

# How Aspects of Characteristic-Based Learner Development: Cognitive, Affective, and Psychomotor Aspects

Wahyuddin Naro<sup>1</sup>, Mirnawati<sup>2</sup>, Suarni<sup>3</sup>, Sitti Maryam Gani<sup>4</sup>

<sup>1</sup>Universitas Islam Negeri Alauddin, <sup>2</sup>Institut Agama Islam Negeri Palopo, <sup>3</sup>Universitas Muhammadiyah Kendari, <sup>4</sup>Ma'had Aly Pondok Pesantren DDI Mangkoso  
[mirnawati@iainpalopo.ac.id](mailto:mirnawati@iainpalopo.ac.id)

## Abstract

The aspects of characteristic-based learner development are three dimensions that must be considered during the learner development process. The three dimensions are: 1) The cognitive aspect, which includes the development of thinking, reasoning, and understanding skills. This aspect aims to develop learners' abilities to process information and solve problems. 2) Affective aspects, which include the development of one's feelings, attitudes, and emotions. This aspect aims to develop learners' abilities to control and manage their emotions and form a positive attitude towards themselves and others. 3) Psychomotor aspects, which include the development of a person's physical abilities, including muscle coordination, speed, and strength. This aspect aims to develop learners' abilities to perform various physical activities, such as sports, arts, and work. The development of these three aspects is necessary so that learners can become physically and mentally healthy individuals and be able to adjust to their environment.

**Key Word:** Characteristic, Learner, Cognitive, Affective, Psychomotor.

## Introduction

Every child has different characteristics. Teachers need to understand the initial characteristics of students so that they can easily manage everything related to learning, including the selection of management strategies that are related to how to organize teaching. Teachers must adjust the teaching components to suit the characteristics of students so that learning can be more meaningful (Sari et al., 2022). Based on this ability, it can determine where teaching should begin and where it should end. So, teaching takes place from the initial ability to the final ability (the final goal), which is the responsibility of the teacher. Teachers must recognize the characteristics of students, because knowing the characteristics of students helps teachers motivate them to pursue the desired goals. Furthermore, teachers must be able to understand the character of students.

Understanding the character of students requires the seriousness and involvement of the teacher's heart and mind so that he can understand his character properly and correctly.

The desired goal of understanding the initial characteristics of students is to condition what to teach and how to condition students to learn according to their respective characteristics (Winarti, 2021). Student characteristics are one of the variables in teaching conditions. This variable is defined as the aspects or qualities of individual students. Related aspects can be in the form of talents, interests, attitudes, learning motivation, learning styles, thinking abilities, and initial abilities that have been owned. Every human being has different characteristics (Budiningsih, 2011).

Learner characteristics are the totality of abilities and behaviors that exist in their personalities as a result of the interaction between their innate and social environments, thus determining the pattern of their activities in realizing hopes and achieving goals. Therefore, efforts to understand learner development must be linked to or adjusted to the characteristics of the students themselves. Teachers not only understand the characteristics of children individually, they need to understand the characteristics of children as a group. Efforts to understand learner development must be linked or adjusted to the characteristics of the students themselves. Teachers not only understand the characteristics of children individually, they need to understand the characteristics of children as a group. Efforts to understand learner development must be linked or adjusted to the characteristics of the students themselves. Teachers not only understand the characteristics of children individually, they need to understand the characteristics of children as a group.

## **Characteristics of Students' Cognitive Development**

The characteristics of students' cognitive development are divided into three categories, namely:

### **1. Early childhood**

#### **a) Understanding early childhood cognitive development**

Jean Piaget instilled it in children from an early age. about 2 to 7 years of age, as the preoperative stage, because children are not ready to engage in operations or mental manipulations that require logical thinking. A characteristic of development in the second stage is the expansion of the use of symbolic thinking, or representational abilities, which first appear at the end of the sensorimotor stage (Noorhapizah et al., 2022). According to Montessori (1978), children aged 3-6 years are children who are in a sensitive period, namely, a period when a certain function needs to be stimulated or directed so that its development is not hampered. Kindergarten children are children who are in the age range of 4-6 years and are individual figures who are in the process of development.

