

THE DEVELOPMENTAL PSYCHOLOGY OF ELEMENTARY SCHOOL STUDENTS: A LITERATURE REVIEW

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Abstract

The aim of this research is to provide information about the developmental psychology of elementary school students. The type of research used in this research is library research, namely research carried out by collecting data or scientific writing aimed at research objects or library data collection, or research carried out to solve a problem which is basically focused on critical and in-depth review of relevant library materials. The data sources for this research are books, articles and websites related to the selected topic. The data source for this research consists of 30 references regarding the developmental psychology of elementary school students. The development phases of elementary school children are divided into 5 phases, namely, the prenatal phase (while in the womb), the infant phase, the early childhood phase, the late childhood phase and the adolescent phase. Estimated time is determined at each stage to obtain a time picture from the beginning to the end of the stage. Each individual child must go through a developmental phase, because behavior is formed as a reaction to growth given by both the family environment and the external environment. Therefore, parents or teachers need to collaborate to understand what should be given to children when going through the development phase so that children have psychological and physical readiness to develop their own potential.

Keywords: Psychology, Student Development, Literature

Introduction

The future of education faces the critical challenge of adapting to global issues and preparing individuals to navigate an increasingly complex world. Education must evolve to address a variety of global challenges such as technological advancements, climate change, and social inequalities. As the world becomes more interconnected, the ability to respond effectively to these challenges will depend heavily on how well educational systems can prepare students to think critically, act ethically, and adapt to rapid changes. Education is fundamentally intertwined with every aspect of a person's life, extending beyond formal schooling into the family and community. It is a continuous process that shapes individuals' values, skills, and knowledge throughout their lives. In the family context, education starts early and provides the foundation for future learning and personal development. Parents and caregivers play a vital role in fostering a supportive learning environment that encourages curiosity and resilience. Effective education should therefore be inclusive, addressing diverse needs and contexts, and equipping individuals with the tools to succeed in a globalized society.

To meet these future challenges, educational systems must embrace innovative approaches and integrate relevant skills into their curricula. This includes focusing on critical thinking, problem-solving, digital literacy, and global awareness. By doing so, education can better prepare students to tackle complex global issues and contribute positively to society. Collaboration between educational institutions, families, and communities will be essential in creating a holistic approach to learning that is responsive to both local and global needs, ensuring that education remains a powerful tool for personal and societal progress, community and nation (Adelina, 2018). The progress of a nation is determined by the level of educational success. Educational success will be achieved if there is an effort to improve the quality of the nation's education itself (Baro'ah, 2020). Education is an effort to help students develop and focus on knowledge abilities, skills, attitudes and behavior patterns that are useful for their lives.

In the National Education System Law Number 20 of 2003, it is formulated that national education has the function of developing abilities and forming a dignified national character and civilization in order to make the nation's life more intelligent. The educational function is designed in the form of learning. According to Hanafy, (2014) Learning is a process of interaction between teachers and students with certain goals. Teachers teach on one side and students learn on the other side. According to Abdullah, (2017) The learning process takes place in a learning situation, where there are components, namely teaching objectives, students who learn, teachers who teach, methods, teaching aids, assessment and learning situations. The teacher is tasked with designing various learning components so that the learning process can take place (Gingga, 2020).

Students are individuals who have different characteristics, for example in terms of interests. Teachers need to know their students' interests in order to choose learning materials, plan learning experiences, guide them towards knowledge and to encourage their students' learning motivation (Prananda & Hadiyanto, 2019). This is because true education should serve the interests, abilities, interests and talents of children. In other words, good learning cannot be separated from students' interests. Learning that is not in accordance with students' interests can give rise to various problems in the learning process.

