INDIVIDUAL DIFFERENCES IN DEVELOPMENTAL PSYCHOLOGY EARLY CHILDHOOD MENTALITY

Novi Cahya Dewi
Institut Agama Islam Sultan Muhammad Syafiuddin Sambas, Indonesia
novicahhya@gmail.com

Abstract

As long as human life is never static, from birth to death, humans always experience changes; these changes are known as two kinds of changes: growth, which is increasing size and structure, and second, a development which means progressive, coherent, and orderly changes. Differences influence individual differences in early childhood mental development psychology in cognitive, language skills, motor skills, backgrounds, talents, and learning readiness. Parents who directly educate and shape children's social behavior early tend to continue to survive until the child reaches the next stage of development. Individual attitudes toward others and towards social activities are consistent at every age level. Individual development is a functional change that is qualitative, both from physical and mental functions, as a result of its association with environmental influences. Individual development is indicated by changes that are systematic, progressive, and continuous.

Keywords: Individual, Developmental Psychology, Early Childhood.

Abstrak

Selama kehidupan manusia tidak pernah statis, dari lahir sampai mati manusia selalu mengalami perubahan, perubahan tersebut dikenal dengan dua macam perubahan yaitu pertama pertumbuhan, pertambahan ukuran dan struktur dan kedua perkembangan yang berarti perubahan yang progresif, runtut dan teratur. Perbedaan individu dalam psikologi perkembangan mental anak usia dini dipengaruhi oleh perbedaan kognitif, kemampuan bahasa, keterampilan motorik, latar belakang, bakat dan kesiapan belajar. Orang tua yang secara langsung mendidik dan dari perilaku sosial anak sejak dini cenderung terus berlanjut hingga anak mencapai tahap perkembangan selanjutnya. Sikap individu terhadap orang lain dan terhadap aktivitas sosial konsisten pada setiap tingkat usia. Perkembangan individu adalah perubahan fungsional kualitatif, baik dari fungsi fisik maupun mental sebagai akibat dari keterkaitannya dengan pengaruh lingkungan. Perkembangan individu ditunjukkan dengan perubahan-perubahan yang sistematis, progresif dan berkesinambungan.

Kata Kunci : Individu, Psikologi Perkembangan, Anak Usia Dini.

INTRODUCTION

Raising and educating children is a noble task that cannot be separated from various obstacles and challenges. Parents and educators have made many efforts to seek and equip themselves with knowledge related to child development. Knowing the introductory, developmental psychology of a person's personality formed during childhood, the developmental processes that occur in a child coupled with what is experienced and accepted during childhood gradually allow him to grow and develop into an adult human being[1]. Humans recognize *individual differences*; differences between individuals include the needs and desires or desires of each different. This individual difference is well known in education, where each individual has their differences. Therefore the treatment of individuals adheres to the principle of *individual differences*.[2]

Child Development in the first four years is the most critical development. Not only physical growth but also the pattern of personality development of the actualization of learning abilities. Personality development is formed from various types of learning opportunities obtained, which will increase experience. Child development is not the same as growth if growth describes size changes while development changes in complexity and function.[3]

Kindergarten-age children are undergoing a process of rapid development during their growth; the interests and activities of children are always related to the development of their abilities. Therefore, various educational activities can be designed intentionally to allow children to improve some abilities based on their learning experiences. This enriching experience in mental life, especially what is called intelligence, is the task of the environment to provide various stimuli according to the demands of children's development.

Since the time of birth, a child has shown individual characteristics and behavior; one child appears to be more alert, strong, active, hungry quickly, and likes to suckle; his voice and cries are loud and loud when compared to the other children who are very sensitive, easily startled and scared, like fussy, easily irritated, always restless, while other children seem calmer, sweet, never fussy, sleep a lot, and like to laugh[4]. Because of individual differences with these characteristics, children are distinctive and unique individuals who try to develop themselves and carry out themselves (self-realization).[5]

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[1] Rofi'ah, "Meningkatkan Motivasi Belajar Pendidikan Sejarah Kebudayaaan Islam Melalui Metode Pembelajaran Mind Mapping," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 3, no. 2 (29 September 2020): 33–40, http://www.jurnal.staidagresik.ac.id/index.php/attadrib/article/view/109.