#### **b) Ability that children can master**

At this stage, the child's ability is in the preoperative stage. It is said to be pre-operative because, at this stage, the child does not understand. The preoperational phase

can be divided into three subphases, namely the symbolic function subphase, the egocentric thinking subphase, and the intuitive thinking subphase (Anidar, 2017). This phase contributes greatly to the cognitive development of children. In the pre-operational phase, children do not think operationally, which is a thought process that is carried out by internalizing an activity that allows children to relate it to activities they have done before. This is the first stage in which children develop their ability to organize their thoughts. Therefore, the way children think in this phase is not stable or well organized.

The pre-operational phase includes three aspects that have capabilities, namely:

1. Symbolic Thinking

Symbolic thinking is the ability to think about objects and events even though these objects and events are not physically present (real) in front of the child. The symbolic function subphase occurs between the ages of 2 and 4 years. At this time, children have the ability to describe an object that is not physically present. Examples of this ability allow children to use small blocks to build houses, put together puzzles, and do other activities. At this time, children can draw humans in a simple way. In the pre-operational phase, children begin to realize that their understanding of the objects around them can be done not only through sensorimotor activities but also through symbolic activities. The child does not have to be in sensorimotor contact with objects, people, or events to think about them. Children can imagine objects or people with different properties than they actually have.

2. Egocentric Thinking

Aspects of egocentric thinking, specifically the way of thinking about right and wrong, agreeing or disagreeing, based on one's own point of view. Therefore, children have not been able to put their point of view into other people's perspectives. According to Piaget, thinking is typically egocentric, and children at this stage have difficulty imagining how things look from other people's perspectives. The egocentric thinking subphase occurs between the ages of 2 and 4 years. Egocentric thinking is characterized by a child's inability to understand other people's perspectives or ways of thinking. Children assume that other people think, perceive, and feel as they do.

3. Thinkintuitive

The intuitive thinking phase, namely the ability to create something, such as a drawing or stacking blocks, without knowing the exact reason for doing so, The intuitive thinking subphase occurs between the ages of 4 and 7 years. This period is called the "intuitive thinking" subphase because at this time the child seems to understand and know something.

Other abilities mastered by children at this stage are:

- a. Understanding identity  
The child understands that surface changes do not change the natural character of things.
- b. Understand cause and effect  
Children know that events have causes and effects.
- c. able to classify  
Children organize objects, people, and events into meaningful categories.
- d. Understanding numbers  
Children can count and work with numbers.
- e. Empathy  
Children become more able to imagine what others feel.
- f. theory of mind  
Children's mental activity and mind functions become more basic.

## 2. Late Childhood

According to Piaget's theory, the thinking of elementary school-age children is called "concrete operational thought," meaning that mental activity is focused on real or concrete objects or events. This period takes place in late childhood. In an effort to understand the natural surroundings, they no longer rely too much on information that comes from the five senses because they begin to have the ability to distinguish what is visible to the eye from actual reality. Under normal circumstances, the child's mind develops gradually during this period. If in the previous period the child's thinking power was still imaginative and egocentric, then in this period the child's thinking power has developed in a more concrete, rational, and objective direction.

His memory becomes very strong. In this period, children have developed 3 kinds of processes called "operations," namely:

- 1) Through negation, namely during the concrete operational period, children understand the relationships between objects or conditions—one thing or another.
- 2) reciprocity, namely that the child already knows the cause-and-effect relationship in a situation.
- 3) identity, that is, the child can recognize a row of existing objects one by one.

Operations that occur within the child also allow one to know an action without seeing the action. So, at this stage, the child already has a cognitive structure that allows him to think about taking an action without actually taking it himself.