The characteristics of each child are different, teachers need to understand the initial characteristics of students so that they can easily manage everything related to learning, including choosing management strategies, which are related to how to organize teaching. (Lestari, 2023). The abilities they have so that the teaching components can be in accordance with the characteristics of the students so that ultimately the learning can be more meaningful. Based on this ability, it can be determined where teaching should start and where the teaching can end. So, teaching takes place from initial abilities to final abilities (ultimate goal) which is the teacher's responsibility. Teachers must know the characteristics of students, because knowing the characteristics of students helps teachers in guiding them to pursue their desired goals. Furthermore, teachers must be able to understand the character of students.

Understanding the character of students requires sincerity and involvement of the teacher's heart and mind so that he can understand his character well and correctly (Bunasri, 2021). The desired goal of understanding students' initial characteristics is to condition what should be taught, how to condition students to learn according to their respective characteristics (Aprilia et al., 2022). Magdalena et al., (2020) Identifying the initial abilities and characteristics of students has the aim of obtaining complete and accurate information regarding students' initial abilities and characteristics before participating in a particular learning program, selecting the demands, talents, interests, abilities and tendencies of students regarding the selection of learning programs. certain things they will follow.

If a teacher wants to know the characteristics of students' initial abilities, this can be done by giving a test (pre-test). The tests given can be related to teaching material in accordance with the curriculum guide. Apart from that, educators can conduct interviews, observe and give questionnaires to students, teachers who know the abilities of students or prospective students, as well as teachers who usually teach these lessons. The technique for identifying student characteristics is to use questionnaires, interviews, observations and student background tests. Teachers need to consider when preparing material.

Metode

The type of research used in this research is library research. The research method for literature review or literature study is that it contains relevant theories. According to Zed, (2008) librarianship or literature study can be a series of activities related to library data collection methods, reading and retrieval and processing of research materials.

Data source

The data sources for this research are books, articles and websites related to the selected topic. The data source for this research consists of 30 references regarding the developmental psychology of elementary school students.

Data collection technique

The data collection technique for this research was used, namely the library research method. The research stages that will be carried out are as follows:

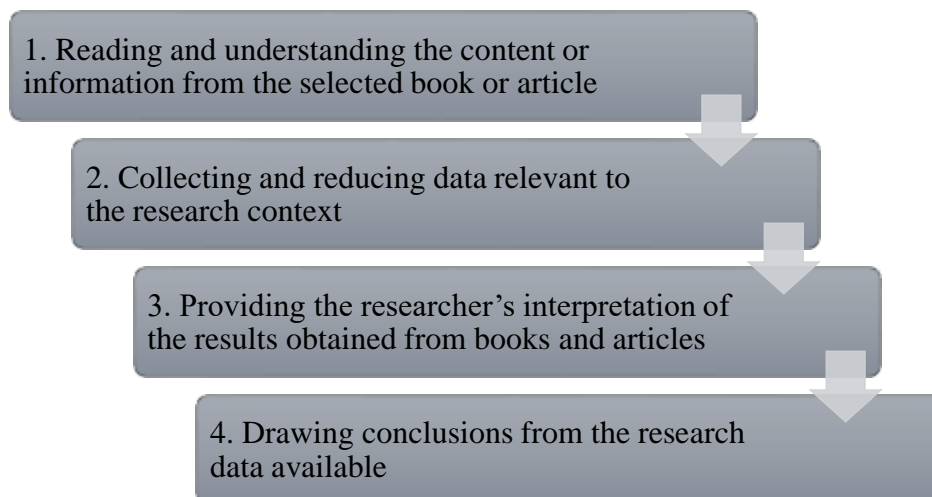


Figure 1. Research stages

Results and Discussion

Elementary school students have characteristics that are unique, imaginative and distinctive. Where in this phase students experience a metamorphosis of development in terms of thinking ability, skills, mental, psychological, emotional, physical and ability to interact with the surrounding environment.

Elementary School Child Development Law

The law of development and the principle of development are basically two terms with the same meaning, only their use is different. Some psychologists more often use the term development principles, whereas in Indonesia the term development law is better known. The difference between the two terms does not have a fundamental influence on the basic meaning they contain, namely standards. This law or principle of development will be used as a benchmark or benchmark for whether the child's development process is running as it should, like other children in general.