[2] Rifa Hidayah, *Psikologi pengasuhan anak* (UIN-Maliki Press, 2009). Akhmad Hasan, Aslan Aslan, dan Ubabuddin Ubabuddin, "KURIKULUM PAI TEMATIK DALAM PEMBENTUKAN AKHLAQ ANAK SHOLEH PADA USIA DINI:," *Cross-Border* 4, no. 2 (6 Juli 2021): 180–88. Aslan Aslan, "Strategi Pembelajaran Dalam 'Go Sport' Kurikulum Pendidikan Karakter," *Madinah: Jurnal Studi Islam* 4, no. 1 (2017): 10–19.

[3] Soemiarti Patmonodewo, *Pendidikan anak prasekolah* (Rineka Cipta bekerjasama dengan Departemen Pendidikan & Kebudayaan, 2000).

[4] Muhammad Anas Maarif, Muhammad Husnur Rofiq, dan Nur Silva Nabila, "Pendidikan Pesantren Berbasis Multiple Intellegences (Kecerdasan Majemuk)," *Tafkir: Interdisciplinary Journal of Islamic Education* 1, no. 1 (2020): 1–19, https://doi.org/10.31538/tijie.v1i1.1; Eliyah, Imam Muttaqin, dan Aslan, "Pengaruh Ekspektasi Guru Terhadap Prestasi Belajar Peserta Didik Kelas VI Semester I Di Madrasah Ibtidaiyah (MI) Al-Mu'awwanah Jombang," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (7 April 2021): 1–12, https://jurnal.staidagresik.ac.id/index.php/attadrib/article/view/116.

[5] Rini Hildayani dkk., "Psikologi perkembangan anak," 2014.

Differences in the development of each individual indicate to teachers, parents, or caregivers to be aware of the differences in each child they care for so that the expected abilities of each child should also be different. Likewise, the education provided must be individual. Each stage of development has potential hazards, which contain hazards that can disrupt standard patterns that apply at every age.[6]

Some of the things that can cause this are from the child's environment. This danger can result in impaired physical, psychological, and social adjustment. So that the pattern of child development is not increasing but flat, meaning that there is no increase in development. Moreover, it can be said that the child is experiencing a deficient adjustment disorder or immaturity. Early warning of obstacles or cessation of these developments, therefore caregivers, parents, teachers, and others, immediately find the cause and provide appropriate stimulation.

From the explanation above, it will be discussed about individual differences in the psychology of mental development in the study of the family environment and the influence on the mental development of early childhood, then the use of media in preschool, Kindergarten, and foster children education in children's mental development.

METHOD

This study uses qualitative research with descriptive methods were a form of research is shown to describe or describe existing phenomena, both natural phenomena and human engineering.[7] The research location is Jl. Gusti Hamzah, Babul Jannah Grand Mosque Complex in Sambas Pasar Melayu Village, the location of RA Babul Jannah is located in the middle of the Malay market town in the Sambas area. The object of this research is the teacher and students of RA Babul Jannah. In contrast, the data collection techniques in the research that the author uses are observation, interviews, and documentation techniques, while what is meant by observation techniques is a method of collecting data through direct observation or careful and direct review.[8] In this study, the writer used *non-participant* observation, namely the writer was not directly involved but only as an independent observer. So in this *non-participant* observation technique, the author comes to the place being observed but only observes the activity and does not get involved in the activity.

The type of interview used in this paper is a structured interview, namely in conducting interviews; data collection has prepared research instruments in the form of written questions.[9] The author uses this method to interview Guru RA Babul Jannah to find out things related to individual differences in early childhood mental development psychology so that it is easy to obtain information to complete the research data. While the documentation technique in this research is to find data on things in the form of notes,

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[6] Elizabeth B. Hurlock, "Perkembangan Anak; Jilid 1," 1994.

