



Psychology

Irfany Nurul Hamid, S.S.T., M.Tr.Kep.

Editors :

Sri Warsini, S.Kep., Ns., M.Kes., Ph.D.

Dr. Christina Ismaniati, M.Pd.

Puji Rahayu, S.Pd., MLST., Ph.D.



Psychology

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Cerdas, Bahagia, Mulia, Lintas Generasi.

PSYCHOLOGY

Irfany Nurul Hamid

Editors : Sri Warsini, Sri Warsini & Puji Rahayu

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Jl.Rajawali, G. Elang 6, No 3, Drono, Sardonoharjo, Ngaglik, Sleman

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Telp/Faks: (0274) 4533427

Website: www.deepublish.co.id

www.penerbitdeepublish.com

E-mail: cs@deepublish.co.id

PREFACE

This textbook will discuss bio-psychology, sensori-motor processes, thinking and problem-solving processes, behavior, attitudes and human personality, perception and motivation, and the formation of a nurse's attitude. This course is the basis for a nurse in carrying out nursing care. The benefits obtained are both for the personal nurse and in the context of meeting patient needs. The benefits for the individual are how as a nurse understands her own behavior when interacting with patients, understands the patient's behavior/response during interactions. The benefit in implementing nursing care is to understand the patient's response to the disease or problem experienced and can also be an intervention for healing or overcoming patient problems. In addition, in carrying out work as a team member, it is necessary to understand the response of colleagues during interactions. You need to remember that humans are unique, no one is the same in responding to a stimulus. Your understanding of patient or client behavior will determine the success of the care provided.

After reading this textbook, students are expected to be able to: explain the concept of bio-psychology, explain human behavior, describe personality development, explain bio-psychology and sensory-motoric processes, describe self-awareness, explain perceptions and motivation, describe emotions, stress and adaptation, explain the process of thinking and problem solving, explain learning concepts, explain intelligence and creativity, describe disordered conduct, as well as demonstrate the formation of a nurse's attitude.

Study Guide

In order to succeed studying this book, follow the study instructions as follows:

1. Carefully read the Introduction to this book until you fully understand what, for what, and how to study this book.
2. Scan section by section, and find key words and words that you think are new. Look for and read the meaning of key words in the list of difficult words in this book or in the existing dictionary.
3. Capture understanding after understanding the contents of this book through your own understanding and exchange of ideas with other students or teachers and with your lecturer/tutor.
4. Apply procedures, and models imaginatively (in the mind) and in limited situations through peer group simulations during guidance.
5. Strengthen your understanding through discussions about simulation experiences in small groups or classical during guidance or tutorials.

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UNIT I

BIO-PSYCHOLOGY

Learning Objectives

Students are able to

1. Explain the definition of bio-psychology
2. Understand the characteristics of life, main biological concepts from biology that support the explanation of human psychology
3. Understand the hormones that influence human emotions, and
4. Understand the stages of development of bio-psychology in humans

Definition

Bio-psychology is a biological perspective on human behavior, which combines psychology (the study of individual (human) behavior) and biology (the study of living things (life sciences)). Biopsychology, in general, focuses on understanding how the physiological systems of the human body that interact with the brain's control include human mental functions and perceptions, as well as how environmental, genetic, and experiential factors affect how the brain develops. It also studies brain function and people's behavior.

To talk about biopsychology, we must consider that to examine human development, we must distinguish between the maturation and learning processes. Whether there is a learning process, the term "maturation process" refers to a growing process that involves honing bodily systems so that behavioral changes occur. The term "learning process" refers to the method of modifying or learning behavior

through repetition, exposure, and contact with the outside world. Of course, in addition to these two factors, natural ability or talent also affects how people develop.

Characteristics of Life

Among the traits that determine if life exists are:

1. All living things are made of cells; they can either have one cell (unicellular) or many cells (multicellular).
2. Organisms are made up of the following organizational levels: cell, tissue, organ, organ system, and organism.
3. Energy is a resource used by living things: growth and upkeep both require energy.
4. Living things respond to their surroundings: Living things respond to outside influences.
5. Growth is created through fission and cell enlargement in living things.
6. Reproduction occurs in living organisms and can be either sexual or asexual.
7. Living things adjust to their surroundings.

Main Concepts of Biology

Three main concepts from biology support the explanation of human psychology: genetics, evolution, and neuropsychology.

1. Genetics

Genetics examines traits that are passed down through genes. It is used in psychology to investigate how many psychological qualities are inherited from parents to their offspring. Intelligence is an example. It studies individual variations and

behavioral traits, while behavioral genetics studies psychological variations between people.

Genes and environment are two components that affect individual differences. These two factors are typically congenital and produced by the environment since genetics is dictated by biology (innate), while environmental factors are influenced by other people (hence name creation). Heredity and genetics are both crucial, according to behavioral geneticists. Therefore, avoid falling victim to the fallacy that people's identities are solely determined by their DNA.

The degree to which genetic variation affects phenotypic diversity in a biological community is known as heritability or inheritance. The ratio (ratio) of the two variances (range) is used to express this dimensionless quantity. There are two types of heritability in applied genetics: broad-meaning heritability, which takes the form of the genotype variance to phenotype variance ratio, and narrow-meaning heritability, which takes the form of the additive genetic variation to the phenotypic variance ratio.

High heritability traits are those whose inheritance is mostly determined by genetics. Examples of traits with high heritability include height, but traits with low heredity include politeness because an individual's upbringing primarily influences their level of politeness. Genetic influences and experiences interact with behavioral development and the organism's behavior to shape behavioral ontogeny. The development of people while they are alive is known as ontogeny. In contrast, phylogeny describes the long-term evolution of species.