## 3. Adolescence

Adolescent cognitive development, in the view of Jean Piaget (a cognitive development expert), is the last and highest period in the growth stage of formal

operations (the period of formal operations) (Mcleod, 2007). In this period, ideally, teenagers already have their own way of thinking when trying to solve complex and abstract problems. The thinking abilities of adolescents develop in such a way that they can easily imagine many alternative solutions to problems and their possible consequences or results. Their capacity to think logically and abstractly develops so that they are able to think multidimensionally, like a scientist. Teenagers no longer accept information as it is, but they will process that information and adapt it to their own thinking. They are also able to integrate past and present experiences to transform them into conclusions, predictions, and plans for the future. With these formal operational skills, adolescents are able to adapt themselves to their surroundings (Ezriani, 2018).

Adolescent cognitive development reaches the "formal operational stage," which allows adolescents to think abstractly and complexly so that they are able to make decisions for themselves. During adolescence, the ability to understand complex problems develops gradually. Adolescence is the beginning of the stage of thinking that is formal and operational, which perhaps can be characterized as thinking that involves the logic of reduction or deduction. This stage occurs in all people, regardless of their education and experience. However, research evidence does not support this hypothesis, which suggests that adolescents' ability to solve complex problems is a function of accumulated learning and educational processes. The most important elements in developing one's thinking are practice and experience. Practicing thinking—formulating problems, solving them, and drawing conclusions—will help a person develop his thinking or intelligence. Piaget distinguished two kinds of experience, namely:

- a) Physical experience: a person's actions or actions directed at a specific object in order to abstract its properties.
- b) Mathematical-logical experience entails acting on objects in order to learn the consequences of those actions.

The capabilities possessed at this formal operational stage are:

a) Abstract

A teenager is no longer limited to actual things as well as experiences that really happened. Capable of bringing up hypothetical possibilities or propositions, as well as truly abstract reasoning (Piaget, 1976).

b) Flexible and complex

A teenager is able to find alternative answers or explanations about something. Begin to think about ideal characteristics for themselves, others, and the world, and compare themselves to other people and these ideal standards. In contrast to a child who has just reached the concrete operational stage and is only able to think of one explanation for something. This allows teenagers to think independently. It could also

be the parenting style of parents who tend to still treat teenagers like children, so they don't have the flexibility to fulfill developmental tasks according to their age. A teenager should have reached the stage of developing abstract thinking so that when they graduate from high school, they are used to thinking critically and are able to analyze problems and find the best solutions.

c) Logical

Teenagers have started to develop a mindset as researchers, where they are able to make a plan to achieve a goal in the future. Beginning to be able to develop hypotheses or best guesses about a solution to a problem, devise plans to solve problems, and test problem solutions systematically.

## Characteristics of Student Affective Development

1. Affective Development

Affective includes the emotions or feelings that each student has, which also need to get attention in learning. The teacher's understanding of students' affective development is very important for their learning success. These affective aspects can be seen during the learning process, especially when students work in groups. Feelings are one of the special potentials possessed by humans. Emotions are symptoms of feelings accompanied by changes in behavior or physical actions, such as anger, which is indicated by shouting loudly or other behaviors. Emotions refer to a characteristic feeling and thought, a biological and psychological state, and a set of tendencies to act. Emotions are feelings that become deeper, broader, and more purposeful. Various kinds of emotions exist, for example: joy, love, anger, fear, anxiety, and hate. Another definition of emotion is a strong affective color that is marked by physical changes (Rahmat, 2021; Rosyada, 2017).

2. Characteristics of Emotional Development

a. Love or affection

An important factor in the life of a teenager is his capacity to love others and his need to get love from others. A teenager will experience "falling in love" in his lifetime after reaching the age of 12 years. Teenagers who openly rebel and misbehave are most likely the result of an unconscious lack of love and being loved.

b. Happy

Happiness will be experienced when everything goes well, and teenagers will experience joy if they are accepted as friends or accepted by their loved ones.

c. Anger and hostility

Being loved and loving are emotional symptoms of healthy personal development, we know. Anger is also important in life, because it is through anger that a person has his own demands and takes ownership of his own interests.

