



# TEORI PERKEMBANGAN

# PERKEMBANGAN

ERLYANI FACHROSI

# HUMAN DEVELOPMENT DEVELOPMENT

Istilah perkembangan adalah bagaimana seseorang bertumbuh, adaptasi, dan berubah sepanjang rentang kehidupan, mulai dari perkembangan fisik, perkembangan kepribadian, sosioekonomi, kognitif (berpikir), dan perkembangan bahasa.

# ISU DALAM PERKEMBANGAN (1)

## (1)

NATURE VS NURTURE  
NURTURE

# ISU DALAM PERKEMBANGAN (2)

## (2)

CONTINUOUS  
THEORIS VS  
DISCONTINUOUS  
THEORIS

# TEORI PIAGET

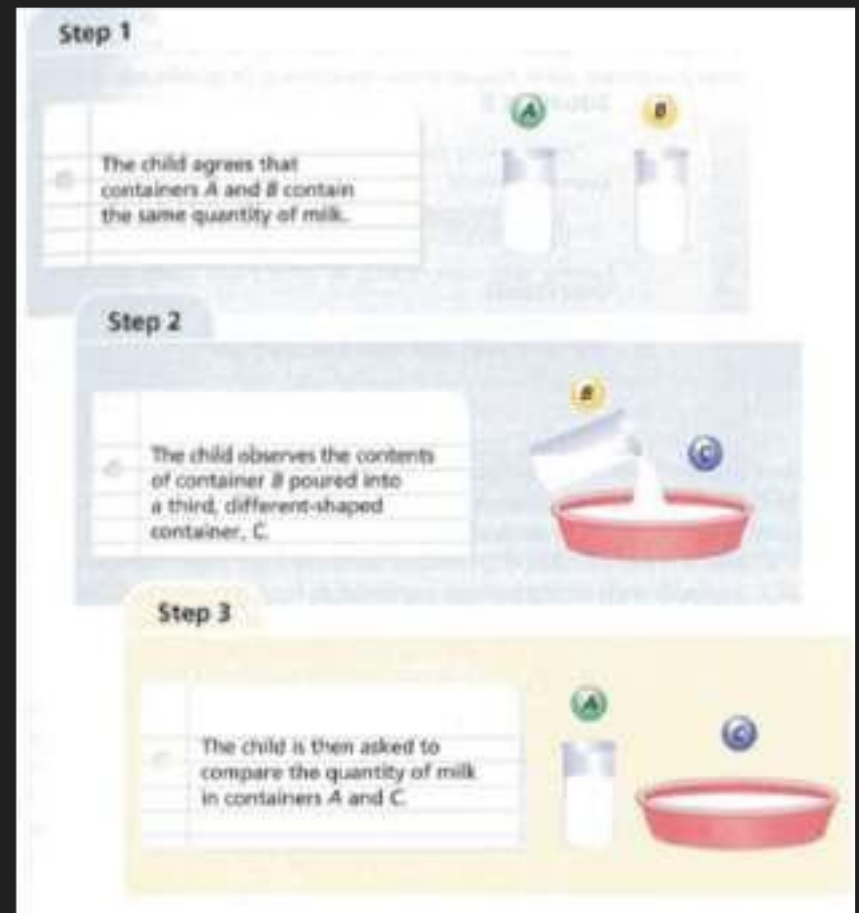
“ bahwa anak lahir membawa kecenderungan untuk berinteraksi dan memahami lingkungan”



# Teori perkembangan Kognitif Piaget

## Piaget

- ❑ Fase Sensorimotorik ( lahir – 2 tahun)
- ❑ Fase Praoperasional ( 2 – 7 tahun)
- ❑ Fase Operasional Konkrit (7 – 11 tahun)
- ❑ Fase Operasional Formal (11 tahun hingga dewasa)





# APLIKASI TEORI PIAGET

## PIAGET

- ❑ FOKUS TERHADAP PROSES BERPIKIR ANAK DAN TIDAK HANYA FOKUS PADA HASIL
- ❑ MENGENALI PERAN PENTING PADA ANAK DAN MELIBATKANNYA DALAM AKTIVITAS PEMBELAJARAN
- ❑ MENGHARGAI CARA BERPIKIR ANAK
- ❑ MENERIMA PERBEDAAN INDIVIDU DALAM PROSES PERKEMBANGAN

