DEVELOPMENTAL CHARACTERISTICS INFLUENCED BY FLOW IN PSYCHOLOGY

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Abstract: Development is a pattern of change that begins at the time of conception (conception) and berkanjut throughout the life span in the development of children, it must be instilled character teaching in the character teaching is very important, because the ideal society is when the community has a good character and character. Quality characters need to be touched and nurtured from an early age. Childhood ages 0 to 6 years is a golden priode of growth, this is the most appropriate time to leverage and develop all potentials in the child. The development of this potential is not only from the intellectual sis, but also develops other aspects such as character.

Keywords: Purpose of Character Education, learning process of teaching character education, child development factors.

INTRODUCTION

Everyone develops and says each other's practicality. As human beings, each individual develops a common path. Each of us begins to learn to walk at the age of one year, walk at the age of two, immerse ourselves in fantasy games in childhood and learn to be independent in adolescence. Changes in development are the product of biological, cognitive and social processes. Those processes occur in human development that take place throughout the entire life cycle. To facilitate the understanding of development, division is carried out based on the times passed by humans with the term phase. Santrok and Yussen divided them into five phases, namely: the prenatal phase (while in the womb), the baby phase, the child phase, the final child phase and the adolescent phase. Estimated time specified in each phase to get an idea of when a phase starts and ends.[1]

First, the prenatal phase (when in the womb) is the time lies between the period of conception and the period of birth. At this time there is a remarkable growth of one cell into one organism complete with brain and ability to behave,

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[1] Siti Irene Astuti D. dan Widyastuti Purbani, "Manusia Karakter Dalam Perspektif Guru Dan Siswa," *Kependidikan* 42 Nomor 1 (2012), 77.

produced in less than nine months. Second, the baby phase is the moment of development that lasts from birth to 18 or 24 months. Third, the early childhood phase is a developmental phase that lasts from the end of infancy to 5 or 6 years, sometimes called preschool. During this phase they learn to do many things themselves and develop skills related to readiness to go to school and take advantage of several hours of time to play alone or with friends. Entering the first grade of elementary school marks the end of this phase. And fourth, the middle and final phase of childhood is a developmental phase that lasts from approximately the age of 6 to 11 years, equal to the age of elementary school. Children master basic reading, writing and counting skills. Formally they began to enter the wider world with their culture.[2]

So by making character education as the top priority in the development of the nation, the hope is to be able to restore the function of education, namely not only to build intellectual intelligence, but also to make Indonesian people of noble character. The character of the nation is an important aspect of the quality of human resources because the quality of the character of the nation determines the progress of a nation.

This is in line with the President's message at the celebration of Nyepi Day in Jakarta. "Character building is very important. We want to build Indonesian people who are ethical and well-behaved. Our nation also wants to have a superior and noble civilization. Such civilizations can be achieved if our society is also a good society. And this kind of ideal society can be realized while the people of Indonesia are human beings who are moral and good- natured, human beings who are moral and good ethics, and human beings who speak and behave well".

It is time to rebuild awareness of the importance of character building for Indonesian people. A person's personal character is largely shaped by his education. Therefore, to form a commendable, impeccable, responsible person absolutely requires a quality education. To begin with is to build character.[3]

Quality characters need to be shaped and nurtured from an early age. Childhood, ages 0 to 6 years is a golden period of growth. This is the best time to bring about and develop all the potential in him. Developmental psychology emphasizes how important parenting and mentoring issues are in this golden age phase. It is this period that will determine the development of a person in adulthood. According to Freud, the failure to plant a good personality at this

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[2] Muhsinatun Darmiyati Zuchdi, Zuh & Kun Prasetya and tun Siasah Masruri, *Model Pendidikan Karakter*, Cetakan I (Yogyakarta: UNY Pres, 2012), 4.

[3] Kementrian Pendidikan Nasional, *Kumpulan Pengalaman Inspiratif Pendidikan Karakter* (Jakarta: Kementerian Pendidikan Nasional, 2010).

early age will form a problematic person in his adulthood. The success of parents guiding their children in overcoming personality conflicts at an early age determines the success of the child in social life in his adulthood.[4]

Realizing the importance of the golden age, the school needs to organize various learning programs to raise the potential of students who are in the golden period. The development of this potential is not only from the intellectual side, but also develops attitudes, emotions, and motor abilities, including developing the character of students. Considering that preschool age is a period of preparation for a real school, planting good character in the preschool age is a very important thing to do. All activities are packed in learning activities through play, because it is based on the understanding that the child's world is the world of play. Then from the urain above arises the question of how the development and teaching of characters reviewed from the child's learning process?

