



Children's Psychology Development

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ARTICLE INFO

Article history:

Received: 2 May 2017;

Received in revised form:

25 May 2017;

Accepted: 1 June 2017;

Keywords

Children,
Cognitive,
Psychology,
Personality,
Development.

ABSTRACT

The child is a gift given to each couple. Their growth process from children to adults plays an important role in shaping their personal qualities and behaviors. This reading is carried out in order to determine how the nature of the child is formed from a baby. This study emphasizes the child's development from the angle of cognitive and personality.

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Introduction

Every human being is born in a different state. And each has a differing nature and level of thinking that is not similar to each other. In fact, the twins were born of the same womb at the same time sometimes about nature. No two people are exactly alike, globally all children who are normal to the order passed by the normal growth of children (Gesell, A. & Ilg, F.L, 1949). To understand this science in the field of human psychology is required.

The psychological word itself is a combination of two Greek words, meaning Psyche soul, spiritual or mental. While the word Logos means studies that formed a research psychologist, mental or spiritual man. According to Shaver and Tarp (1993), psychology refers to the study of behavior. The scientific study of the human soul is to study human nature itself and how to deal with problems that arise due to the problem caused by human itself.

The Establishment of Children's Nature

Always seen in the mass media and social media concerning about students' behavior, who often blame the teachers at the school and its environment. This is just another form of a factor as the children development. But in fact, as early as birth, the child's attitude was formed by parents, their siblings and the surroundings. Extracted from the poem written by Dorothy Law Nolte (1954) entitled "*Children Learn What They Live*", indicating that the family will primarily shape the attitudes and behavior of children.

There are 3 patterns in the formation of children by parents of authoritarian, permissive and authoritative (Muttaqin, 2010). Authoritarian pattern is using coercive approach by parents to children. In other words, the desires of parents should be followed; the child cannot give their own opinion. This pattern can cause children to become fearful, anxious, shy, less adaptable, less objective, and suspicious of others and easily stressed. While permissive pattern means parents allow children to do anything for themselves.

Obey whatever requested and give freedom to the children.

This pattern can result in child aggressive, disobedient to parents, sometimes power, less able to control themselves and less intense follow school lessons. Authoritative parent shows that they are very concerned about the needs of children and provide them with consideration of the interests and needs. This type of parenting pattern can cause children to be independent, to have self-control and self-confidence, strong, able to interact with their peers well, able to cope with stress, have an interest in things that are new, cooperative with adults, submissive, obedient and achievement-oriented (Muttaqin, 2010).

Based on these 3 patterns, the authoritative is the best way to teach children. This is because parents like this do not let their children choose to do things blindly. They will help their children in providing guidance and advice. It shows love between both parent and children. And also build confidence and courage in their child.

Cognitive Development of Children

Based on aspects of cognitive psychology, the generation of an idea that goes through several phases is affected by internal and external factors (Mohamad, Esa & Junoh, 2008). Santrock (2013) interpreted as a change in the pattern of development of biological, cognitive and socio individuals starting from germination until the end of life. Progress cannot be measured quantitatively, but it can be seen from the new nature that exists differently from the original because of the nature of human development are qualitative (Hamzah, Samuel & Kastawi, 2008).

Based on observations made by Jean Piaget, cognitive development of children is divided into four stages, namely sensory-motor, preoperative, concrete operations and formal operations (Cherry, 2017).

Sensory-motor stage happens at the age of 0 to 2 years old. At this stage, babies or children knowledge can be nurtured through knowledge can be nurtured through sensory experience and manipulated objects at this stage.

In the latter part of this stage, children learn that objects

still exist even if they are removed from their view (Habib, Truslow, Harmon & Karellas 2011).

During preoperative stage at the age of 2 to 7 years old, children begin to learn from what they play, but they still need a point of view others. Children thought processes will develop at this stage, although not yet reached the stage of 'logical thought' (Edwards, Hopgood, Rosenberg & Rush 2000). Parents need to guide and give advice to their children to make sure they are on the right track.

At the age of 7 to 11 years old, it calls concrete operations stage. During the Concrete Operational Stage, children learn that objects are not always the way that they appear to be and children slowly develop the ability to 'conserve' (Edwards et.al, 2000). Children at this stage are more likely to use abstract and hypotheses concepts of doing things (Cherry, 2017). They also began to think about what others people think.

When children reach 11 years old and over they start to enter the formal operation stage which they start to see a potential solution to address scientific problems and also think about the world around them. There are two characteristics of this stage, 'hypothetic-deductive reasoning' and 'propositional in nature' (Edwards et.al, 2000). The quality of which is formed at this stage allows children to use them in science and mathematics (Habib et.al, 2011).

However, the growth of each child may vary, some are fast and some are slow due to other factors such as heredity and environment. Children's cognitive conflict arises when they are placed in situations where they have to make an argument. How they make decisions determined by the level of cognitive which a child has developed.

Personality Development of Children

Cognitive development of children is directly related to learning. Learning is a change in behavior, then the behavior is another important element in the personality of the children that cannot be separated from the cognitive development of students (Khurshid & Naz, 2012). In the development of children's personality is often associated with Freud's theory. It is also called as the stage of psychosexual development.

According to Freud's theory he said about the five stages of the development of oral, anal, phallic, latency, and genital (Cherry, 2016).

Oral stage occurs in children aged 0-2 years. In the oral stage, people get satisfaction from the activity around the mouth (oral), such as a nursing mother, thumb sucking, and raving.

Anal stage occurs during 2-3 years. This stage is characterized by obtaining the satisfaction of an issued. For example, the child will get the satisfaction of how to urinate or defecate. Freud believed that anal retentive personality develops in which the individual is tight, orderly, rigid and extreme (Cherry, 2016).

Phallic stage occurs at the age of 3-7 years. At this stage, children begin to notice a difference between men and women. In addition, the child's attention began to focus on his genitals. Oedipus complex and Electra complex will appear on the phallic stage. This stage occurs in children aged 7-12 years. In this stage, children begin to show the properties of the ego and superego. In addition, the child's sex drive will be retained and he began to learn to adapt to their environment. The stage begins around the time that the children get to school and become more concerned with peer relationships, hobbies, and other interests (Cherry, 2016).

Occurred at the age of 12 years and older. Genital stage of psychosexual development is the culmination.

In this stage, people became interested in the opposite sex and to successfully develop social relationships, sexual maturity. If the other stages have been completed successfully, an individual human being is expected to be balanced, warm and caring. This stage begins during puberty but last throughout one's lifetime (Cherry, 2016).

The purpose of this phase is to establish a balance between the various areas of life. If the stages of psychosexual completed successfully, it generates the personality of a healthy child. If certain issues are not resolved at the right stage, fixation can occur. Fixation is a persistent focus on the early stages of psychosexual.

Conclusion

In conclusion, the role of parents is crucial in the formation of the nature of children from birth to adulthood. the approach should be different depending on the age of children. Their growth process from children to adults plays an important role in shaping their personal qualities and behaviors. The wrong approach may lead to further damage to children and collapses family organization.

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