The law of development is a fundamental rule regarding the reality of students' lives whose truth is known based on the results of careful thought and observation. According to Gestwicki, (2014) believes that the basic principles of development include:

Law of convergence

This Law of Convergence emphasizes the combined influence between bearing and environment. The figure who thinks so is William Stern stated that growth and development are the result of the joint influence of both innate and environmental elements. These two influences can be described as follows:

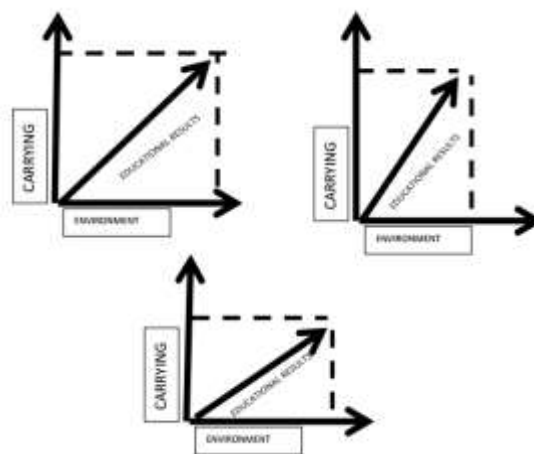


Figure 2. Law of Development

From the picture above, it can be seen that there is an interplay between both genetic and environmental factors.

Phases of Development of Elementary School Children

Each age phase has different developmental tasks related to physical and psychological changes. Humans will continue to develop, because development itself is a process that never stops and is influenced by experience and learning (Sriyanto & Hartati, 2022). In development there are several aspects such as physical, emotional, intelligence and social aspects of development which are interrelated and thus influence each other. Development occurs regularly following a certain pattern so that the results of the previous stage of development become a prerequisite for further development (Jannah, 2015). Each phase of development also has its own characteristics, the time and tempo required to reach maturity in physical and mental development is different, some are fast and some are slow (Khaulani et al., 2020).

At this phase level, individuals are exploring their potential to gain personal maturity. However, when individuals in this phase with an age range of around 6 to 12 years have unstable emotions so they need direction from the adults around them, especially direction and the role of parents so that they don't fall into things that are considered not in accordance with established norms. has been established in the Islamic religion and social life. Optimal development of children's potential to become quality human resources (Rifa, 2021) Therefore, children are expected to be able to grow and develop mentally, physically, socially and emotionally by fulfilling their developmental tasks with the help of their parents.

Families usually consist of parents and their children. Parents are synonymous with people who provide guidance to their children in the family environment. Allah gives parents the responsibility to educate their children with a sense of responsibility and love. The role of parents is very important in fulfilling children's developmental tasks (Sari & Rasyidah, 2020). During elementary school age, there will be an increase in abilities in various things. These abilities can take the form of interaction and learning achievements in producing a work based on each child's abilities. Research conducted by Purnomo, (2013) shows that there is a relationship between the role of parents in optimizing children's growth and development to build children's character.

The role of parents also greatly influences the way children behave because parents should be role models for their children because most of a child's life is spent in the family environment (Princess, 2023). There are things that parents must teach their children, namely teaching them to worship, teaching and modeling how children behave in their social environment, and teaching children to adopt commendable attitudes such as honesty and patience. However, it is still often heard and happens that most parents are of the view that once they have sent their children to school, they entrust their children to the school in the hope of improving and changing their children's behavior and feel that they no longer need to be involved with education for their children's growth.

The development phases of Santrok and Yussen elementary school children are categorized into 5 phases, namely (Marsari, 2021), prenatal phase (in the womb), infant phase, early childhood phase, late childhood phase, and adolescent phase. Estimated time is determined at each stage to obtain a time picture from the beginning to the end of the stage.