In an effort to understand adolescents, there are four very important factors related to anger:

- 1) It is true that the feeling of anger is linked to the human effort to have and be himself.
- 2) Another important consideration is that when an individual reaches adolescence, he or she is not only the subject of anger that develops and then subsides but also has attitudes in which there are remnants of past anger..
- 3) Anger is frequently and purposefully hidden and obscured.
- 4) Anger may turn on itself..

d. Fear and anxiety

By the time a child reaches adolescence, he has gone through a long series of developments that affect the ups and downs of his fears. In Ina Magdalena (2021), Biehler divides the emotional characteristics of adolescents into two age ranges:

- 1) Teenagers range in age from 12 to 15 years.

During this period, there is a very rapid physical change, namely the growth of youthful characteristics associated with the maturation of the sexual organs. Growth This physical connection with sex results in emotional turmoil, anxiety, and worry in teenagers. In fact, this condition can affect their religious awareness, especially if teenagers lack previous experience or religious education. Teenagers tend to be skeptical (indifferent and ignorant), so they are lazy and reluctant to perform various religious rituals, such as praying. Emotional characteristics of adolescents at the age of 12–15 years:

- a) At this age, a student or child is more moody and unpredictable.
- b) Students may act rudely to make up for a lack of confidence.
- c) Outbursts of anger may occur.
- d) A teenager tends to be intolerant of other people.
- e) Students begin to observe their parents and teachers objectively and may resent them when they are treated in the all-knowing teacher style.

- 2) Teenagers range in age from 15 to 18 years.

Emotional characteristics of adolescents at the age of 15–18 years:

- a) Teenage rebellion is a statement or an expression of universal change from childhood to adulthood.



b) Because of their increased freedom, many teenagers experience conflict with their parents.

c) Students at this age often daydream, thinking about their future.

3) Factors influencing emotional development

Basically, the pattern of adolescent emotional development is the same as the emotional pattern of childhood; it's just that the causes and peaks of emotions are different. In childhood, more material and concrete causes cause explosions, whereas in adolescence, the causes are abstract, such as becoming angry when told as a child or feeling unfairly treated or rejected. Emotional outbursts in adolescents are no longer in an explosive and uncontrollable form such as crying loudly or rolling around, but are more visible in expressive body movements, refusing to speak, or criticizing the object that causes them. This kind of behavior is caused by the beginning of emotional control in adolescents and usually reaches emotional maturity at the end of adolescence.

3. Development of values, morals, and attitudes

a. Understanding the Interrelationships and Effects of Values, Morals, and Attitudes on Behavior

The values of life are the norms that apply in society, for example, customs and manners. "Morals" is the teaching about good and bad actions and behaviors, morals, obligations, and so on. Morals are often considered as principles and standards related to right and wrong issues in certain societies, and can also be interpreted as actions that are in accordance with the norms of right and wrong (Riyanto, 2015). Morality is thus a behavioral control that distinguishes between right and wrong actions. The values of life as norms in society are always related to issues between good and bad, so they are related to morals. An individual's willingness to react to something or a readiness to react to objects in a specific environment is referred to as attitude. Attitude underlies a person's behavior. As a result of these connections, it is possible to conclude that values must first be recognized, then internalized and driven by morals; a certain attitude will be formed toward these values, and finally, behavior consistent with the intended values will be realized.

b. Characteristics of Adolescent Values, Morals, and Attitudes

In their growth and development, adolescents really need a social group that can accept them as they are. The style and life of adolescent groups will be able to change adolescent behavior, such as patterns and behaviors. Michel summarizes five basic changes in morals that must be made by teenagers:



- 1) Individual moral views are becoming more and more abstract.
- 2) Moral beliefs are centered more on what is right and less on what is wrong.
- 3) Moral judgments become increasingly cognitive, so adolescents are more courageous in making decisions.
- 4) Moral judgments become less egocentric.
- 5) Psychologically, moral judgments become more expensive in the sense that moral judgments are emotional material and cause emotional tension (Ina Magdalena, 2021).

## Characteristics of Psychomotor Development in Students

### 1. Psychomotor Development Definition

The development of motor skills is a very important factor in overall personal development. In the development of students, physical-motor development plays a very important role because the child's growth and development process will affect their lives in the future (Octavia, 2020). In addition, it affects other aspects of development, such as cognitive, social, and emotional development. Haven't we all heard this proverb: "In a healthy body there is a healthy soul"? For teenagers, optimal physical growth and development can have a direct impact on children's movement skills. While the influence is indirect, in the form of influencing the child's perspective on himself and others,

In girls, this manifests as bone growth (the body grows taller and the limbs grow longer), breast growth, fine dark hair growth on the genitals, achieving maximum growth in body height every year, pubic hair becoming curly, menstruation or menstruation, and armpit hair growth.

