

PERKEMBANGAN ANAK - REMAJA

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KOGNITI
F

EMOS
I

ERLYANI
FACHRO
SI



CONTENT

1

PERKEMBANGAN
PRASEKOLAH

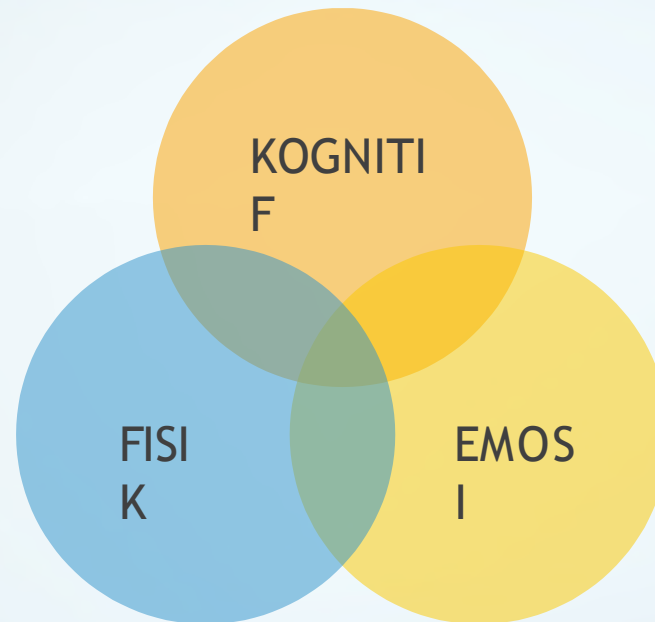
2

PERKEMBANGAN
MASA SEKOLAH

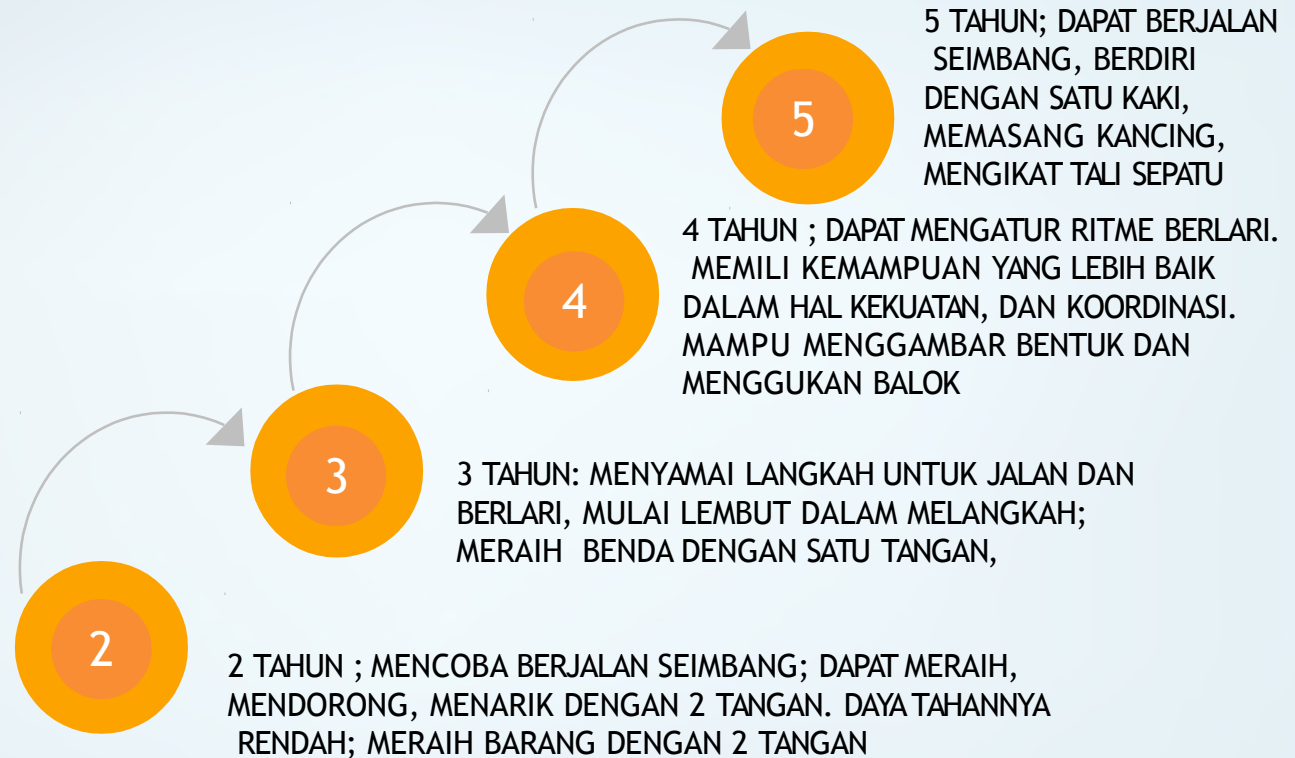
3

PERKEMBANGAN
REMAJA

MEMAHAMI DINAMIKA PERKEMBANGAN



PERKEMBANGAN MOTORIK ANAK PRASEKOLAH



TEORI BERMAIN ANAK

BERMAIN CIRI KHAS
ANAK PRASEKOLAH



PEMBENTUKAN IDENTITAS MASA REMAJA

FORECLOSURE

PREMATURE

TAHAP PEMBENTUKAN