2. Evolution

Evolution is the genetic makeup's change across many generations and a long-time span (Kalat, 2012). As a result of modifications to the genetic makeup of the prior species, this can result in the formation of new species. The first biologist to identify and gather proof of how evolution occurred was Charles Darwin. Darwin offered three different sorts of proof for the evolution of species:

- a. He gathers evidence by observing how older fossils migrate to more recent geological strata.
- b. Describe how living species (such as human palms, bird wings, and cat paws) share structural characteristics that indicate they descended from a common ancestor.
- c. It displays the modifications brought about through selective breeding in plants and animals. Observations of continuing evolution, however, provide trustworthy proof of evolution. For instance, by tracking the development of finches (finch). In one of the Galapagos Islands, throughout the summer for 18 months, there were only enormous, difficult-to-eat seeds remaining, which led to an increase in the size of the beaks of the finch species living there.

Human evolution may be understood from the beginning of vertebrate evolution by analyzing the fossils and comparing them to the modern human species.

3. Neurophysiology

A branch of biopsychology called neurophysiology studies the neurological underpinnings of behavior in the brain. Neurophysiology does not typically discuss structure and function.

- a. The brain stem's Medulla is where the spinal cord enters the brain. The fibers in the medulla are responsible for establishing a spinal cord-based connection between the brain and the body. The nerve center for crucial organ functions including breathing and heart rate is the medulla. Death will occur if the medulla is harmed.
- b. The cerebellum is a small region of the brain that is larger than the cerebral cortex. At the back of the lower brain, the cerebellum plays a role in movement, particularly walking. Cerebellar damage might cause difficulty walking or arm and leg muscular weakness.
- c. The thalamus and hypothalamus, which make up the diencephalon, are two structures that are situated in the midbrain. The response is regulated by the hypothalamus. For instance, the hypothalamus contributes to our desire to drink when we are thirsty. The transmitter center known as the thalamus is responsible for receiving and sending information to the deep regions of the brain.
- d. The amygdala and hippocampus are two of the structures found in the temporal lobe, which is a region of the brain beneath the cortex. The temporal lobe is important for memory. Additionally, it is thought that the amygdala in the temporal lobe, in particular, is involved in emotion. Different emotional reactions, ranging from heightened emotions and violence to dependence on passive conduct, can be brought on by damage to the temporal lobe. The temporal lobe also houses the auditory cortex.

- e. The frontal lobe is the primary location for thinking, reasoning, analyzing, and planning tasks. The six lobes of the frontal folds of the lobus anterior are placed behind the eye and play a significant role in higher mental functions. Damage to the frontal lobe can impact a person's personality and impair their capacity for thought and reasoning.

Hormones that Influence Human Emotions

In order to affect diverse bodily systems and functions, hormones are chemical compounds made by specialized cells of the endocrine glands. Hormones are also known as “chemical messengers” because of this role, in which these chemicals are released into the bloodstream to “send messages” to tissues and organs within the human body.

The action of the endocrine glands is crucial to the operation of the human body. Certain health issues can be brought on by even a little alteration in body chemistry. As a result, it's critical for you to keep your hormone levels in check. According to biopsychological theory, the following hormones are significant in affecting human emotions:

1. GABA: is a non-protein amino acid that is abundantly found in nature in microbes, plants, and animals. It is created by the enzyme glutamate decarboxylase by the decarboxylation of glutamate. The neurological system produces this hormone, which can soothe the nervous system and make a person feel more at ease and comfortable.

2. Oxytocin: The hypothalamus produces this hormone, which is referred to as the “hormone of affection” because it affects feelings of intimacy and social connection.
3. Dopamine: Additionally, dopamine affects motivation and mood. High levels of dopamine are linked to enjoyable and pleasurable experiences and can boost drive and satisfaction.
4. Serotonin: This hormone, which the neurological system produces, has the power to influence mood, sentiments, and behavior. Depression and other mood issues can be brought on by low serotonin levels.
5. Cortisol: The adrenal glands create this hormone, which is also known as the “stress” hormone since it can boost the stress response and give people the energy they need to deal with difficult circumstances. However, cortisol can lead to issues with mental and physical health if it is too high or persists for a long time.
6. Adrenaline and noradrenaline: These hormones, which the adrenal glands generate, can speed up heartbeat, improve blood supply to the brain, and give one a more alert, prepared-for-action feeling. The “flight or flight” hormones are so named because they are released under circumstances that call for fast action or a shift in physical activity.

Stages of Development of Bio-Psychology in Humans

There are four stages of development of bio-psychology in humans, childhood, teenagers, adulthood, and old age.

1. Childhood

In this early stage of life, which begins at birth, individuals are extremely reliant on other people, especially their mothers. Before a child may be taken away from its parents, a very lengthy time must pass. Right now, parents play a critical influence in how children behave and develop as people. Even when a person enters adulthood, parents' and the environment's effect can still be felt, especially in the case of stressful, frightful, and dangerous experiences.

A child's perception of his or her own talents and attitude toward other people shift at the age of two or three. They need their parents, but they also develop an ego and want to do things according to their own preferences. The first negativism was prevalent during this time. At around age 5 or 6, as kids start to become more familiar with the outside world, the second phase of negativism sets in. Temper tantrums, or the act of going mad, sobbing, assaulting, and injuring oneself when one's demands are not satisfied, characterize the second phase of negativism.