Each individual child must go through a developmental phase, because behavior is formed as a reaction to growth given by both the family environment and the external environment. Therefore, parents or teachers need to collaborate to understand what should be given to children when going through the development phase so that children have psychological and physical readiness to develop their own potential. Phases of Cognitive Development according to (Piaget, 2002):

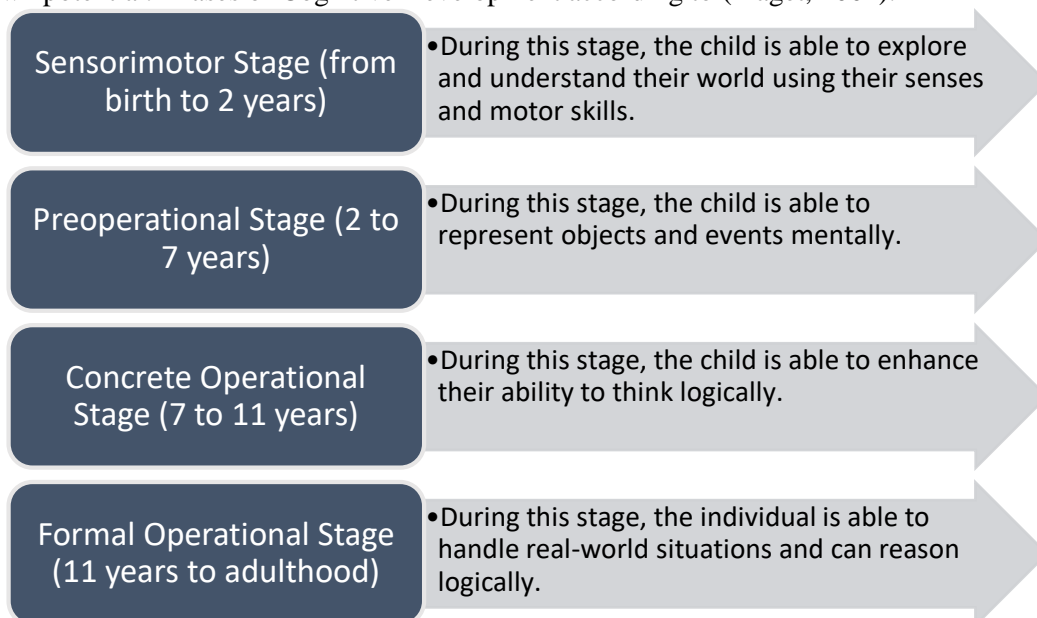


Figure 3. Phases of Cognitive Development

Students are individuals who are in the process of growth and development. In the development process, students will certainly experience obstacles and various problems. Students need assistance and guidance to become better individuals. According to the Education Archives, they are:

Table 1. development process

1. Intellectual Development	Elementary school children aged 6 to 12 years are able to provide knowledge stimulation and are able to carry out learning tasks given to them so that children have intellectual abilities and knowledge abilities, for example reading, writing and arithmetic. In this stage, children have 3 new abilities and skills, for example children are able to identify, arrange and group numbers and numbers. Therefore, in schools teachers must be able to develop and explain learning material well to students and provide opportunities for students to raise and ask questions and provide comments on the ongoing learning.
2. Development Language	At the elementary school stage, children have a vocabulary of language and words that are capable of mastering language and words. Elementary school children are able to master around 2500 words, and in the final period (11-12 years old) they can master around 50,000 words. (Syamsuddin, 1999)
3. Social Development	Social development is very necessary for elementary school children, which is characterized by expanding relationships with family and society so that children can form new relationships with friends their own age and classmates.
4. Emotional Development	Emotional development teaches children to be able to control and express their emotions well in their daily lives. Emotional is a factor that can influence a child's personality in acting and learning
5. Development of Religious Appreciation	Badrudin, (2020) believes that religious education in elementary school is a basis for forming positive attitudes and is able to shape noble personality and morals in children, so it is necessary to provide religious education for children so that children have noble attitudes, personality and morals to apply in their daily lives and provide guidance in children to face problems that occur during their teenage years.