[7] Lexy J. Moleong, "Metodologi penelitian kualitatif," *Bandung: PT Remaja Rosdakarya* 103 (2007). Clive Roland Boddy, "Sample size for qualitative research," *Qualitative Market Research: An International Journal*, 2016. Carol Grbich, *Qualitative data analysis: An introduction* (Sage, 2012). Miles Huberman, "Qualitative Data Analysis A Methods Sourcebook" (Sage Publisher. Available (online) on: http://researchtalk. com/wp-content …, 1992). Lea Sgier, "Qualitative data analysis," *An Initiat. Gebert Ruf Stift* 19 (2012): 19–21. Trish Reay, *Publishing qualitative research* (Sage Publications Sage CA: Los Angeles, CA, 2014).

[8] Sugiyono Sugiyono, "Metode penelitian kuantitatif dan kualitatif dan R&D," *Alfabeta Bandung*, 2010.

[9] Sugiyono.

transcripts, books, newspapers, magazines, and so on.[10] The documentation method is used as a supporting method in this research.

The stages of data analysis in this study are data reduction, data presentation, and verification (concluding). Data reduction functions as summarizing, selecting the main things, focusing on the essential things, looking for themes and patterns were essential. Thus the data that has been reduced will provide a clearer picture and make it easier for researchers to collect further data and look for it when needed. In qualitative research, the presentation of data can be done in the form of brief descriptions, charts, relationships between categories, and the like. While the verification or drawing conclusions intended in this study is to summarize the meaning of the data that appears by involving the understanding of the researcher.[11]

The technique of checking the validity of the data used in this study is data *triangulation* and *member-check*,[12] *triangulation* of sources is done by comparing and rechecking information from one informant with another; method triangulation is done by using several different methods to obtain information. At the same time, a *member-check* is done on the subject of the interview, namely at the time of the interview and through the summary of the author's results.

RESULTS AND DISCUSSION
Understanding Individual

Humans are creatures that can be seen from various points of view. Since hundreds of years before Jesus, humans have become objects of philosophy, both formal objects that question the nature of humans and material objects that question humans as what humans are with various conditions as it is known that humans are thinking creatures or *homo sapiens*, creatures who act or *homo Faber*, creatures that can be educated or *homo educandum* and so on. In Umanailo[13] dictionary, the individual is a noun from an individual, which means person, individual, and person. Based on the above understanding, an environment for children can be formed that can stimulate the development of their potential and will bring about any desired changes in their habits and attitudes.

In growth and development, humans have needs. At the beginning of his life, a baby is concerned with his physical needs; he does not care about his surroundings. He is happy when his physical needs have been met. In subsequent developments, he will know his environment, need communication tools (language), needs friends, security, etc. The older the child, the more non-physical or psychological needs he or she needs.

Although the development pattern is the same for all children, each child follows a predictable pattern at his own pace and pace. Some children develop smoothly, gradually, and

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[10] Suharsimi Arikunto, "Prosedur penelitian suatu pendekatan praktik," 2013.

[11] Sugiyono, "Metode penelitian kuantitatif dan kualitatif dan R&D."

[12] Julia Phillippi dan Jana Lauderdale, "A guide to field notes for qualitative research: Context and conversation," *Qualitative health research* 28, no. 3 (2018): 381–88. Adrian Holliday, "Analysing qualitative data," *Continuum companion to research methods in applied linguistics*, 2010, 98–110.

[13] M. Umanailo, Annisa Retrofilia Umanailo, dan Askar Daffa Sophia Umanailo, "Stratification and Differentiation in the Social Life" (MISC, 2020).

step by step, whereas others move at a surging pace.[14] Some of them show slight deviations, while in others, there are many deviations. Therefore all children do not reach the same point of development at the same age. Individual differences are the existential structure of humans in seeing the reality of life, the reality of objects, and the world around them.[15] In *existentialism and human emotions*, Sartre says, *"man is nothing else but what he makes of himself such is the first principle of existentialism."*[16]

In the development of typical children in early childhood, children can already walk well and have begun to communicate their desires and thoughts using spoken language.[17] Aspects of this development include: physical, cognitive (intelligence), emotion, language, social, personality, moral, and religious awareness. Through learning, children will develop and will be able to learn new things. The development will be achieved because of the learning process to gain new experiences and new behaviors. Early childhood is a developmental period that determines future developments; various studies conducted by experts conclude that early childhood education can improve achievement and increase work productivity in adulthood.[18]