Additionally, it's crucial for kids to develop interactions with classmates outside of the classroom in order to progressively overcome their shyness. In a setting where they are the center of attention, children grow bolder and learn to live. In order to respect the rights of others, he must have the guts to speak up for his own rights. Additionally, he is expected to work cooperatively with others, and rules start to govern his behavior.

2. Teenagers

During this time of transition, the person finds himself in a perplexing position: on the one hand, he is still a child, while on the other, he must act like an adult. When left unchecked, this frequently results in unusual, embarrassing actions that can develop into delinquency. Teenagers sometimes argue with their parents in an effort to develop their own sense of self because they already have their own opinions, objectives, and values that are distinct from their parents'. Adolescence is hence referred to as the third period of negativism.

Teenagers frequently struggle with sexual maturity issues, which refer to the capacity of their reproductive systems to produce babies. Subsequent modifications included the body growing taller and faster and the onset of pubic hair. The Adam's apple appears, the voice gets louder, and the muscles start to get bigger in men. Women have larger hips and chests than men. Rapid behavioral adaptation is necessary for rapid development, yet behavioral adaptation typically happens more slowly than growth.

When sexual function matures, there is a need and desire for sexual gratification, yet society forbids having sex outside of marriage, problems occur. Heavy prerequisites for marriage can be fulfilled after adolescence. Teenagers are prompted by this to seek satisfaction through daydreaming, reading, or viewing porn. When dealing with teenagers, parents must exercise wisdom by gradually relinquishing authority so that kids can grow up to be truly autonomous. Even as an adult, if

parents maintain their power, the child will still be dependent on them and never develop fully as a person.

According to Stolz (2016), adolescent growth can be broken down into four categories:

- a. Pre-pubertal development occurs one or two years before the teenage years. Children gain weight, and their temporary stunted height growth
- b. Adolescence, also known as puberty, lasts 2.5 to 3.5 years. Girls enter this period faster than boys, and changes happen quickly and in a very real way.
- c. Fast growth has slowed down after puberty, while some body components are still undergoing alterations.
- d. The end of puberty and continued growth until the onset of symptoms of maturity.

3. Adulthood

Every stage of development, including adulthood, inevitably involves issues. A guy must get himself ready to be able to live and support his family when he enters the world of maturity. He has to get a job so he can support himself and advance his profession. Similar to how males must prepare for marriage, women must also learn how to be a wife and mother. Women and men generally play diverse roles in social life. While women take care of the home and are docile and more submissive, males work and are assertive and powerful.

Men behave differently than women do; men are more violent. These disparities are not only the result of biological reasons; cultural variables also play a significant role. When the age of 40 is reached or passed, certain people, both men

and women, exhibit unique symptoms depending on cultural and environmental factors. Some males exhibit signs including recurrence of adolescent behavior (glad to preen, in love again, grouchy, emotional). It's referred to as the second puberty. Women often exhibit signs of depression (moodiness), irritability, and emotions of anxiety or worry about losing their husbands' and children's love and their own femininity (menopause).

4. Old Age

The sense of isolation and loneliness is the fundamental issue. The old age has been able to avoid the workaholic lifestyle's hectic pace, which can give people a sense of stability and self-worth. When I retired, I lost my hectic life, and the kids started getting married and moving out. The body begins to deteriorate, making it difficult to go far. Morale begins to deteriorate as a result, making it simple to fall ill and suffer from mental setbacks. People frequently forget and have lower concentration capacities as a result of a reduction in brain function, which is typically referred to as senile decline. They are typically quite robust when they retire, so steps must be made to prevent a premature halt to their activities.

Some ways to avoid sudden cessation of activities are:

1. Provide a period of duty free before retirement.
2. Provide lighter work before retirement.
3. Look for another job during retirement.
4. Do activities that are a hobby in retirement.

SUMMARY

Biopsychology focuses on understanding how the physiological systems of the human body interact with human mental processes and perceptions that are controlled by the brain, and how genetic, experiential, and environmental factors influence the development and function of the brain and individual behavior. Characteristics that determine the existence of life are; living things consist of cells, living things are composed of organizational levels, living things use energy, living things grow, living things reproduce, living things adapt to the environment. There are three main concepts from biology that support explaining human psychology; genetics, evolution, and neurophysiology. Hormone that influencing human emotions from a biopsychological point of view are as follows; GABA, oxytocin, dopamine, serotonin, cortisol, adrenaline and noradrenaline. Stages of development of bio-psychology in humans are; childhood, teenagers, adulthood, and old age.

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QUIZ

1. Puberty is a sign of human bio-psychological development in a phase ... ©
 - a. Infancy
 - b. Children
 - c. Teenager
 - d. Mature
 - e. Old age
2. Charles Darwin was the first biological scientist to discover and collect evidence of its occurrence: (B)
 - a. Revolution
 - b. Evolution
 - c. Rotation
 - d. Socialization
 - e. Ecology
3. Where is the hormone cortisol produced? (E)
 - a. Endocrine
 - b. Thyroid gland
 - c. Salivary glands
 - d. Pancreatic gland
 - e. Adrenal glands
4. Where are the hormones adrenaline and noradrenaline produced?
(E)
 - a. Endocrine
 - b. Thyroid gland
 - c. Salivary glands
 - d. Pancreatic gland
 - e. Adrenal glands

UNIT II

HUMAN BEHAVIOR

Learning Objectives

Students are able to

1. Explain the definition of behavior
2. Understand the characteristics of human behavior
3. Understand the factors influencing behavior and person's behavior
4. Understand the development of human behavior
5. Understand the phases of development of human behavior
6. Understand the important behaviors in each phase
7. Apply the health behavior
8. Understand the behavior of healthy and sick people
9. Understand the behavioral changes in healthy people

Definition

According to Notoatmojo (1997), behavior is an activity or action of an organism that may be seen and learnt. According to Soekidjo (1995), human behavior is primarily a process of an individual interacting with the environment as a biological expression that he is a living being. This interaction can be seen either directly or indirectly.