Psychology of Elementary School Child Development

Science doesn't appear magically, but rather comes through a scientific process of viewing, including knowledge that examines human behavior (Psychology), in its study studying the relationship between humans and their environment and humans as individual creatures, this behavior can be in the form of attitudes that appear whether consciously or not realized. Psychology is a branch of science that aims at examining the interaction between environment, human being and behavior. In a general sense, psychology is a science that studies human and animal behavior, and the reasons for these behaviors (Rahman et al., 2023). Psychology not only discusses human life but also examines animal behaviour relationship with the environment.

Psychology proposed by Poerwadarmintanamely a character or habit or psychological traits of a person. Student characteristics are all characters that are abstract and appear in actions carried out by students in their daily lives (Symbolon, 2023). Since the nature and character of humans cannot be separated from nature and traits that have different forms, it is not surprising that humans have different characters. Piaget, (1952) grouping several characteristics of children in the upper grades of elementary school, which are categorized into stages of development based on psychology, namely:

1. Having a desire to live practically in everyday life based on real life which gives rise to a desire to compare jobs that are easier.
2. Realistic, curious, has a desire to learn.
3. Towards the end of the year there is interest in learning based on factors.
4. In this stage children assume values hungry is a measure in the world of education.
5. Children during this period have the desire to form a group of peers to serve as their playmates.

Intellectual Development and Talent of Elementary School Children

Intellectual development is basically related to the concepts a person has, therefore cognitive development is often synonymous with intellectual development. In the learning process, children are faced with problems that require solutions. This activity may be carried out by children physically, such as observing their appearance object which is a form or characteristic of object . Activity Learning does not only involve physical issues, but what is more important is mental involvement, namely cognitive aspects related to intellectual function.

A child's intellectual development is very dependent on various main factors, including: other health nutrition, physical fitness, relationships and parental guidance (Lubis, 2020). As a result of disrupted intellectual development, children are less able to think operationally, do not have mental abilities and are less active socially and in communicating with their friends. Jean Piaget define Intellect is reason based on its cognitive aspects, especially higher thought processes (Sudrajat, 2023). Meanwhile intelligence or intelligence According to Jean Piaget, it is defined as the same as intelligence, namely all abilities to think and act adaptively, including complex mental abilities such as thinking, considering, analyzing, synthesizing, evaluating and solving problems. According to Firmansyah, (2021) it is stated that "intellect" is reason or intelligence heavy one the ability to lay the relationship of process think. Furthermore, it is said that an intelligent person is someone who can solve problems in a shorter time, understand the problem more quickly and carefully, and is able to act quickly.

Intellect is no different from understanding intelligence which means the ability to abstract, as well as think logically and quickly so that you can move and adapt to new situations.

Factors Influencing Intellectual Development

Several factors significantly impact the intellectual development of elementary school or MI students. First, the condition of the sensory organs plays a crucial role, as these organs serve as the channels through which sensory information is transmitted to the brain, influencing conscious perception and cognitive processing. If sensory organs are impaired, it can hinder the child's ability to receive and process information effectively, thus affecting their overall intellectual growth. Furthermore, intelligence itself is a determining factor; it affects a child's capacity to understand, learn, and comprehend various concepts and information. The opportunities for learning that children encounter also play a vital role, as exposure to diverse and enriching educational experiences can enhance cognitive development and foster intellectual curiosity.

Additionally, the nature of a child's experiences impacts their intellectual development. Direct experiences tend to have a more profound effect compared to indirect experiences obtained from others or through reading. Direct engagement with the environment allows children to explore and learn first hand, thereby deepening their understanding and retention of information. Gender is another factor that influences intellectual development, as societal expectations and gender-specific experiences shape how children perceive and interact with the world. The concept of gender is

reinforced through various means from a young age, influencing the development of cognitive skills and preferences.

Finally, a child's personality also plays a critical role in their intellectual development. Personality traits affect how children perceive and approach life, which in turn influences their interactions with others and their environment. A child's personality determines their frame of reference, shaping how they process information and engage in learning activities. Understanding these various factors—sensory condition, intelligence, learning opportunities, nature of experiences, gender, and personality—can provide a comprehensive view of the elements that contribute to the intellectual development of young students, helping educators and parents create more supportive and effective learning environments.