While in boys, there is growth in the form of bones, enlarged testicles (testicles), growth of pubic hair that is smooth, straight, and dark in color, early changes in voice, ejaculation, pubic hair that becomes curly, height growth that reaches its maximum level every year, growing fine hair on the face, growing armpit hair, the end of voice changes, hair on the face grows thick and dark, and hair on the chest grows. Apart from differences in sex, each developmental phase also has different developmental characteristics, from infancy to adulthood (Octavia, 2020).

Characteristics of the physical development of students based on age range:

- a. Characteristics of physical development in childhood (0–5) The development of physical abilities in young children is marked by their starting to be able to do various basic movements that are getting better, namely the movements of walking, running, jumping and jumping, prancing on a bar, throwing, and catching, which are associated with greater strength as a result of the growth of greater

- muscle tissue. In addition, development is also marked by the growth of the length of the legs and arms proportionally. Development Physical activity in childhood is also characterized by well-developed movement coordination and balance.
- b. Characteristics of physical development in children aged 5–11 years The development of reaction time is slower than in childhood, eye coordination is well developed, small muscles have not yet developed, and general health is relatively unstable, easily sickening, vulnerable, and lacking in endurance.
  - c. Characteristics of physical development in childhood, aged 8–9 years There is an improvement in body coordination, increased body resistance, boys prefer physical contact activities such as fighting and wrestling, better hand-eye coordination, and better system Blood circulation is still not strong, and muscle and nerve coordination are still not good. In terms of psychology, girls are one year ahead of boys.
  - d. Characteristics of physical development in childhood Age 10–11 years The strength of boys is greater than that of girls, with a sharp rise in blood pressure and metabolism. Women begin to experience sexual maturity at 12 years of age. Only 5% of men reach sexual maturity.
  - e. Characteristics of physical development in adolescence During adolescence, the most prominent physical development is in the development of strength, endurance, and sexual organs. The characteristics of physical development in adolescence are marked by rapid growth in weight and height, the growth of primary sexual characteristics (glands and genitals) and secondary sexual characteristics (growing breasts, menstruation, mustaches, wet dreams, and others), and the emergence of high sexual desire (mass puberty).
  - f. Characteristics of physical development in adulthood Physical abilities in adulthood vary greatly between individuals, as does physical growth. Men tend to have better physical abilities and more skilled movements. Proportionate growth in body size provides strong physical abilities. Growth reaches its pinnacle in adulthood. At this time, physical growth begins to slow, and the results of this growth determine physical abilities. As with physical development, the characteristics of psychomotor development also experience differences with each year or developmental phase.
2. factors affecting physical and psychomotor development There are several factors that affect the physical development of students, namely:
    - a. Family includes heredity and environmental factors.

- b. Nutrition, for example, shows that students who get adequate nutrition will usually be taller and reach the adolescent stage a little faster compared to those who receive less nutrition.
- c. Emotional disturbances, for example, in students who experience them too often, will cause excessive adrenal steroid formation, which will result in reduced formation of growth hormone in the pituitary gland.
- d. Gender, for example, makes male students tend to be taller and heavier than female students.
- e. Socio-economic status: for example, students who come from families with low socio-economic status tend to be smaller than children who come from families with high socio-economic status.
- f. Health, for example, means that students who are healthy and rarely get sick will usually have a heavier body than children who are often sick.
- g. The influence of body shape, whether mesomorph, ectomorph, or endomorph, will affect the size of the student's body.
- h. System growth and development(nerve(nervous system)). Nerve development and the development of students' abilities increase intelligence (intelligence) and encourage the emergence of new patterns of behavior.The better the development of the student's nervous system, the better and more varied the patterns of behavior he will have. However, unlike other organs, the nervous system of an organ cannot be replaced or grown again if it is damaged.
- i. growth of muscles Increasing the tone (muscle tension) of students can cause changes and increase various abilities and physical strength. This change is seen very clearly in healthy students from year to year with their increasing involvement in various games or in making handicrafts, which are increasing in quality and quantity from time to time. The improvement and development of the skills of these learners depend on the quality of the system centering in their brains..
- j. Endocrine glands and functional development (endocrine glands)Changes in the function of endocrine glands such as the adrenals (endocrine glands that cover the upper part of the kidneys and produce various hormones, including sex hormones) and the pituitary gland (a gland under the part of the brain that produces and regulates various hormones, including ovary and sperm development hormones), also create new patterns of behavior in students when they reach adolescence. Changes in the function of the endocrine glands will result in changing patterns of attitudes and behaviors among students towards the opposite sex. These changes can be in the form of frequent collaboration in studying or exercising, changing styles of dress or appearance, and so on.