Characteristics of Human Behavior

According to Sarlito Wirawan Sarwono (1983), in his book Introduction to General Psychology, social sensitivity, continuity of

conduct, orientation to tasks, effort, and individuality are the traits of human behavior that set humans apart from other organisms. briefly, it can be said that:

a. Social Sensitivity

Human capacity to modify behavior in accordance with the opinions and expectations of others. Humans are sociable creatures who require friends in life and collaborate with others. Human conduct is situational, which means it will vary depending on the circumstances. Example:

- 1) Human behavior when visiting sick people in the hospital, is different from human behavior when attending a wedding reception
- 2) Human behavior will be different when dealing with angry people, having fun, attending seminars, and so on

b. Behavioral Continuity

One conduct is connected to another, present behavior is an extension of past behavior, and similar concepts. In other words, human behavior happens gradually over time. In reality, human conduct never ceases. Previous behavior is a conduit for earlier behavior. The stages of human growth are not an independent development from other aspects of human life.

Example:

A student attends college every day, finally graduates and has intelligence and skills in the field of nursing, then gets a job, earns income, gets married, has children, has grandchildren, and so on.

c. Task Orientation

Every human action is always focused on a certain task. A diligent learner of study habits has as his goal the ability to grasp a

particular body of knowledge. Likewise, those who are motivated to produce anything at work do.

Example:

- 1) A student who is actively studying for semester exams, needs to sleep at night so that the next morning the body feels refreshed and is able to do the questions well.
- 2) An employee/worker who works all day needs rest and needs recreation. The behavior is actually task-oriented and must be fulfilled so that he can gather energy or energy again so that he can work with enthusiasm.

d. Effort and Struggle

Humans choose and determine their own struggles, and they won't fight for anything they don't want to fight for. Animals just make an effort to obtain items that are already there in nature, whereas people have ideals (aspirations) that they wish to pursue.

Example:

A student who will go to campus by bus. There are so many prospective passengers in the morning that everyone has to try very hard to get on the bus. Even though there are many buses available, the student will only try to take the bus towards the campus where he is studying, while buses for other destinations will be ignored, even if the bus does not have as many passengers as the bus that will be on it.

e. Each Human Individual is Unique

Even though twins are born, each human being on this planet is unique and different from the others, even if they are identical twins. Humans differ from one another in that they each have

unique qualities, attributes, personalities, and motivations. The conduct of people in the present is varied because of differences in the experiences people had in the past and their goals for the future.

Factors Influencing Behavior

Human conduct develops as a result of needs. Humans have five basic needs, according to Abraham Harold Maslow: physiological/biological requirements, security needs, love and affection needs, esteem needs, and self-actualization needs.

Despite the fact that physiological demands are the primary determinant of human existence, the level and kind of these needs cannot be distinguished because they exist on a continuum. One cannot prioritize needs in such a way as to first address physiological demands, then security needs, and so forth. When addressing needs, human behavior is synchronous.

Factors that Influence a Person's Behavior

a. Genetic or endogenous factors

The fundamental idea or starting point for the continuing evolution of living things' behavior is genetic or hereditary characteristics. Endogenous (from within the person) variables include genetics:

- 1) Race, every race in the world has a specific behavior, different from one another.
- 2) Sex The ways that men and women carry out their daily tasks and dress can be used to distinguish between them. Men act in ways that are rational or based on logic, whereas women act in ways that are emotional or based on feelings. Men's

behavior is referred to as masculine, whereas women's behavior is referred to as feminine.

- 3) Physical traits, if we notice that different people behave differently as a result of their physical traits. For instance, people who are short and obese behave differently than people who are tall and slender.
- 4) Personality traits: According to Maramis (1999), one aspect of personality is "the overall pattern of thoughts, feelings, and behaviors that are frequently used by an individual in an ongoing effort to adapt to his life." Ordinary people define personality as how people come across and leave an impact on others. Individual conduct is therefore a reflection of a person's personality, which is influenced by both inherited and environmental variables. Individual personality characteristics, which are impacted by life factors including experience, age, character, and a set of standards, values, and beliefs that people uphold, account for the disparities in behavior that distinguish individuals from one another.
- 5) Innate talent. Notoatmojo (1997), citing William D. Michel (1960), defines talent as "an individual ability to do something that depends very little on training about it." The ability to develop talent depends on the opportunity and is a result of the interaction of genetic and environmental elements.
- 6) Intelligence, which has a big impact on how people behave. We are aware that clever people exist since they can behave appropriately, rapidly, and effortlessly while making decisions. On the other hand, people with poor decision-making abilities will go more slowly.