Individual Differences in Development

Each individual has characteristics and traits or innate characteristics (*heredity*) and characteristics that are obtained from environmental influences. Innate characteristics are hereditary characteristics that are owned since birth, both concerning biological factors and social psychological factors. Meanwhile, characteristics that are influenced by the environment are heavily influenced by the circumstances of the surrounding community or external factors themselves. *Nature* is a term commonly used to describe physical, mental, and emotional characteristics at each level of development. Although the development pattern is the same for all children, each child follows a predictable pattern at his own pace and pace.

Some children develop smoothly, gradually, and step by step, while others move at a surging pace. Some of them show slight deviations, while in others, there are many deviations. Therefore, all children do not reach the same point of development at the same age.[19] We must admit that individual children are also different human beings, so this individual difference displays the value of the children themselves. Moreover, children's physical and psychological differences are also supported by differences in children's value systems, resulting in differences in the response/reaction of each child to environmental influences, guidance efforts, and educational efforts. Differences in the tempo and rhythm of development, desires, expectations, demands, sensitivity, or a tendency to be thick-skinned and less sensitive, all of these reflect the individual characteristics of each child.

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[14] Elizabeth B. Hurlock, "Psikologi perkembangan," *Jakarta: erlangga*, 1980.

[15] Muhammad Hasbi, "Fenomenologi Sebuah Pendekatan dalam Filsafat," 2010.

[16] Hasbi.

[17] Endang Poerwanti dan Nur Widodo, *Perkembangan peserta didik* (Universitas Muhammadiyah Malang, 2005).

[18] Syamsu Yusuf dan Nani M. Sugandhi, "Perkembangan peserta didik," *Jakarta: Raja Grafindo Persada*, 2011.

[19] Hurlock, "Psikologi perkembangan."

The causes of individual differences in development can be seen from the following: [20] 1) Differences in ability between one individual to another, 2) Differences in motivation., 3) Physical and gender differences. 4) Environment.

Meanwhile, according to carry,[21] categorizes individual differences in development into the following areas: 1) Physical differences include age, height, weight, gender, hearing, vision, and acting ability. 2) Social differences include economic status, religion, family relations, and ethnicity. 3) Personality differences include; character, motives, interests, and attitudes. 4) Differences in intelligence and basic abilities. 5) Differences in skills and intelligence at school.

While the practitioners value to know that the pattern of development is different for all children, the four most important are:[22] 1) Different expectations mean that all children of the same age cannot be expected to behave in the same way. A child from an environment without a reading culture cannot be expected to learn to read like a child of the same ability whose parents value education and encourage the child's interest in reading. 2) The basis of individuality that children who are different from other members in a group, provided the differences are not too conspicuous, will attract the attention of other children and will be able to contribute something else to the group's activities. 3) A child's education must be individualized; one child may respond positively to authoritarian control because it gives him a feeling of security, while another child will respond with resistance and hatred. 4) Forecasting is complex; although it is known how people generally react in an environment, it is impossible to predict how a particular person will react. For example, one person thinks a joke is hilarious; another thinks the same joke is boring or not funny.

There is evidence that physical and mental differences exist in all sexes and children with different racial backgrounds. This difference is partly due to heredity and partly to environmental factors. There is evidence that environmental factors are more influential in causing differences than heredity from these two things. From a theoretical point of view, it is essential to know that children follow a pattern of development that differs from the pattern that other children follow even in small ways, the value of the practitioner of such knowledge far beyond its theoretical value. The reason is that parents and teachers tend to think that children of the same age are alike, and as a result, they expect similar behavior from them or that what is valid for one child is necessarily true for another.[23]

Types of individual differences in child development include:

Cognitive differences: Cognitive ability is an ability related to the mastery of science and technology. Everyone has a perception of the results of observation or absorption of an object. This means that he controls everything that is known, in that perception is formed on him and that knowledge is systematically organized to belong to him.

