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# FROM PRIOR KNOWLEDGE ABOUT HUMAN DEVELOPMENT TO STUDENTS' UNDERSTANDING ABOUT CHILDREN'S DEVELOPMENT IN SCHOOL

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**ABSTRAK**

This research explores the relationship between prior knowledge of human development and students' understanding of teacher candidates regarding child development issues in schools. 366 student teacher candidates from various teaching programs at UIN Syekh Ali Hasan Ahmad Addary became participants in this study. Data regarding prior knowledge of human development and understanding of child development issues in schools were collected through a scale-based questionnaire which was then analyzed through Pearson Product Moment analysis. The results of the analysis show that the relationship between the variable prior knowledge about the stages of human development and the variable understanding of child development issues at school is strong and significant (significance level = 0.99, p value <0.05). From these results, it can be concluded that student teacher candidates who have better knowledge about the stages of child development tend to have a better understanding of the developmental issues faced by children in the school environment.

**Keywords**: *human development, teaching program, developmental issues, school environment, psychology*

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## INTRODUCTION

Human development is a complex and interesting topic, which has been the focus of human attention since ancient times. Humans underwent significant changes in various aspects of their lives throughout history, including physical, cognitive, social, and emotional development. Human development involves a series of stages that are interrelated and influence each other. From birth to adulthood, individuals undergo unique transformations, which are influenced by genetic, environmental,

educational, and social interactions[1]. Thus, a deep understanding of human development is crucial for teachers to create a supportive, engaging, and effective learning environment that meets the diverse needs of their students and helps them succeed academically and socially [2].

However, there are often problems in students' and teachers' understanding of the relationship between human development in general and the problems that arise in children's development at school. One of the problems that arises is the lack of prior knowledge of students regarding human development. Prior knowledge or prior knowledge plays an important role in understanding and associating new information with existing knowledge.

When students do not have an adequate understanding of human development, they may face difficulties in understanding the problems that arise in the context of child development at school. For example, they may not be able to recognize signs of normal development or identify differences between developmental problems that should be addressed and natural developmental variations[3].

In schools, teachers are responsible for facilitating children's development through teaching, guidance, and coaching[4]. However, in carrying out their duties, teachers are also faced with various problems that may arise as children develop at school[5]. These problems include learning difficulties, behavioral problems, social difficulties, individual differences in abilities and interests, and other developmental challenges[6].

A good understanding of the problems that arise in child development in schools is key to providing an effective education and helping students reach their full potential. Teachers who have a deep understanding of human development will be better able to identify emerging problems, provide appropriate interventions, and facilitate effective learning processes.

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[1] T. Ariyanti, "Pentingnya Pendidikan Anak Usia Dini Bagi Tumbuh Kembang Anak The Importance Of Childhood Education For Child Development," *Dinamika Jurnal Ilmiah Pendidikan Dasar* 8, no. 1 (2016), http://dx.doi.org/10.30595/dinamika.v8i1.943.

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[3] Halimatus Sa'diyah et al., "Model Research and Development Dalam Pembelajaran Pendidikan Agama Islam," *EL-BANAT: Jurnal Pemikiran Dan Pendidikan Islam* 10, no. 1 (June 19, 2020): 42–73, https://doi.org/10.54180/elbanat.2020.10.1.42-73.

[4] S. Kim, M. Raza, and E. Seidman, "Improving 21st-Century Teaching Skills: The Key to Effective 21st-Century Learners," *Research in Comparative and International Education* 14, no. 1 (2019): 99–117.

[5] IM Alvarez et al., "How Do Primary Education Trainee Teachers Perceive Educational Psychology?," *Teachers and …*, no. Query date: 2022-07-11 08:47:25 (2018), https://doi.org/10.1080/13540602.2017.1379388; TY Ardiyansah, "PRE-SERVICE TEACHERS'PERCEIVED READINESS IN TEACHING ONLINE IN INTERNATIONAL INTERNSHIP PROGRAM," *… Journal of Culture, English Language Teaching …*, no. Query date: 2022-07-13 02:39:35 (2021), https://ejournal.umm.ac.id/index.php/celtic/article/view/16456.

[6] S. Smith and S.M. Lawrence, "Early Care and Education Teacher Well-Being: Associations with Children's Experience, Outcomes, and Workplace Conditions: A Research-to-Policy Brief," 2019.

Lack of understanding of human development can also affect students' ability to plan and provide appropriate interventions for child development problems at school [7]. Without adequate knowledge of human development, students and teachers may not be able to identify appropriate learning strategies or understand how to deal with problems as they arise[8].