b. Exogenous factors or factors from outside the individual

- 1) The environment in this context refers to everything that is physical, biological, and social that surrounds the individual. It turns out that the environment has a significant impact on a person's conduct because it serves as the foundation for behavior development.
- 2) The influence of education, which basically refers to all aspects of an individual's life from conception to death through both formally and informally observed interactions with their surroundings. Individual and group behavior issues are essentially present in educational processes and activities. The teaching and learning process is the main emphasis of both official and informal educational activities, with the intention of changing behavior from ignorance to knowledge, understanding to comprehension, and knowledge to understanding.
- 3) Religion is a place to look for the ultimate purpose of existence or its demise. Religion has a significant impact on how people think, act, and behave since it is a life belief that plays a role in the development of a person's personality. A person who comprehends and carefully practices religious principles in life will act and be morally upright in accordance with the principles of the religion he or she adheres to. Certain religious followers will behave differently from followers of other faiths.
- 4) Socio-economic: A family with an affluent economic standing will be able to provide all the amenities required to meet their needs. The social environment can be related to socio-culture and socio-economic factors. The members of the family will

behave differently as a result of this. Families with poor socioeconomic standing, on the other hand, will struggle to meet their basic demands. The family will therefore attempt to satisfy it in a variety of ways, such as using receipts from nearby stores, among other methods.

5) In a strict sense, culture is referred to as art, customs, or human civilization. It appears that the outcomes of human culture will have an impact on human conduct.

6) Other factors

a. The nerve system.

It is crucial because it allows energy to be transferred from a stimulus through neurons to peripheral nerve nodes, where it will eventually manifest as behavior.

b. Perception

the act of receiving inputs through the five senses, preceded by attention (attention), to make the person aware of something that is both inside and outside of him.

c. Emotion

It is a manifestation of emotions or outside effects that is accompanied by numerous physiological elements and often lasts for a short while. Emotions have the power to impact a person's actions.

Development of Human Behavior

Human behavior is a collection of actions that belong to people and are governed by social norms, attitudes, emotions, values, ethics, power, persuasion, and/or genetics as a result of external stimuli and observable responses.

The evolution of a person's personality and personality can be used to study the development of human behavior. Therefore, it is impossible to separate the process of stage-based growth from the development of an individual's personality.

As a person grows, their personality dynamics may become more resilient and stable, enabling them to withstand pressure from their surroundings or to be affected in a predetermined way by it.

Phases of Development of Human Behavior

According to Gardner Murphy, personality formation happens in three stages:

1. The general period without differentiation, in which the person exaggerates the circumstances as a whole (may be observed in infancy)
2. The phase of differentiation, during which the unique functions are distinct and separate from the overall system.
3. Integration phase: During this phase, differentiated functions are combined to form coordinated, logical units.

Important Behaviors in Each Phase

1. Infancy

A clear inclination of suspicion toward trust exists. Infant conduct is driven by their natural tendency to either trust or distrust those around them. He has great faith in his parents, but views others as strangers.

2. Early Childhood

It is characterized by a propensity for autonomy, humiliation, and skepticism. At this point, the infant can stand alone to a certain

extent (sitting, standing, walking, and drinking). However, he also feels embarrassment and uncertainty about doing so, which is why he frequently seeks their assistance or permission.

3. Preschool Age

Characterized by a propensity for initiative-guilt. The youngster already possesses a number of talents at this point. They are encouraged to participate in a variety of activities with the capabilities they now possess, yet occasionally the youngster struggles due to his limited talents. He felt bad about his mistakes, and for a while he didn't want to do anything.

4. School Age

Inequality within the sector is clearly on the rise. Children are now intensely engaged in learning about their surroundings as a continuation of the previous stage's development. Although they have a strong desire to understand their surroundings and take action in response to them, they occasionally run into problems, impediments, and even failure due to their insufficient knowledge and skills. These challenges make kids feel less than adults.

5. Adolescence

Exhibiting a propensity for identity misunderstanding. In order to build and demonstrate a self-identity, it is supported by their abilities and skills as well as maturation preparation. He is typical of himself. Adolescents who express their identities in severe and excessive ways are perceived as being criminal. Loyalty to friends and a high level of tolerance for their peer group frequently serve to counterbalance the need to develop a strong sense of self on the one hand.

6. Young Adulthood

If an individual had a close-knit group of friends in a previous time period, it would be compatible with intimacy-isolation. They have already passed the selection process and combined their intimate relationships with the relevant person and other people.

7. Adulthood

It is characterized by a propensity for intimacy and seclusion. People who once belonged to a group have started to loosen their bonds. They have begun to be picky, forming close bonds with some people while remaining far from others.

8. Senescence

The inclination of ego integrity-despair is what distinguishes it. When a person reaches this point of personal integrity or unification, everything that has been learned and studied becomes his property. On the one hand, a well-established personality is rattled by his advancing years. Perhaps he still has some aspirations or objectives, but given his advanced age, there aren't many chances for them to be fulfilled. In this circumstance, the person feels helpless. Although the desire to keep improving is traditional, capacity development brought on by aging frequently undermines this desire, leaving individuals haunted by dread.

Health Behavior

A person's response to stimuli connected to illness and disease, the healthcare system, food, and the environment is referred to as their "health behavior." Organisms can respond or react in two ways: passively (closed responses) or actively (open responses, actual

actions, or practice/psychomotor responses). According to Notoatmodjo (1997), there are four components that make up the stimuli linked to health behavior: disease and illness, the healthcare system, food, and the environment. The following explanation is in detail:

1) Behavior towards illness and disease

Behavior refers to a person's internal and external, passive and active (practices related to illness and disease) responses to pain and illness. Internal responses come from within the person, whilst external responses come from outside the person. A person's behavior pattern is correlated with their level of prevention. The following behaviors are related to health: a) health promotion; b) health prevention; c) health seeking; d) health rehabilitation.