Differences in language skills: Language is one of the essential individual abilities in life. The ability of each individual in the language is different. Language ability is a person's ability to express his thoughts in meaningful, logical, and systematic expressions of words and

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[20] Hidayah, *Psikologi pengasuhan anak.*
[21] Hartono Sunarto dan Ny B. Agung Hartono, "Perkembangan peserta didik," 2002.
[22] Hurlock, "Psikologi perkembangan."
[23] Hurlock.

sentences. Language skills are strongly influenced by intelligence factors and environmental factors as well as physical factors (speech organs)

Differences in motor skills: Motor skills or psychomotor abilities are the ability to coordinate movements of motor requirements carried out by the central nervous system to carry out activities.

Background Difference: The different backgrounds and experiences of each of them can facilitate or hinder their achievement, regardless of the individual's potential to master the material.

Talent difference: Talent is a unique ability that is brought from birth. This ability will develop well if it gets proper stimulation and fertilization; on the other hand, talent does not develop when the environment does not provide an opportunity to develop. No stimulation and fertilization touch it.

Differences in learning readiness: Differences in learning readiness, which include socio-cultural socio-economic differences, are significant for children's development. As a result, children of the same age are not always at the same level of readiness to accept broader external influences.

The teacher's main task is to teach, and in the learning process faced by human children, unique words contain various meanings. The first understanding is unique; it can be interpreted that no human being is the same, in the sense that one human being must be different from another. The second unique understanding is that the human condition itself is impermanent. The third understanding is that each stage of human development has unique characteristics that are different from other developments, so that in order to provide stimulation and direct the formation of children's behavior, it is also necessary to know the unique characteristics of each stage of development, in order to be able to deal with and serve children appropriately[24].

In general, individual differences that need to be considered in classroom teaching concern children's readiness to receive teaching because these differences will determine the education system as a whole. These differences must be resolved with an individual approach, but it is still realized that education is not solely aimed at developing individuals as individuals but also concerning varied life patterns.

Education media for preschool, Kindergarten, and foster children

Preschool education can change and explore children's various potentials, with educational media that should help children grow and develop more productively. However, at this time, the influence of television and other online media causes severe problems so that it never ends. For adults, perhaps what is shown by television is not a big problem because they can choose, sort, and understand what is shown on the television screen. But what about the children. They cannot necessarily interpret what they see on the television screen correctly and correctly with all their innocence. The most fundamental problem is not the number of

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[24] Prastio Surya dan Muhammad Husnur Rofiq, "Internalisasi Nilai Karakter Jujur Dalam Proses Pembelajaran Di Kelas VIII Madrasah Tsanawiyah Unggulan Hikmatul Amanah Pacet Mojokerto," *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 2, no. 1 (4 Agustus 2021): 31–37, https://pasca.jurnalikhac.ac.id/index.php/munaddhomah/article/view/65.

hours the child spends watching television, but the programs he watches and how parents and teachers use these programs to help their learning as much as possible.[25]

Based on the statement described in the previous paragraph, a condition or situation must be watched out for and supervised by educators and parents as the closest and foremost educators should know what programs children watch on television, instead of knowing how long children watch television. Things like that cause children to not control themselves, speak words, and develop themselves or show their potential. Most parents only pay attention to how long the children watch television, not what the children watch; parents more often forbid their children not to watch too long because, in principle, watching long hours will interfere with their study hours. Whereas in essence, as parents who care about their children's future, they will try to take the time or supervise what the children are watching, whether it is educational or has value in the process of growth and development or vice versa. Sometimes parents do not think about watching television programs watched by their children because parents think what they are watching is already a show for their children. Even though by paying attention and seeing what they watch, they can control television shows that are not age-appropriate, only for adults or shows that require parental guidance, this is where the role of parents becomes crucial, meaning that the task of parents is not only responsible for raising children but as a role model, role models, educators, mentors, companions and the most important driver of child growth. Because it is from parents that the madrasa is the first time children learn about trust, belief, and truth so that children grow and develop by instilling truth values and holding norms and being responsible for what they do.