FIND AND DISCUSSION

Understanding and Objectives of Character Education Learning

According to Ahmad Muzakkir and Joko Sutrisno, learning is: 1) Efforts to change are carried out in earnest and systematically, mentally and funds, pancaindra, brain and other limbs, as well as psychiatric aspects, such as intelligence, talent, motivation, interest, and so on, 2) Conducting self-respect, among others, behavior, 3) Changing bad habits into good, 4) Changing attitudes from negative to positive, disrespectful to respectful , and so on, 5) Change skills, such as sports, arts, services, techniques and so on, 6) Increase knowledge in various fields of science, for example can not read, write and so on, become able to.[5]

According to Slemeto the objectives of learning are: 1) General objectives, namely the purpose of education that a certain country wants for education in their country, 2) Specific objectives, namely the purpose of education to be achieved by a certain educational intansi to learners, 3) The purpose of teaching subjects, namely the objectives of education to be achieved in each particular subject, 4) Objectives in the hours of study, namely the objectives of education to be achieved in each material delivered.[6]

Meanwhile, the context of the objectives according to Sardiman is explicitly attempted to be achieved by instructive actions in the form of knowledge and

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[4] John W. Santrock, *Perkembangan Anak*, Jilid Kesebelas (Bandung: Erlangga, 2007), 129.

[5] Irwanto Alkrienciehie & Anas Salahudin, *Pendidikan Karakter* (Bandung: CV Pustaka Setia, 2017), 60.

[6] Anas Salahudin & Irwanto Alkrienciehie..., 60–61.

skills. When generally reviewed, the objectives of learning and can be connected with the objectives of character education learning, namely as follows: 1) To obtain knowledge of the mind of the year and the ability to think can not be separated. This goal has a greater interest in learning activities, 2) Planting concepts and skills, 3) Planting concepts also requires skills, concerning the question of dreaming and thinking skills, as well as creativity to solve and formulate a problem or concept, 4) Formation of attitudes In fostering mental, behavioral and personal attitudes of students, teachers are wiser and careful in their approach. Therefore, it takes the ability to direct motivation and thinking without forgetting to use the teacher's personal with examples or models.[7]

Understanding and principles of Teaching Character Education

Teaching is an effort to create conditions or a system that supports and allows for the success of the learning process then learning as the task of learners, while teaching is the activity of teachers or educators.

According to Sardiman teaching can be defined as follows: 1) Instilling knowledge to children, 2) Teaching in accordance with the goals formulated, 3) Conveying knowledge and culture to children, 4) Activities to regulate the environment as best as possible and connect with students so that there is a learning process.[8]

Whereas according to Udin S. Winata Putra, the understanding of teaching is very complex, it is understood that teaching is: 1) A complex process, not just conveying information from teachers to students, 2) Deliberate efforts in order to provide possibilities for learners to occur the teaching and learning process in accordance with the objectives formulated, 3) Providing effort, stimulating, guidance, direction, and encouragement to the participants didk in order to occur the learning process.[9]

While the principles of megajar in character education are: 1) Motivation, 2) Activity, 3) Interest and Attention, 3) Diversity, 4) Individual, 5) Repetition, 6) Accuracy, 7) Habituation.[10]

Learning Process to Teach Character Education

The success or failure of the teaching and learning process is influenced by the personal educators and learners who are doing the learning. Therefore, the school strives to help develop the potential of learners through the learning

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[7] Anas Salahudin & Irwanto Alkrienciehie..., 61.

[8] Sardiman, *Intraksi & Motivasi Belajar Mengajar* (Jakarta: Kencana, 2001), 16.

[9] Rakhmawati, "Pendidikan Karakter Perspektif Pendidikan Islam," *Al-Ulum, Jurnal* 13 No. 1 (2013), 196.