Therefore, in this article, apart from exploring human development and issues related to child development in schools, we will also discuss the issue of students' prior knowledge about human development. By understanding the link between students' of the teaching program understanding of human development and their understanding of child development problems at school, it is hoped that there will be improvements in education and teaching, so that students can better deal with and overcome problems that arise in children's development at school.

In the context of the background that has been mentioned, this study will try to answer the following research questions:

1. Is there a relationship between students' understanding of human development relate to their understanding of child development issues in schools?
2. To what extent do students' understanding of human development relate to their understanding of child development issues in schools?
3. What is the nature of the relationship between students' and teachers' understanding of human development and their ability to plan and provide appropriate interventions for child development problems in schools?

The aims of this research are as follows:

1. Analyzing and understanding the relationship between students' understanding of human development and their understanding of child development problems in schools.
2. Identifying the extent of the relationship between students' understanding of human development and their understanding of child development problems in schools
3. Exploring the nature of the relationship between students' understanding of human development and their ability to plan and provide appropriate interventions for child development problems in schools.

This research is expected to provide a better understanding of the importance of understanding human development in the context of child development problems in schools. The results of this study can provide insight and guidance for students, teachers and education practitioners to improve their approaches to understanding and dealing with child development issues in schools effectively.

[7] Raley, Shogren, and Cole, "Positive Psychology and Education of Students with Disabilities: The Way Forward for Assessment and Intervention."

[8] C. Herodotou et al., "A Large-Scale Implementation of Predictive Learning Analytics in Higher Education: The Teachers' Role and Perspective," *Educational Technology Research and Development* 67 (n.d.): 1273–1306.

Although human development and child development issues in schools are important topics in education, there are still research gaps in the relationship between students' and teachers' understanding of human development and their understanding of child development issues in schools. Some of the research gaps that can be identified include the lack of research that specifically explores the relationship between students' and teachers' understanding of human development and their understanding of child development issues in schools. Many studies focus on one aspect only without linking it comprehensively.

Further research is needed to identify the extent to which this prior knowledge has an impact and how it affects students' understanding. There is also a lack of research involving teachers' perspectives in the context of their understanding of human development and child development issues in schools[9]. It is important to understand how teachers' knowledge and understanding can influence their teaching practice and interventions.

This research has great urgency because a deep understanding of human development and child development problems in schools is very important for teachers in designing effective learning strategies and responding to students' individual needs. This research can provide valuable insights for improving teaching practice.

Early identification and treatment of child development problems in schools can help prevent adverse consequences for long-term development[10]. This research can provide a better understanding of how to identify and treat these developmental problems. Understanding students' level of prior knowledge about human development and how it relates to their understanding of child development issues in schools can assist educators in designing relevant and effective curricula.

With increasing awareness of the importance of a holistic approach in education, this research can provide a solid basis for the development of an approach that focuses on overall human development, thereby providing greater benefits to students. This research is expected to create a better understanding of the relationship between human development and child development problems in schools and provide a strong foundation for improving child development-oriented educational practices.

Although the previous studies provide valuable initial insights, there are still gaps in the overall understanding of the relationship between students' prior knowledge on human development and their understanding about children's development in school. Therefore, further research is needed to refine our understanding of how students' and teachers' understanding of human development can influence their understanding of child development issues in schools[11].

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[9] GA Boysen and LR Prieto, "Trigger Warnings in Psychology: Psychology Teachers' Perspectives and Practices.," *... of Teaching and Learning in Psychology*, no. Query date: 2022-07-15 02:09:44 (2018), https://psycnet.apa.org/journals/stl/4/1/16/.

[10] Kim, Raza, and Seidman, "Improving 21st-Century Teaching Skills: The Key to Effective 21st-Century Learners."

[11] Nasaruddin Nasaruddin, Syarifuddin Syarifuddin, and Bustomi Arisandi, "Evaluation Model Of Noble Moral Education For Students In Madrasah," *Al-Insyiroh: Jurnal Studi Keislaman* 9, no. 1 (March 26, 2023): 143–67, https://doi.org/10.35309/alinsyiroh.v9i1.6360.