2) Behavior towards the health care system

This conduct is a reflection of the individual's perceptions of both conventional and modern healthcare systems, including: a) perceptions of healthcare facilities; b) perceptions of the delivery of healthcare services. c) Reaction to medication administration

3) Behavior towards food

An individual's reaction to food results in this behavior. This behavior covers information, attitudes, perceptions, and actions related to food, its components (nutrients, vitamins), and the management of food in relation to bodily requirements.

4) Behavior towards health environment

This behavior is a person's reaction to their surroundings as a factor in their health. The extent of this behavior is consistent with the environmental health framework, are:

- a) Behavior towards clean water, including the benefits and use of clean water for health purposes
- b) Behavior in connection with the disposal of sewage or sewage
- c) Behavior with respect to waste disposal, both liquid and solid waste
- d) Behavior with respect to a healthy home
- e) Behavior towards clearing vector nests

Behavior of Healthy and Sick People

According to Solita Sarwono (1993), sick and healthy conduct refers to all actions made by sick people to seek recovery, maintain, or improve their health. This covers maintaining personal hygiene, preventing sickness, and staying fit through exercise and a healthy diet.

Causes of sick behavior:

- 1) Recognizes and feels signs and symptoms that deviate from normal conditions
- 2) The presumption that there are serious symptoms that could cause harm
- 3) Symptoms of illness are felt to have an impact on relationships with family, work relationships, and community activities
- 4) Frequency and persistence of visible signs and symptoms
- 5) The possibility of the individual to get the disease
- 6) There is information, knowledge, and cultural assumptions about the disease

- 7) There are different interpretations of the symptoms of the disease
- 8) There is a need to address the symptoms of the disease
- 9) Availability of various health service facilities, such as: facilities, personnel, medicines, fees, and transportation.

Behavioral Changes in Healthy People:

1) Conflict

Is a condition that arises as a result of the existence of two or more desires, conditions or drives that are not harmonious.

2) Frustration

Is a situation that occurs as a result of prolonged or unresolved conflict or there is a feeling of severe disappointment because the desired goals are not achieved.

3) Angry

If the frustration experienced by an individual cannot be managed properly, irritable behavior will arise.

SUMMARY

Human behavior is essentially a process of individual interaction with the environment as a biological manifestation that he is a living being, which arises because of the stimulus and response and can be observed directly or indirectly (Soekidjo, 1995). characteristics of human behavior can be described as; social sensitivity, behavioral continuity, task orientation, effort and struggle, and each human individual is unique. Genetic factors that influence behavior are; race, sex, physical characteristics, personality traits, innate talent, and intelligence. Exogenous factors that influence behavior are;

environmental, education, religion, socio-economic, culture, and other (central nervous system, perception, emotion). Phases of development of human behavior are; phase without differentiation, the differentiation phase, and integration phase. Human behavior that related to health behavior are; Behavior towards illness and disease, Behavior towards the health care system, Behavior towards food, Behavior towards health environment.

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QUIZ

1. How many human characteristics?
 - a. 2
 - b. 3
 - c. 4
 - d. 5
 - e. 6
2. Factors that influence a person's behavior are divided into two, specify!
 - a. Environmental and external factors
 - b. Genetic factors and exogenous factors
 - c. Race and individual types
 - d. Socioeconomic
 - e. Culture
3. What makes behavior changes in healthy people?
 - a. Conflict
 - b. Frustrated
 - c. Angry
 - d. Answers a-c are all correct
 - e. Individualism
4. Behavior towards clean water is included in behavior?
 - a. Behavior towards health environment
 - b. Behavior towards food
 - c. Behavior towards illness and disease
 - d. Behavior towards health services
 - e. Behavior towards others

5. Trying to form and show self-identity is an important behavior at the time (B)
- a. Childhood
 - b. Adolescence
 - c. Senescence
 - d. School age
 - e. Preschool age

UNIT III

PERSONALITY DEVELOPMENT

Learning Objectives

Students are able to

1. Explain the definition of personality development
2. Understand the function of personality development and
3. Understand the personality theory and psychoanalytic theory

Definition

The Big Indonesian Dictionary defines development as a shift in the development of perfection in terms of mind or reason, knowledge, and other attributes. The Big Indonesian Dictionary defines personality as the qualities that make up a person's character, while the Big Indonesian Dictionary defines it as the human condition as an individual or as a whole.

Horton (1982) defined personality as a person's whole attitude, feelings, expressions, and temperament. When confronted with particular circumstances, attitudes, feelings, expressions, and temperaments will show in one's behavior. Each person has a regular, standard behavior inclination or pattern that becomes part of his own personality. Personality is referred to as a person's total pattern of attitudes, needs, qualities, and behavior by Schever and Lamm (1998). while anything is described as a pattern, it suggests that it has become the norm or a standard; in the case of an attitude pattern, this

means that the attitude is the norm and applies consistently while addressing the problem at hand.

Personality can be developed via the process of socialization rather than being an innate talent that cannot be altered. A person's personality often influences their psychology to carry out social conduct in the form of feelings, thoughts, behaviors, desires, or taking action. Aspects of psychophysics (spiritual and physical) include features, behaviors, attitudes, and physical characteristics including size, color, and shape of the body. Everything changes and grows depending on the circumstances.

All facets of personality—traits as well as habits, attitudes, behavior, body type, etc.—form a system (totality) that determines a unique approach to adapt to the environment. This suggests that each person has a distinctive manner of behaving or looking that is different from how they act or respond to their surroundings.