[10] Ramayulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2004), 33.

process. Schools can provide facilities, facilities, media, resources and education personnel to help encourage and guide learners in the learning process in order to achieve success in learning. The learning process must also be developed in the lives of families and communities.[11]

In the learning process there are two activities, namely: 1) Learning difficulties by learners (children / students), 2) Teaching activities by educators (teachers). So by understanding these two things will be very easy to understand the learning. So learning is an integral part of the teaching and learning process. Psychologically, according to hasan laggulung, learning in Islam can be understood from the command that reading, as mentioned in the first verse that results in a high mental process, namely the process of introduction, memory, observation, and creative power.[12]

Definitions and Factors that influence development

Every organism, both human and animal, must experience developmental events during its life, this development covers all parts of the situation owned by the oragnism, both concrete and abstract. Thus, the meaning of development events, especially human development, is not only focused on the psychological aspect, but the biological aspect.

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Based on the explanations above, it can be concluded that as a sequence of physical and spiritual changes of man towards the right forward and perfect. However, it is also worth noting that some people see development as a different process from growth. According to them, developing is not the same as growing, and vice versa.

Growth means a kauntitaif change that refers to a large, large, and broad number that is concrete. Such changes are manifested for example in enlargement or addition such as: from small to large, from short to long, from narrow to broad, and others material changes of a biological nature. In other

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[11] Anas Salahudn & Irwanto Alkrienciehie, 65.

[12] Purbani, "Manusia Karakter Dalam Perspektif Guru Dan Siswa," 80.

[13] Muhibbin Syah, *Psikologi Belajar Dengan Pendekatan Baru*, 17th ed. (Bandung: PT. Remaja Rosdakarya, 2011), 40–41.

words, growth means gradual increase and increase in size such as a large and strapping body, as well as longer legs and hands.[14]

The development is a qualitative change process that refers to the quality of physical health functions, not the physical oragans themselves. In other words, the emphasis on the meaning of pAdapun development is a qualitative change process that refers to the quality of physical health functions, not the physical oragans themselves. In other words, the emphasis of the meaning of development lies in the repression of psychological functions carried by physical organs.

In contrast to growth, development will continue until man ends his life. While growth only occurs until humans reach physical maturity (maturation). That is, people will not get taller or bigger if the growth limit of their body has reached the height of maturity. However, what is the case if the growth of nails and hair that we priodik cut it? What about the growth of new cells that replace old and damaged cells in our body?.[15]

Factors affecting development

In learning human development, special attention is needed about the following: 1) maturation process, especially maturation of cognitive function, 2) learning process, 3) carrying or talent. These three things are closely related to each other and influence each other in the development of human life is no exception to students as our learners. If a student's cognitive function, talents and learning process are in a positive state, it is almost certain that the student will experience a smooth process of life development. However, this kind of "promising" assumption is not necessarily realized, because many factors affect the process of student development in towards their happy goals.[16]

As for the factors that influence student development, experts differ between their point of view and their approach to student existence is not the same. For more details, the following will be presented the schools related to the factors that affect student development.[17]

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[14] Dewi Sri Handayani & Anisa Sulastri Dkk, "Penyimpangan Tumbuh Kembang Pada Anak Dari Orang Tua Yang Bekerja" 20, no. 1 (2017), 49.

[15] Syah, *Psikologi Belajar Dengan Pendekatan Baru*, 42.

[16] & Lola Oktriza Eka Putri Yelmi Reni Putri, Wenny Lazdia, "Faktor Yang Mempengaruhi Perkembangan Anak Balita Usia 1-2 Tahun Di Kota Bukittinggi," *Real In Nursing* 1, no. 2 (2018), 92.

[17] Samio Samio, "Aspek – Aspek Pertumbuhan Dan Perkembangan Peserta Didik," *Best Journal (Biology Education, Sains and Technology)* 1, no. 2 (2018), 37.

1. Nativism Flow

    Nativism in a philosophical doctrine has a profound effect on the flow of psychological thought. The main character of the school was Athur Schopenhauer (1788–1860) a German philosopher. Conon's philosophy of nativism was dubbed the pessimistic school that looked at everything with sunglasses. Why is that? Because the adherents of this tradition believe that human development is determined by its carrying, while experience and education have no effect. The science of education, this kind of view is called "pessimistic pessimism".

    For example, if a pair of parents are music experts, then the children they give birth to will become musicians anyway. Tigers only give birth to tigers, will never give birth to sheep. Thus, the carrying and talents of parents always have an absolute influence on the development of their children's lives. Then arise this question or postulate (basic assumption) can continue to persist?