In this study, there are several theories that can be used as a theoretical basis. Some relevant theories to explain the relationship between students' and teachers' understanding of human development and their understanding of child development problems in schools are:

1. Piaget's Theory of Cognitive Development: Piaget's theory of cognitive development provides a useful framework for understanding how students' understanding develops with age. This theory emphasizes changes in the thinking patterns of children from different developmental stages, which can affect the way they understand child development problems at school[12].
2. Erikson's Theory of Psychosocial Development: Erikson's theory of psychosocial development emphasizes the importance of social and emotional change in individual development. This theory can help explain how students' and teachers' understanding of human development relates to their understanding of child development issues in school, including the social and emotional aspects of child development [13].
3. Bandura's Social Cognitive Theory: Bandura's theory of social cognitive highlights the important role of observation and modeling in learning. In this context, this theory can be used to understand how students' understanding can be influenced by previous learning experiences, including their initial knowledge of human development [14].
4. Bronfenbrenner Ecological Theory: Bronfenbrenner Ecological Theory emphasizes the importance of the interaction of individuals with their environment in development. This theory can help understand how the educational environment, including interactions with teachers and learning experiences, can influence students' and teachers' understanding of human development and child development issues in schools [15].

In this study, the combination of several theories can provide a more comprehensive framework for explaining the relationship between students' and teachers' understanding of human development and their understanding of child development problems in schools.

Methodologically speaking, this study uses correlational quantitative research in pursuing the findings. This research was conducted at UIN Syekh Ali Hasan Ahmad Addary PadangSidimpuan Faculty of Tarbiyah and Teacher Training, which is located at Jln. Rizal Nurdin No. 4.5 Sihitang, Padangsidimpuan, North Sumatra. The population in this study is 4.318 students who are currently enrolled full time at the Teaching Program in UIN Syahada. The determination of the number of samples in this study uses the Taro Yamane formula to randomly recruit 366 students.

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[12] J. Piaget, *The Theory of Stages in Cognitive Development* (McGraw-Hill, 1971).
[13] E. H. Erikson, *Identity and the Life Cycle* (WW Norton, 1994).
[14] Bandura, *Social Foundations of Thought and Action: A Social Cognitive Theory*.
[15] U. Bronfenbrenner, *The Ecology of Human Development* (Boston, MA: Harvard University Press., 1979).

The instruments used in this study is a questionnaire measuring students' prior knowledge on human development and its impact on their understanding about issues of children's development in the context of teaching and learning at school. The instrument was validated through content reviews by experts as well as statistical analysis to guarantee the construct validity of the instrument. In addition, their scores on developmental psychology from the previous semester will also be used to represent their prior knowledge on human development. The data gathered from these two instruments were analyzied using Pearson product moment correlational analysis to pursue the conclusions on this study.

## RESULTS AND DISCUSSIONS

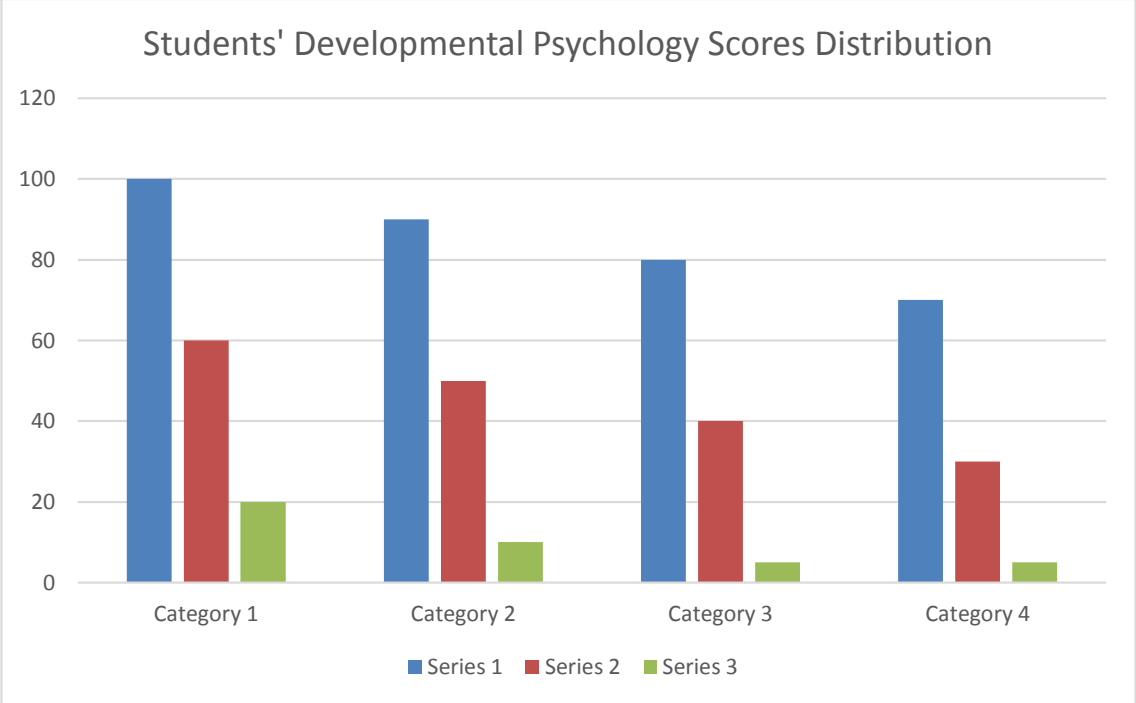
This study aims to explore how students' prior knowledge of human development relates to student teacher candidates' understanding of issues related to child development in school. The participants in this study were 356 prospective teacher students from various teaching programs at UIN Syekh Ali Hasan Ahmad Addary.