# TEORI VYGOTSKY

## VYGOTSKY

“Perkembangan intelektual tidak hanya berdasarkan sejarah dan budaya dari konteks anak tapi juga dimana anak berkembang seperti symbol budaya dimana mendukung anak berpikir, sistem menulis, dan memecahkan masalah

# Teori Zone of Proximal Development (ZPD)

## “Kontribusi pembelajaran dari sosiokultur”

- Scaffolding
- Cooperative Learning



# Aplikasi Teori Vygotsky

## Vygotsky

- ❑ Guru dapat merencanakan aktivitas pembelajaran sesuai dengan kapasitas belajar anak
- ❑ Intruksi belajar dapat direncanakan dengan menyediakan beberapa latihan seperti teori ZPD
- ❑ Aktivitas pembelajaran kooperatif dapat direncanakan dalam kelompok dengan level yang berbeda agar dapat saling bantu
- ❑ Scaffolding meningkatkan peran guru untuk mendorong anak dalam belajar

# TEORI PERKEMBANGAN PSIKOSOSIAL ERICKSON

<i>Stage</i>	<i>Approximate Ages</i>	<i>Psychosocial Crises</i>	<i>Significant Relationships</i>	<i>Psychosocial Emphasis</i>
I	Birth to 18 months	Trust vs. mistrust	Maternal person	To get To give in return
II	18 months to 3 years	Autonomy vs. doubt	Parental persons	To hold on To let go
III	3 to 6 years	Initiative vs. guilt	Basic family	To make (= going after) To "make like" (= playing)
IV	6 to 12 years	Industry vs. inferiority	Neighborhood, school	To make things To make things together
V	12 to 18 years	Identity vs. role confusion	Peer groups and models of leadership	To be oneself (or not to be) To share being oneself
VI	Young adulthood	Intimacy vs. isolation	Partners in friendship, sex, competition, cooperation	To lose and find oneself in another
VII	Middle adulthood	Generativity vs. self-absorption	Divided labor and shared household	To take care of
VIII	Late adulthood	Integrity vs. despair	"Mankind," "My kind"	To be, through having been To face not being

# IMPLIKASI TEORI TEORI

- MEMAPARKAN ISU DASAR UNTUK MEMAHAMI PERKEMBANGAN MANUSIA DAN KEBUTUHAN SETIAP FASE

# TEORI PERKEMBANGAN MORAL

## MORAL REASONING

<i>I. Preconventional Level</i>	<i>II. Conventional Level</i>	<i>III. Postconventional Level</i>
<p>Rules are set down by others.</p> <p><b>Stage 1: Punishment and Obedience Orientation.</b> Physical consequences of action determine its goodness or badness.</p> <p><b>Stage 2: Instrumental Relativist Orientation.</b> What is right is whatever satisfies one's own needs and occasionally the needs of others. Elements of fairness and reciprocity are present, but they are mostly interpreted in a "you scratch my back, I'll scratch yours" fashion.</p>	<p>Individual adopts rules and will sometimes subordinate own needs to those of the group. Expectations of family, group, or nation seen as valuable in own right, regardless of immediate and obvious consequences.</p> <p><b>Stage 3: "Good Boy–Good Girl" Orientation.</b> Good behavior is whatever pleases or helps others and is approved of by them. One earns approval by being "nice."</p> <p><b>Stage 4: "Law and Order" Orientation.</b> Right is doing one's duty, showing respect for authority, and maintaining the given social order for its own sake.</p>	<p>People define own values in terms of ethical principles they have chosen to follow.</p> <p><b>Stage 5: Social Contract Orientation.</b> What is right is defined in terms of general individual rights and in terms of standards that have been agreed on by the whole society. In contrast to Stage 4, laws are not "frozen"—they can be changed for the good of society.</p> <p><b>Stage 6: Universal Ethical Principle Orientation.</b> What is right is defined by decision of conscience according to self-chosen ethical principles. These principles are abstract and ethical (such as the Golden Rule), not specific moral prescriptions (such as the Ten Commandments).</p>

# IMPLIKASI

## I

- PENGEMBANGAN KARAKTER
- KARAKTER