.

At the end of the century, psychology as the study of the soul was in question. This is because scientifically, something will be classified scientific if there is an object study which proves the field. The most commonly asked question is "Can the soul be investigated? Where is the soul? Both questions can't be answered scientifically. Then, how to prove whether or not there is soul? One of the answers for these questions is the proof that for the existence of the soul, we should look at the organism's behavior. Behavior is the manifestation of the existence of the soul. Behavior can be investigated and it is researchable. Thus, by the end of the 19th century, the psychological focus changed from soul to behavior. With this paradigm, psychology

can be defined as a science that deals with the human behavior. The term "organism" which means creation is a new terminology in psychology because of recent, the psychological field is not only for human being but also for other creations. Based on this, psychological development can be defined as a science that deals with the development of an organism's behavior.

b. Definition of Adolescent's Development

There are at least four terms closely related to the term of development. In the first, development is referred to as growth which means a quantitative change which either takes place naturally or originates from the learning outcomes. This change can be counted based on certain measurements. For example, the height of the elementary school students from 110 cm at the age of 9 turns into the height of 155 cm at the age of 15 years old. The change in the growth begins from the inexistence to existence. For instance, the new born doesn't have any teeth. However, as time passes she or he develops the teeth. The change in growth follows the principle of *discontinuous*. For example, at a certain age the height and the development of the body has to stop. Second, in maturation there is a qualitative change of the psychophysics of an organism from their unprepared to readiness to perform different functions. It happens naturally and it is one of the results of learning. Third, learning is a change of behavior that result from experience and intentionally directed to the best either qualitatively or quantitatively. Fourth, exercise is the mechanic change behavior in relation to the psychomotor aspects of the organism as the result of experience.

Growth, maturation, learning, exercise all lead to behavioral change which contribute to the organism's development. The development especially in terms of growth begins to take place since the period

conception when the *sperm* and fertilizes the *ovum*. Thus, development should be defined as a long life change over a certain period of time either through the process of growth, maturation, learning, and exercises. If this is the context referred to in the training and educational program for adolescents, what is referred as youths development refers to change in the psycho-physics that occur in the period of adolescents as the result of growth, maturation, learning, and exercise.

c. Factors that Influence Development

1) Nativism

The person behind this ideology is Scouphen Howern. According to Howern, the development of the organism is influenced by the factor of natives.

2) Empirism

One of the persons behind this ideology is John Locke; he proposes the theory of "tabula rasa". He stated that a human being is like "tabula rasa" which means a white candle without any dirt stick on it. In other words the candle is like a new born without any sins. The environment greatly contributes to the development of the baby. In the other words, Empirism ideology, it is believed that the organism development is determined by the environment. J.B. Watson a well known behaviorist from United States said that he needs babies such that he can mold them in whatever he wants.

3) Convergence

The person behind this ideology is William Stern. This ideology states that either natives' factors or environmental factors are important for the organism development.

2. The Concept of Adolescents and their Development Task

a. The definition of adolescents

An adolescent is an individual in between the ending period of childhood with the period of adult. Adolescent period starts from eleven or twelve until eighteen or twenty years of old.

b. The definition and the Development Tasks

The development tasks are some of the tasks in an individual's development. The developmental task can be described as below:

- Community needs
- Socio-culture
- Physical maturation
- Religious norms

c. Tasks of Development

- Maturity in religion
- Maturity of the ethical behavior
- Maturity of emotions
- Maturity of intelligence
- Awareness of responsibilities
- Social role for men and women
- Self acceptance and development
- Economic independence
- Knowledge and career preparation
- Mature relationships with the opposite sex
- Preparation for marriage and make a family

3. The Profile of Adolescent Development and its Implication to Learning

a. Profile of the Physical and Adolescent's Psychomotor Development

Pre- Adolescent	Post-Adolescent
<ul style="list-style-type: none"> • The rate of development increases rapidly. • There is imbalance of height and weight proportion. • There are secondary characteristics like soft hair in a pubic region. • They are active to get involved in various activities. 	<ul style="list-style-type: none"> • The rate of development decreases rapidly. • There is balance of height and weight proportion. • The reproduction organ is ready to be functioned. • They tend to be selective in choosing kind of activities.