About such conditions, it is appropriate for parents to be responsible for accompanying and guiding children in watching television because by accompanying and guiding, parents can immediately explain and provide an understanding of what the child does not understand or understand, or maybe the show is inappropriate to watch. For example, children show cartoons, but in the cartoons, some scenes show violence, romance, and heroic scenes, which will inadvertently trigger children to do the same; it looks like it is just a cartoon for children, but the content of the film is not a show for children to watch. From this, parents are entirely responsible if their children are influenced by some of the film's scenes, which are incidentally for children even though they do not follow the children's age. Therefore, so that children are not eroded by the times and based on what they watch, parents are obliged to pay attention and supervise every child watching television; if necessary, parents choose shows that have educational value, such as television shows children's Hafiz Quran. Alternatively, small preachers and many more televisions broadcast educational values for children so that indirectly children will learn by what they see.

In a case that is happening at this time that many parents do not know about, there is research that examines pornographic cartoon films, one of which includes cartoons produced by Japan, namely the crayon sin chan series cartoons; these films show many adult scenes. Furthermore, the film occupies the highest position of pornographic elements; in Japan itself, this cartoon film was produced deliberately for adult audiences who want to return to childhood, where these adults want to reminisce when they were small, but the pornographic

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[25] Laura E. Berk dan Amy Petersen, *Development through the lifespan* (Allyn and Bacon Boston, MA, 2004).

romance is raised so that the audience or the audience of the film is not bored or bored like that is what the Japanese do. Hence, the crayon sinchan series cartoon is not for consumption for children but for adult consumption. However, in Indonesia alone, the crayon sinchan series is top-rated even though the pornography element is very high; this is where a fierce debate arises in discussing the issue of the crayon sinchan series. Until now, there is still no solution for showing the cartoon series crayon sinchan.

Joseph T. Klapper says in his book,[26] that visual intermediaries, better known as media, are not the only cause of change, but there are other mediating factors. However, based on the observations that are seen, whatever the name of the media, whether in form or the model of the media itself, if it refers to the theory of media effects, there is a learning theory, in which someone will learn and imitate what is seen, including learning to do something from the media itself. Because in this case, the child is an imitator who is the most responsive, quick in responding, and even fluent in imitating what style or movement he is watching on television. Children with innocence and innocence can form characters who do not know the difference between good and evil what they imitate or imitate based on their idols on television. Therefore, it is not surprising that children imitate Sinchan's introduction with all his incompetence or other heroic films such as Superman and others that contain crime quelling then if there is another naughty child, he will beat him with the assumption that the child is a bad friend, and the child even acted heroically as if his actions were proper. Thus, an embedded mindset will destroy the norms that exist in society, that everything he does becomes a justification for his actions.

In connection with the existing conditions and events, educators, especially parents, must be able to take action or steps to anticipate things that will later damage the generation because, after all, television media cannot be eliminated, but how do we as parents understand about good or bad in the formation of behavior, morals, and morals of our children, for that prevention from an early age by controlling children's activities and spectacle. Even though online media indirectly does not teach evil actions where children can still filter back what they see, children know only to imitate and do what their idol figures do. Therefore, parents must be wise in choosing a show, do not be fixated on how long the child is watching, but be fixated on what the child is watching, because when it starts with us, the child will be safe and productive according to his age.

Implications of Individual Differences for Parenting on Family Environment and Mental Development.

The environment that children know for the first time, and so on, students learn a lot in family life. Therefore, the role of parents is considered to have the most significant influence on the moral development of a child. In this case, it can be seen the difference in the moral development of children in terms of the perception of parenting, namely in parents who apply the upbringing pattern of children sitting in Kindergarten starting to show a desire to be good children and show good attitudes, language and manners to the family environment, especially both parents. The existence of individual differences requires

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[26] Helen L. Bee, *Lifespan development.* (HarperCollins College Publishers, 1994).

individual treatment in parenting.[27] Parents should not impose on one's abilities, but education is guiding and directing so that the potential possessed by children can develop properly.

The moral development of a child is in line with his cognitive development. With the increasing level of knowledge, the more moral values he gets even though the development of students passes through fixed stages, but their age in reaching certain stages is different according to their level of cognitive development. Parenting is the treatment of parents to meet needs, provide protection, and educate children in everyday life. Increased social understanding occurs through the interaction of students with their environment, especially parents and peers.