    The flow of nativism is still quite influential among some experts, but it is no longer the first time. Among the experts seen as nativists is Noam A. Chomsky born in 1928, a linguist who is very well known to this day. Chomsky considers that the development of language mastery in humans cannot be explained solely by the learning process, but also (more importantly) by the presence of "biological predisposition" (biological tendencies) carried from birth. However, Chomsky does not deny at all the role of language learning and practice, nor the environment. For him, all of this has an effect, but the influence of the bearing of the throne of language is much greater for the development of human language.[18]

2. Empirism Flow

    The opposite of nativism was empirism with the main character John Locke (1632-1704). The original name of the school was "The School of British Empiricism". However, this school influenced american thinkers, thus giving birth to a philosophical school called "Environmentalism" and psychology called "Environmental Psychology" which is relatively new.

    The great doctrine of empirism is "Tabula rasa", all Latin terms meaning blank slate or blank tablet. The tabularasa doctrine emphasizes the significance of experience, environment, and education in the sense that

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[18] Musdalifah, "Peserta Didik Dalam Pandangan Nativisme, Empirisme, Dan Konvergensi," *idarah* II, no. 36 (2018), 228.

human development depends solely on the environment and educational experience, whereas experts and carriers from birth are considered to have no effect. In this case, empiricalists consider every child born like a tabula rasa, empty, have no ability and talent what what. What a late child wants to be depends on the experience/environment that educates him/her.[19]

If a student gets an adequate opportunity to study political science, he or she will become a politician. Because he has experience studying in politics, he will never be a musician, although his parents are true musicians, it is very difficult to deny that the environment has a great influence on the development process and the future of students. In this case, the family environment (not the carrying talent of the family) and the surrounding community environment have been shown to determine the high quality of behavior and the future of a student.

The condition of a community domiciled in slums in economic development is below average and without public facilities such as mosques, schools, there is a sports field has proven to be a fertile ground for the growth of bad boys. Children's rights in this environment do not have enough reason not to be brutal, especially if both parents are less or uneducated, factoring parents or families especially their nature and circumstances very determine the future development direction of the students they are born with. Parental trait is a typical style in behaving, looking, thinking, and treating the child.[20]

3. Convergence Flow

One of the figures of convergence theory is William Steren. Adherents of convergence believe that a child's development is determined by a combination of carrier factors and environmental factors. This opinion is reinforced by the results of research on twins who are fostered by different people. It turns out that the condition of the child in the future after growing up is a mirror of the innate factors of both parents, in addition to the influence of environmental factors in which he was raised, the flow of convergence is a combination of empiricalism and nativism. This school combines the significance of heredity with the environment as influential factors in human development.

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[19] Ratna Puspitasari, "Kontribusi Empirisme Terhadap Pendidikan Ilmu Pengetahuan Sosial," *Jurnal Edueksos* 1 No 1 (2012), 23.
[20] Nadirah Sitti, "Anak Didik Perspektif Nativisme, Empirisme, Dan Konvergensi" 16 (2019), 88–95.

In establishing the factors that influence Stern's human development and the experts who follow him not only stick to the environment / experience as a result of not holding on to the bearer alone, we sleep tensely on both factors that are very important. The carrying factor does not mean anything if without the experience factor. Similarly, the experience factor without the talent factor of carrying will not be able to develop human beings in accordance with expectations.

Convergence adherents believe that both the carrying factor and the bath environment factor are equally large in determining a person's future. So, a student who was born from a santri or kyai family, for example, will become a religious expert if he is educated in a religious education environment.

For more concrete, let's look at an example again. A normal child must have a knack for standing upright on his feet. The number data does not live in the human society, for example if he is thrown into the middle of the wilderness and lives with animals, then the standing talent that he has for generations from his parents, will be difficult to realize. If the child is taken care of by a group of wolves, of course he will walk on his feet and hands. He'll reduce swelling like a wolf anyway. So, Bangka and carrier in this case clearly have no effect if the environment or experience does not develop.[21]

4. Psychodynamic Flow

Adherents of this theory state that the development of children determined by the basic socio-affective component, namely tension in the child. The elements that are very determined in this theory are motivation, emotions and other internal aspects. Psychodynamics believe that development is an active and dynamic process that is strongly influenced by individual impulses or impulses carried from birth and its social and emotional experiences. The originator of this view is Sigmund Freud from Switzerland, according to him a child born with two kinds of biological power (energy) namely libido and appetite die. This power or energy overwhelms all persons or all objects that are meaningful or important to the child, through a process that freud called Khatexis means the connotation of psychic energy against the suat object or an specific idea or against a specific person.[22]

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[21] Lilik Sriyanti., *Psikologi Anak Mengenal Autis Hingga Hiperaktif* (Jawa Tengah: STAIN Salatiga Press, 2014), 13.
[22] Faiqatul Husna, "Aliran Psikoanalisis Dalam Perspektif Islam" 5, no. 2 (2018), 100.