b. The problem that may emerge as a result of the physical and psychomotor development

- Reluctance to get along with adolescents and adults.
- Self reflection because the self image is not appropriate with the self reality. Sometimes self image is too high and far from reality.
- Emotional indication can be followed by shame during the menstruation process.
- Biological accomplishment is sometimes not appropriate.
- Hormonal physical development causes shock: "climax period".

c. Profile of Language and Adolescents' Cognitive Development

Pre- Adolescents	Post-Adolescents
<ul style="list-style-type: none"> • There is development of interest to learn codes and foreign languages. 	<ul style="list-style-type: none"> • It is time to be serious in choosing a foreign language. • Rationalistic and idealistic.

Pre- Adolescents	Post-Adolescents
<ul style="list-style-type: none"> • They are able to operate logically. • They realistic and Critical. • It is the time in which the aptitudes appear clearly. • Adolescents tend to think and to act “ immediately or later” 	<ul style="list-style-type: none"> • They tend to think formally followed by logical conclusions and comprehensive generalization. • The aptitudes seem to be at the peek. • They begin to think and act “what next?”

d. Problems may that may emerge related to language and Cognitive Development

- They tend to hate what they do not like to learn because of the teacher.
- There is irrelevance between their aptitude, interests, and their skills.
- In the period of pre-adolescent, they tend to think and to act “here and now” in making decisions.
- They are very susceptible with the deviating thoughts though they have a strong logic in thinking.
- Adolescents have rich ideals; are devotee’s to idols, are too inquisitive, and a high desire for respect by others. If these potentials are not facilitated well, it may lead to inappropriate behaviors.

e. Profile on the Social, Emotional, Moral, and Religious Development

Pre- Adolescents	Post-Adolescents
<ul style="list-style-type: none"> • It is shows that there is ambivalence in making friends. 	<ul style="list-style-type: none"> • They are selective in making friends. They have a few numbers of friends.

Pre- Adolescents	Post-Adolescents
<ul style="list-style-type: none"> • There is interdependence among the ages and have much spirit in conformity. • The reactions and emotional expression seem labeled and unrestrained. • There is self identification on moral character that is idolized. • They are skeptical in attitudes towards religious problem. • They still try to look for a life partner. 	<ul style="list-style-type: none"> • They tend to be flexible to their friends. • There reactions, emotional and expressions seem stable and restrained. • There is self identification on moral character as a consideration of dependence value. • There is high consideration on a religious life. • They begin to find a life partner definitely.

G. PROBLEMS MAY BE EMERGED RELATED TO THE SOCIAL DEVELOPMENT, EMOTIONAL, MORALITY, AND RELIGION'S DEVELOPMENT

1. It emerges attitudes anti social on adolescents.
2. There is a conflict with parents.
3. There is drugs' abuse.
4. It is easy to get involved in destructive behavior.
5. It is easy to get involved in group activities.
6. There is free sex.
7. There is a strong solidarity's chemistry and value. It will be possible for them to have social conformity that directs them to their group in a high risk.

H. GUIDANCE AND COUNSELING FOR ADOLESCENTS

1. The Importance of Guidance and Counseling for Adolescents

- a. Adolescents' psychological condition; rich of potencies, dynamic and label and has strong vitality.
- b. There is a system of family life; father and mother work
- c. The condition of socio-economic-cultural; not conducive, lost of idealism, model, and lost of good habits.
- d. The influence of global situation; to strengthen the secularism, consumerism, hedonism, and individualism.

2. Strategies of Guidance and Counseling

- a. The implantation of religious value especially through the direct implementation. The religious learning and moral value through a good modality. It will cover the teenagers to not to behave wrong and become skeptics from the religion and moral value.
- b. The usage of dialogue approaches as the ways of communication, sharing, giving opinion, giving an idea, etc.
- c. The placement of teenagers based on their interests, talents, and their skills.
- d. Increasing productive activities.