It is clear from the preceding definition of personality that personality is the general pattern (shape) of behaviors, traits, habits, body types, cognitive abilities, and other psychophysical components that consistently show up in a person's life. In other terms, one could say that a person's personality is made up of all the actualizations of their (look) that constantly manifest in them.

Function of Personality Development

Personality theory serves both descriptive and prescriptive purposes, just like scientific theories in general. The descriptive and predicative properties of personality theory are discussed below.

1. Descriptive Role

The descriptive function (explaining or describing) of personality theory is its ability to thoroughly and methodically explain or describe human behavior or personality. This descriptive function provides answers to the what, why, and how of human action.

2. Predictive Mechanisms

Personality theory needs to be able to anticipate what, why, and how human conduct will be in the future in addition to being able to explain what, why, and how human behavior is today. Personality theory therefore has to have this predictive capability.

Factors Influencing Personality Development

In general, personality development is influenced by five factors are:

1. Biological Inheritance (Heredity)

Every human being has a distinct biological heritage that sets them apart from other people, and this biological inheritance has an impact on human life. This indicates that no two persons, not even identical twins, are physically identical to one another. Hospitality, compulsive behavior (forced to do), and the ease with which leadership, self-control, impulse, attitude, and interest are formed are all influenced by inherited traits.

2. Natural Environment Heritage

Humans adapt to nature due to variations in climate, topography, and natural resources. The social and cultural norms of society are naturally influenced by nature through this self-adjustment.

3. Social Heritage or Culture

We are aware of the strong connections and mutual influences that exist between humans, nature, and culture. In an effort to

meet their requirements, humans try to alter nature in order to fit their culture.

4. Human Group Experience

The collective has an impact on human life. Whether intentionally or not, human groups have impacted their members.

5. Unique Experience

Despite coming from the same family, being brought up in the same culture, and living in the same physical environment, each person has a unique personality. How come? They were different even though they had some shared experiences. Keep in mind that every person's experience is different and that no two experiences are identical.

In addition to the aforementioned five personality-forming variables, F.G. Robbins proposes five additional factors as the foundation for personality (Suryabrata, 2003):

1. Basic Nature

Basic nature is the potential that a person possesses in general and that he or she inherited from their parents.

2. Prenatal Environment

The environment in the mother's womb is the prenatal environment. During this time, the mother indirectly influences the person. As a result, the mother's health profoundly influences the physical and mental development of the child growing inside of her.

3. Individual Differences

One of the elements influencing the socialization process from birth is individual variances.

4. Environment

The conditions that surround a person and have an impact on their socialization process are collectively referred to as the environment. The process of socialization of the person will have an impact on his personality.

5. Motivation

Motivation is the act of being encouraged, both inside and externally, to move one to do or move oneself. These motivations will influence how each person's personality appears in society.

Personality Theory and Psychoanalytic Theory

The whole of a person's responses to and interactions with other people make up their personality. Most personality qualities are defined in terms of observable behaviors that a person engages in.

The idea that the majority of conduct is governed by unconscious motives was made popular by the psychoanalytic movement. Freud was intrigued by hypnosis and how it may be used to treat mental illness. The "speech drug" was later created by him after he gave up hypnosis in favor of free association and dream interpretation. These kinds of things are the fundamental components of psychoanalysis. Psychoanalysis is a branch of psychology that spends a lot of time discussing personality, particularly in terms of its dynamics, structure, and growth. One of the most significant theories in personality, as well as in anthropology and sociology, is psychoanalytic thought. In reality, it is used in many aspects of daily life, including administration and advertising. Long verbal exchanges with the patient are necessary during psychoanalysis to delve into the patient's most intimate existence. Freud developed his theory of personality as a result of his work with patients. His theory's

advancement is further reinforced by a study of the tensions and worries he personally faces.

As a result, psychoanalytic personality psychology is a branch of psychology that focuses on how people behave when adjusting to their environment. Personality psychology is connected to social psychology and developmental psychology because personalities are a product of social interactions and individual development beginning in childhood. with the surroundings. As a result of the subconscious's influence, a lot of conduct is based on unrealized wishes, impulses, or drives. Suppressed urges or wants will continue to exist in the subconscious and may resurface at any time.

SUMMARY

Definition of personality it can be concluded that personality is the overall pattern (shape) of behavior, traits, habits, body shape skills and other psychophysical elements that always manifest themselves in one's life. In other words, it can be said that personality includes all the actualization of (appearance) that always appears in a person, is a distinctive part or characteristic of a person. Function of personality development are; descriptive function and predictive functions. Factors influencing personality development are; biological inheritance (heredity), natural environment heritage, social heritage or culture, human group experience, and unique experience. And five factors that form the basis of personality are; basic nature, prenatal environment, individual differences, environment, and motivation. Psychoanalytic personality psychology is a field of psychological study that studies human behavior in adapting to their environment, personality psychology is closely related to developmental psychology

and social psychology, because personality is the result of individual development since childhood and how the individual interacts socially.

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QUIZ

1. Mention the factors that affect personality development!
2. Mention the factors that become the basis of personality!

UNIT IV

BIOPSYCHOLOGY AND MOTOR SENSORIC PROCESSES

Learning Objectives

Students are able to

1. Explain the definition of biopsychology and motor sensoric processes
2. Understand the human sensory processes
3. Understand the factors affecting sensory processes
4. Understand the mental disorders due to sensory processing factors on behavior
5. Understand the motor process and
6. Understand the sensorics relationship with behavior

Definition

The preceding unit provided a definition of biopsychology. In general, sensory processes can be understood as the process of bringing inputs into the brain (cerebral) through the senses, then bringing them back through the motor nerves and culminating in actions. The sensory process is also known as observation, which is a sign of being aware of things around you through your senses. There are variations between observations and assumptions or replies. When a stimulus or stimuli enters the senses and causes awareness and thought, observation takes place. Response is the process of leaving a mental impression after the stimulus has disappeared.