Adherents of this theory state that the development of the child is determined by the basic socio-affective component, namely tension in the child. The elements that are very determined in this theory are motivation, emotions and other internal aspects. Psychodynamicists believe that development is an active and dynamic process that is strongly influenced by the ndividual impulses or impulses carried from birth and its social and emotional experiences. The originator of this view is Sigmund Freud from Switzerland, according to him a child was born with two kinds of biological power (energy) namely libido and appetite die.[23] This power or energy overwhelms all people or all objects that mean importance to the child, through a process that Freud called khatexis. Khatxis psychic enrgi concentration of an object or an idea that is specific or facing a specific person.[24]

Freud said that the first five years of a child's life determine the child's future development. According to him, the development of child sexuality has developed in childhood, not during puberty. Freud also said that in a person there are three driving elements namely id, ego and super ego. Id is an inner impulse carried from birth in the form of libido that moves following the principle of pleasure. While the ego is part of the person who runs according to the principle of reality. Not all id impulses can be satisfied because there is a clash with reality controlled by the ego. In such conditions the ego works to fulfill the impulse id. The last part of the person is a super ego that is formed because someone interacts with others. The super ego works according to the principles of the norms that exist in society. Super ego is tasked with censoring libido boost sourced from id to conform to existing norms in society.[25]

Freud describes the developmental phase of the child, where the first five years of life become the basis for shaping the personality of the child in the future. The development phase of the first five years includes the following:[26]

a. Oral phase, age 0-1 years. Oral or oral becomes a source of pleasure. At this age the child gets pleasure from his mouth organ, through sucking the nipples of the mother Parenting this time can develop compassion atapun sadism behavior in the future.

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[23] Gerald Corey, *Therapy and Practice of Counseling and Psychotherapy* (Australia, Canada, Mexico, USA: Thomson Books/Cole, 2005), 29.

[24] Baharuddin, *Paradigma Psikologi Islam*, Cet. 2 (Yogyakarta: Pustaka Pelajar, 2007), 3.

[25] Husna, "Aliran Psikoanalisis Dalam Perspektif Islam," 102.

[26] Corey, *Therapy and Practice of Counseling and Psychotherapy*, 31.

b. Anal phase, age 1-2/3 years. The anal or anus is a disposal device. At this time the child devotes his psychic energy to the disposal area. Parenting at this time will determine whether in adulthood will be a dirty child, untidy or too clean.

c. Phalis phase, age 3-5 years. In this phase the child's psychic energy is poured on the genitals, the child begins to pay attention to his genital organs. In this phase also developed the phenomenon of oidipus complex, which is the tendency in the child to love parents of different sexes and jealous of parents who are the same sex as him. Girls will love their father and be jealous of their mothers, while boys love their mothers and feel jealous of their fathers. This period determines the future development of child sexuality, whether or not to have a healthy sexual life.

Erikson expanded on Freud's theory by trying to put the relationship between the cultural symptoms of society on the other side. Erikson also divides human life into phases based on certain processes and their consequences. Those processes can be good or bad. When it ends well can facilitate development, when it ends badly can hinder it.[27]

CONCLUSION

The discussion above that the development of children is different or can be said that each person develops and is of a different character, characterized by poroses it occurs based on the times passed by humans with the term phase. This phase is called the oral phase which is 0-1 year old, oral or oral is a source of pleasure. At this age the child will get pleasure from the oragna of his mouth, the anal phase of the age of 1-2/3 years. Anal or anus is a disposal device at this time the child devotes his psychic energy to the disposal area, phalis phase aged 3-5 years. After this phase of the child's psychic enrgi is disbursed after the genitals, the child begins to pay attention to his genitals. Based on the phases so scientists distinguish the name of development and growth.

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[27] Yeni Krismawati, "Teori Psikologi Perkembangan Erik H . Erikson Dan Manfaatnya Bagi Tugas Pendidikan Kristen Dewasa Ini," *Teologi Dan Pendidikan Agama Kristen* 2, no. 1 (2014), 46.

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