First of all, data regarding students' knowledge of human development was collected using a scale-based questionnaire. The questionnaire includes questions about the stages of child development, factors that influence child development, and relevant developmental theories as seen in this following table

| NO | Items | SS | S | N | STS | TS |
|---|---|---|---|---|---|---|
| 1 | With my prior knowledge and understanding of student development, I better understand the variations in my student's cognitive development | | | | | |
| 2 | With my prior knowledge and understanding of student development, I better understand the variations in the emotional development of my students | | | | | |
| 3 | With my prior knowledge and understanding of student development, I better understand the variations in the physical development of my students | | | | | |
| 4 | With my prior knowledge and understanding of student development, I better understand the cognitive development needs of my students | | | | | |
| 5 | With my prior knowledge and understanding of student development, I better understand the emotional development needs of my students | | | | | |
| 6 | With my prior knowledge and understanding of student development, I better understand the physical development needs of my students | | | | | |
| 7 | With my prior knowledge and understanding of student development, I better understand the barriers to my students' cognitive development | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 8 | With my prior knowledge and understanding of student development, I better understand the barriers to the emotional development of my students | | | | | |
| 9 | With my prior knowledge and understanding of student development, I better understand the barriers to my student's physical development | | | | | |
| 10 | With my prior knowledge and understanding of student development, I can better facilitate the general development of my students | | | | | |

Furthermore, their scores in the Student Developmental Psychology course were collected upon the completion of the semester. The assessments in this course includes a a series of written tests with items containing several scenarios on issues related to child development in the school environment. These scenarios cover topics such as children who have learning difficulties, social-emotional problems in children, and other issues that are often faced by teachers at school with the following results:




The first question in this study is answered in this following tables:

**Correlations**

| | | X | Y |
|---|---|---|---|
| X | Pearson Correlation | 1 | .000 |
| | Sig. (2-tailed) | | .993 |
| | N | 366 | 366 |

| | | | |
|---|---|---|---|
| Y | Pearson Correlation | .000 | 1 |
| | Sig. (2-tailed) | .993 | |
| | N | 366 | 366 |

**ANOVA[a]**

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|---|---|---|---|---|---|---|
| 1 | Regression | .003 | 1 | .003 | .000 | .993[b] |
| | Residual | 12106.732 | 364 | 33.260 | | |
| | Total | 12106.735 | 365 | | | |

a. Dependent Variable: X

b. Predictors: (Constant), Y

**Coefficients[a]**

| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
|---|---|---|---|---|---|---|
| | | B | Std. Error | Beta | t | Sig. |
| 1 | (Constant) | 35.894 | 4.959 | | 7.238 | .000 |
| | Y | -.001 | .067 | .000 | -.009 | .993 |

a. Dependent Variable: X

The strength of the correlation relationship, according to Sarwono, is as follows:

0: No correlation

0.00 - 0.25: very weak correlation

0.25 - 0.50: enough correlation

0.50 - 0.75: strong correlation

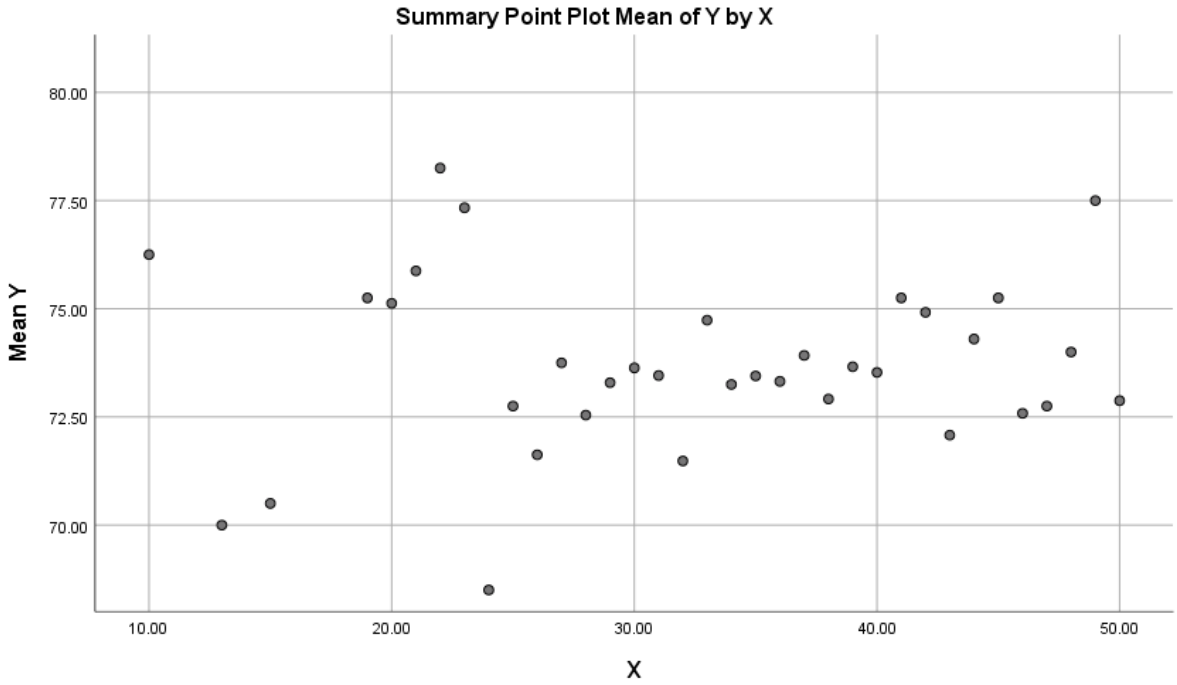
0.75 - 0.99: very strong correlation

1: perfect correlation

In the above tables, it is seen that the significance level is 0,99 which indicates a strong correlation between the variables. It is also shown that the p value is <0.05 which also means that the relationship exists. This goes to show that the null hypothesis is rejected. The results of this study thus indicates that there is a relationship between prior

knowledge of human development and students' understanding of child development issues at school. Students who have better knowledge about the stages of child development tend to have a better understanding of the developmental issues faced by children in the school environment.

This result can also be seen in the scatter plot below that shows the direction of the relationship:




From the results above it can be seen that the points on the scatterplot spread in a random or unclear pattern as well as no outlier. Thus, it can be concluded that there is no heteroscedasticity problem in the regression model, although it shown a non linier relationship, meaning that an increase in x is not necessarily followed by an increase in y. In terms of the direction of the relationship, the scatter plot moves right which indicates a positive relationship between the variables.

These findings show the importance of understanding child development as a foundation for student teacher candidates in dealing with challenges that students may face in class. Students who understand child development are more likely to be able to identify student development problems early and design learning strategies that are more suited to their individual needs.

In addition, this research also highlights the importance of including material on human development in the teacher education curriculum. By providing comprehensive knowledge about the stages of child development and the factors that influence them, universities and teacher education institutions can help teacher candidates become better prepared to deal with various developmental problems that may arise in the school environment.

However, this research also found that there are some students who have a fairly good knowledge of human development, but they still have difficulty relating it to

concrete issues they may face at school. This shows the need for a more practical and applicable learning approach in providing an understanding of child development issues in schools.

Overall, this research provides valuable insight into the importance of prior knowledge of human development for student teacher candidates in understanding relevant developmental issues in schools. These findings are expected to support the development of a more effective and relevant teacher education curriculum in equipping prospective teachers with the knowledge and understanding needed to become quality educators.

## CONCLUSIONS AND SUGGESTIONS

The results of the analysis show that there is a significant relationship between previous knowledge about human development and students' understanding of child development issues at school. In the tables above, it is found that the value of the significance level (significance level) is 0.99, which indicates a strong relationship between the variables studied. In addition, a p-value that is less than 0.05 indicates that this relationship is proven to be statistically significant, and thus, the null hypothesis is rejected.

From the results of this study, it can be concluded that student teacher candidates who have better knowledge about the stages of child development tend to have a better understanding of the developmental issues faced by children in the school environment. That is, prior knowledge of human development plays an important role as a foundation for teacher candidates in dealing with various developmental challenges that students may face in the classroom.

This research has important implications for teacher education curriculum development. Integrating material on human development into the teacher education curriculum can help increase prospective teachers' understanding of child development issues in schools, so that they are better prepared to deal with the individual needs of students and design appropriate learning strategies.

However, it is important to remember that this study has limitations, such as the use of a limited sample of prospective teacher students at one university, so generalization of the results of this study needs to be done with caution. Therefore, further research with a more representative and broad sample may be needed to validate these results and gain a deeper understanding of the relationship between prior knowledge of human development and understanding of child development issues in schools.

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