Changes in behavior patterns that are intended to attract the attention of the opposite sex In this case.

- k. Changes in physical structure The increasing age of students will also increase their height and weight, as well as the proportion (comparison of parts) of the body in general. These physical changes will greatly affect the development of children's motor skills, abilities, and skills. The effect of physical changes on students is also seen in their attitudes and behaviors towards other people, because physical changes themselves affect their self-concepts. In this case, it can be said that the physical development of students has more significance than their chronological age. The emergence of awareness of students who are too big and tall or too small and low when compared to their classmates will likely influence patterns of attitude and behavior both inside and outside the classroom (Ina Magdalena, 2021; Rahmat, 2021).

These different attitudes and behaviors stem from their positive or negative self-concept. Meanwhile, the factors that influence psychomotor development, both those that hinder and those that support the increase in the potential for psychomotor abilities of students, are as follows:

- a. Parenting factors. For example, authoritarian parenting can hinder psychomotor development when parents adopt parenting styles that are too authoritarian or too pushy because the characteristics of a child are very sensitive, especially since each child cannot be optimized quickly, in other words, imposing abilities in a short time. When parents force an increase in the potential for psychomotor development in their children, it almost always results in mental disorders in these children, who usually feel awkward, awry, don't believe in themselves, and are depressed.
- b. Genes come from parents. Genes from parents can also be an obstacle in efforts to improve children's psychomotor abilities; if parents have superior gene traits, then the psychomotor development of students will run smoothly, and vice versa.
- c. Environmental influence. The influence of this environment usually comes from the family, school, and play environments.
- d. study room interior. explains that a person's mental habits and behavioral attitudes are influenced by his physical environment. The physical environment includes, among other things, the physical condition of the dwelling (building), the interior space, all its furnishings, and so on. Good physical and psychomotor development is our hope (Fauzi, 2017; Ina Magdalena, 2021).

## Conclusion

Cognitive development in students is a discussion that is quite important for teachers and parents. Cognitive development in children is the child's ability to think more complexly as well as the ability to reason and solve problems, which are included in psychological processes related to how individuals learn and think about their environment. In order to understand cognitive development, we must know the process of cognitive development. In addition, the characteristics of the cognitive development of students must also be understood by all parties. With an understanding of the developmental characteristics of students, teachers and parents can find out the extent to which their students develop according to their respective ages.

Emotions are powerfully effective and marked by physical changes. Normal types of emotions include feelings of love, joy, fear, anxiety, and sadness. Emotions are influenced by factors such as maturity level, learning factors, and living conditions or culture. In terms of educational implementation, we as educators can make several efforts to develop adolescent emotions. For example, consistency in class management, good discussion management, and so on. Efforts that can be made in the context of developing values, morals, and attitudes include creating communication in addition to providing information and giving youth the opportunity to participate in the moral aspect, as well as creating a harmonious environmental system.

An understanding of physical and psychomotor development can provide great benefits in education. The implications for education are closely related to educational planning. An understanding of this development is useful for educators in compiling educational materials that are in accordance with the development of their students. That way, efforts to improve the quality of education more effectively and efficiently can run properly.

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