IDENTITAS REMAJA YANG
KURANG MATANG SEHINGGA
DIPENGARUHI OLEH ORANG
TUA DALAM MEMILIH
SUATU KEPUTUSAN

IDENTITY DIFFUSION

HILANG ARAH

KESULITAN UNTUK
MENGEMBANGKAN ARAH
YANG JELAS DAN SENSE
OF SELF

MORATORIUM

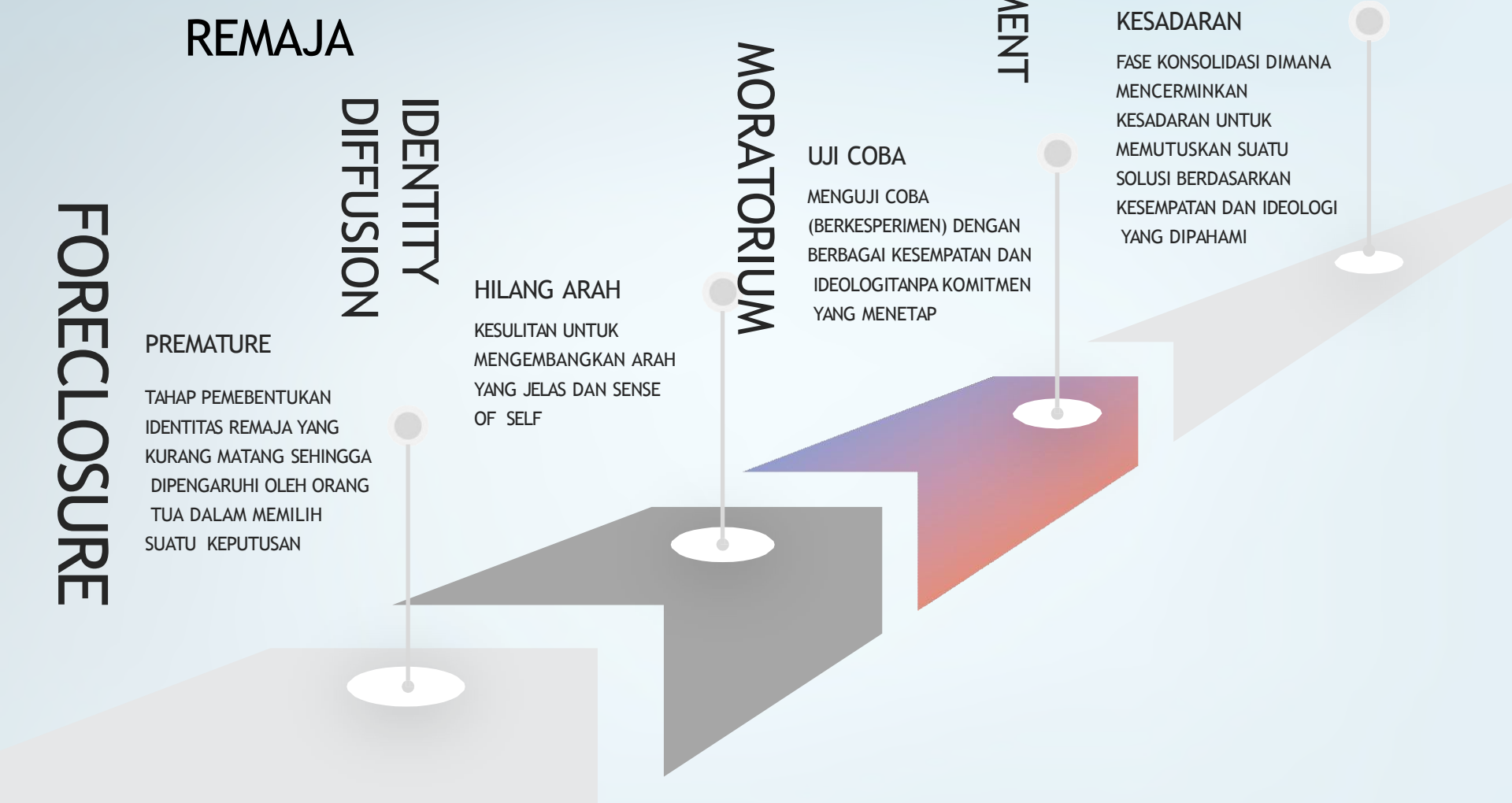
UJI COBA

MENGUJI COBA
(BERKESPERIMEN) DENGAN
BERBAGAI KESEMPATAN DAN
IDEOLOGI TANPA KOMITMEN
YANG MENETAP

IDENTITY ACHIEVEMENT

KESADARAN

FASE KONSOLIDASI DIMANA
MENCERMINKAN
KESADARAN UNTUK
MEMUTUSKAN SUATU
SOLUSI BERDASARKAN
KESEMPATAN DAN IDEOLOGI
YANG DIPAHAMI