Talent Development of Elementary School Children

Talent is a person's basic ability to learn in a relatively short time compared to other people, but the results are actually better. Talent is the potential that a person has since birth (Anggraini et al., 2020). For example, someone who is talented at painting will do their painting work more quickly than someone who is less talented. It is very important for parents to know about a child's liking for an activity because that is where the child's talent comes from. Meanwhile, liking an activity itself actually comes from the brain's desire to know something. When a child knows something, he will do it over and over again because he likes it. On the other hand, if it is not done repeatedly, the child will not like the activity.

While many activities that children enjoy may seem like indications of their talents, they are not always a true reflection of their innate abilities. Children might engage in activities due to peer influence or temporary interest, only to abandon them after a short period. It is essential to distinguish between genuine talent and fleeting interests to provide appropriate support and guidance. According to Law No. 20 of 2003, students have the right to receive educational services tailored to their talents, interests, and abilities. This legal framework underscores the importance of recognizing and nurturing each child's unique potential through specialized educational opportunities.

To ensure that students can develop their talents effectively, both in and out of school settings, educational institutions and caregivers must provide adequate facilities and services. Schools play a critical role in identifying and cultivating students' abilities through diverse programs and activities that align with their interests and strengths. However, support should not be limited to the school environment alone. Families and the broader community also have a significant role in fostering a child's development by providing encouragement, resources, and opportunities to explore and refine their talents.

Ultimately, education aims to help individuals maximize their potential. While many children possess inherent talents, these abilities can diminish if not properly nurtured. Therefore, a comprehensive approach to education, involving both school-based and external support systems, is necessary to ensure that every child has the opportunity to grow and excel in their areas of strength. By creating an environment that promotes talent development and personal growth, society can help children achieve their full potential and contribute meaningfully to their communities.

Talent is the potential within a person which, with certain stimuli, allows that person to achieve a special level of proficiency, knowledge and skills that often exceeds that of other people. As with just interests, every child has different talents. Some are talented in music, painting, dancing, operating computers and others. This shows that children differ in the type of talent they have. The definition of talent in Capita Selecta Elementary Education is the ability to do a task without relying much on practice. However, talents also need to be developed so that they can be more fully realized in one's life. Talent is an innate ability, a potential that still needs to be developed and trained so that it can be realized (Wibowo et al., 2020). Thus, talent is the potential that exists within a person which needs to be trained and developed because without training and development the talent within a person will not be realized.

Conclusion

Based on this study, it can be concluded that each age phase has different developmental tasks related to physical and psychological changes. Humans will continue to develop, because development itself is a process that never stops and is influenced by experience and learning. In development there are several aspects such as physical, emotional, intelligence and social aspects of development which are interrelated and thus influence each other. Development occurs regularly following a certain pattern so that the results of the previous stage of development become a prerequisite for further development. Each phase of development also has its own characteristics, the time and tempo to reach maturity in physical and mental development is different, some are fast and some are slow.

Suggestions for Further Research

Suggestions for further research include conducting longitudinal studies to gain deeper insights into how developmental phases interrelate and impact each other over time, offering a comprehensive understanding of developmental trajectories and their long-term effects. Cross-cultural comparisons could reveal how cultural factors influence developmental rates and characteristics, providing valuable insights into universal versus culturally specific milestones. Investigating the impact of environmental factors, such as socio-economic status, educational opportunities, and family dynamics, can identify key influences on developmental progress. Integrating insights from various developmental theories and frameworks could lead to a more holistic understanding of human development, while research into effective early intervention strategies could improve support for children facing developmental challenges. Additionally, exploring how modern technology influences cognitive and social development can shed light on contemporary developmental issues. Addressing these areas will build on current findings and contribute to a more nuanced understanding of human development throughout the lifespan.

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