Early childhood family life that supports mental development can develop well intellectually, tend to those who have rich houses, toys, education, and other supporting facilities.[28] Their warm and loving parents stimulate their language and academic knowledge when children and parents have free time; they also go sightseeing places with exciting things to see and do. Parents also make reasonable demands on their child's adult social behavior, e.g., that the child performs simple tasks and acts politely towards others, and these parents resolve conflicts on grounds other than physical force and punishment.

Parents who use language or convey violent behavior towards children, these characteristics tend to be found in low-income families. Such parents in managing have limitations in various ways that are influenced by daily pressures so that the critical role of the quality of the home environment in children's performance to develop will have obstacles in the future.

Parents are the most influential teachers for early childhood, and the home is the primary learning environment. It must be remembered that the function of PAUD is not only to provide various knowledge to children but which is no less important is to invite children to think, explore, socialize, express, imagine various things that can stimulate the growth of new synapses and strengthen existing ones as well as balance the functioning of the two hemispheres brain.[29] Therefore, a suitable environment for PAUD is an environment that supports children to carry out these activities. So far, there is an assumption that a good environment is a room with white walls, clean and quiet. A wrong assumption because a room without such stimulation hinders the development of children. It is true that intrinsic factors also affect a person's intelligence, but environmental influences are also an equally important factor. If the innate factor is assumed as the basis, then the environmental factor is the development. Without being enriched by the environment, the primary capital will not grow and may even shrink.

If the parents do not function as educators for one reason or another, this function can be partially transferred to caregivers, educational/childcare institutions, the environment,

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[27] Hidayah, *Psikologi pengasuhan anak.*

[28] Berk dan Petersen, *Development through the lifespan.*

[29] Jalaluddin Rakhmat, *SQ for Kids: Mengembangkan Kecerdasan Spiritual Anak Sejak Dini* (Mizan Pustaka, 2007). Sardjana Orba Manullang, Mardani Mardani, dan Aslan Aslan, "The Effectiveness of Al-Quran Memorization Methods for Millennials Santri During Covid-19 in Indonesia," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (12 Juni 2021): 195–207, https://doi.org/10.31538/nzh.v4i2.1334. Sardjana Orba Manullang dkk., "Understanding Islam and The Impact on Indonesian Harmony and Diversity:," *Al-Ulum* 21, no. 1 (25 Juni 2021), https://doi.org/10.30603/au.v21i1.2188.

or anyone who can act as a substitute. This substitute role can be carried out either within the family environment (caregivers) or outside the family environment (KB, TPA & similar PAUD institutions). Creating a conducive environment for children's development is very important. Setting an environment that allows children to move freely and safely to explore is an excellent condition for children's development; children can increase their imagination and creativity and gain new experiences.

CONCLUSION

Individual differences are the existential structure of humans in seeing the actual situation of life, be it the reality of objects or the surrounding environment. The existential structure of human beings is based on fundamental concepts, which can be understood in general terms and can be used as a starting point for philosophical thought for existentialists and psychotherapists. Understanding provides an ontological and existential understanding. The concept of self-awareness in explaining human personality and developmental dynamics is one of the achievements that require children to be able or capable of fortifying themselves from the outside environment where they are, and being able to observe themselves, know how to do it themselves when in the external environment, and can condition the understanding of other people's reactions so that later when children grow up, they understand what to do when they get some problems in their lives later. Individual differences in the psychology of children's mental development for RA Babul Jannah Sambas, from the results, obtained that educators and parents work together and coordinate in their roles to shape behavior, morals, and norms that apply in the community, as well as shape children's mindsets so that they In the use of media for the benefit of learning, it is used as best as possible and as parents act to pay attention and supervise the spectacle educating children to develop productively and actively. Therefore, the school and parents are wise in children's activities and media to enrich children's mental development, namely art education. Children can control emotionally and socially and have good interactions according to their talents without any imitation—idol characters in cartoons that are not appropriate for their age.

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