INTELGENS

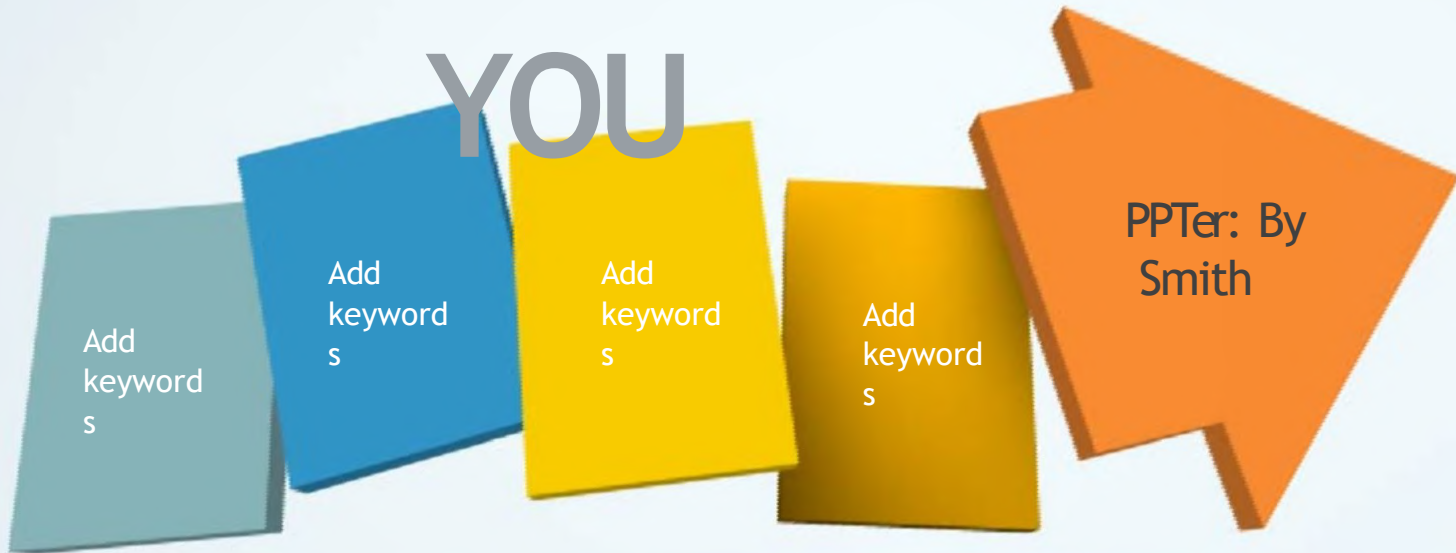
Table 4.4

The Eight Intelligences

| <i>Intelligence</i> | <i>End States</i> | <i>Core Components</i> |
|----------------------|---|---|
| Logical/mathematical | Scientist, mathematician | Sensitivity to, and capacity to discern, logical or numerical patterns; ability to handle long chains of reasoning. |
| Linguistic | Poet, journalist | Sensitivity to the sounds, rhythms, and meanings of words; sensitivity to the different functions of language. |
| Musical | Composer, violinist | Abilities to produce and appreciate rhythm, pitch, and timbre; appreciation of the forms of musical expressiveness. |
| Naturalist | Naturalist, botanist, hunter | Sensitivity to natural objects, like plants and animals; making fine sensory discriminations. |
| Spatial | Navigator, sculptor | Capacities to perceive the visual–spatial world accurately and to perform transformations on one’s initial perceptions. |
| Bodily/kinesthetic | Dancer, athlete | Ability to control one’s body movements and to handle objects skillfully. |
| Interpersonal | Therapist, salesperson | Capacities to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people. |
| Intrapersonal | Person with detailed, accurate self-knowledge | Access to one’s own feelings and the ability to discriminate among them and draw on them to guide behavior; knowledge of one’s own strengths, weaknesses, desires, and intelligences. |

Source: From H. Gardner and T. Hatch, "Multiple Intelligences Go to School," *Educational Researcher*, 18(8), p. 6. Copyright © 1989 by the American Educational Research Association. Adapted by permission of the publisher and the authors.

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