Human Sensory Processes

The sensory process starts when the person registers an input or stimulus, which involves becoming aware of the input. The next procedure is orientation, during which people watch incoming information. In the following phase, the person starts to define the input (interpretation). The brain then moves on to the organizing stage, when it chooses whether or not to pay attention to this input. Execution, or the actual action conducted in response to sensory input, is the last stage.

The sensory process—which involves utilizing the senses to orient objects around us—is also known as observation. There are variations between observations and assumptions (responses). The process of leaving a mental impression after the stimulus has passed is called a response. The first stage of observation is known as attention, and the last stage is perception, which gives us a comprehension of the current situation based on prior knowledge. In order for people to discriminate and separate what is being lived, perception is a sort of experience that has not yet been realized. If the experience has been realized in such a way that the person can tell the difference between a subject and an object, this is known as “apperception”.

The process of observation (absorption or perception) goes through three processes:

1. Physical, the stimulus regarding the senses.
2. Physiological processes, the stimulus is transmitted by sensory nerves to the brain.
3. Psychological processes, processes in the brain so that individuals are aware of what is received by the senses

Factors Affecting Sensory Processes

If the following conditions are met, sensory processes will function properly:

1. The perfection of sensory processes is influenced by healthy and perfect senses.
2. Perception is made easier by attention being focused on the item, and when attention is absent, concentration suffers as a result, impairing the accuracy of the sensory process.
3. Extremely faint or extremely powerful stimulation will obstruct the sensory process.
4. The nerves and their supporting structures are sound and healthy.

Mental Disorders Due to Sensory Processing Factors on Behavior

The following behaviors are indicative of mental problems caused by improperly functioning sensory processes that occur in humans:

1. Oscillations (swings), oscillations are caused by easily switched attention or observation, which results in impressions that are constantly shifting.
2. Illusion, which develops as a result of misperception leading to an incorrect impression. There are observational flaws in illusions. Physical factors, like those that lead to false stimuli and the habit of believing in a comparable item, certain expectations that lead to certain prejudices, the lack of an examination of the sensations obtained, and the overall impression are the reasons of illusions.

Motor Process

There are four types of motor movements:

1. Reflex movements
2. Programmed movements
3. Fine motor movements: writing, snapping fingers, tiptoeing, painting
4. Gross motor movements: running, waving hands, squatting and standing, kicking

The term “motor” can be used to refer to a latent event that encompasses all processes for regulating and managing the bodily organs’ physiological and psychological operations and results in movement. Motor functions are carried out by the brain, muscles, and nerves, among other body organs. The three components work together in “positive interaction,” which means that each component is related to, mutually supportive of, and complimentary to the others in order to produce a more ideal motor situation.

Involuntary movements (movements not controlled by the will), voluntary movements (movements controlled by the will), and reflex movements are all examples of motoric movements. Stimulus receptors in tendons, muscles, skin, mucous membranes, eyes, or ears cause reflex movements to occur. There are many different kinds of motor movements, including reflex motions, programmed motions, fine motor actions like writing, stringing, drawing, and tiptoeing, as well as gross motor actions like walking, crawling, hitting, and hand swings.

Latent events—those that take place in the motor process but cannot be seen—include absorbing information, giving it meaning, processing it, making decisions, and being encouraged to carry out

different kinds of motor actions. The motor process is the whole that takes place in the human body and consists of the control (coordination) and regulatory (physical condition) processes. These processes are impacted by physiological and psychological elements to produce good movement.

The motor acts as the body's driving force. Movement and motor are not the same, but they are still connected. Every physiological action that takes place in the body results in motion; the distinction is that motor skills can only be felt as opposed to motion, which can be seen and observed. Motor motions are the results of motor processes. The behavior of motions made by the human body is referred to as motor movement. In the sciences of psychology, physiology, neurophysiology, and sports, motor control is frequently utilized.

The human body consists of three parts:

1. The analyzer is the stimulus receiving component. Analyzer components include eye (optical), acoustic (hearing), tactile (sensory or skin)
2. Kinesthetic is a stimulus-receiving component in the form of nerves and muscles found in the human body.
3. Vestibular is the feeling of movement that is located inside the ear.

Types of motor in human life:

1. Daily motor activities, for example walking, eating, cleaning oneself and other daily activities.
2. Motor work or work, for example typing, writing, driving a motorized vehicle, lecturing and so on.

3. Motor sports, for example running, sit ups, push-ups, cycling and others.
4. Motor expression, for example surprised, angry, crying, laughing.

Sensorics Relationship with Behavior

Humans are able to identify the natural world around them thanks to sensory processes, which helps them grow into social beings. Human sensory systems can exhibit the following behaviors as a result.

1. The ability to create something new through fantasy. There are fantasies that are guided by reason and volition (known as active fantasies) and there are also fancies that are not realized (known as passive fantasies), according to events. With fantasy, people can invent new things, empathize with distant strangers, follow the course of history (even though it has already happened), and expel sadness toward the lovely world.
2. Thinking, specifically the signs of the soul that link the knowledge that people have. Thinking is the process of employing reason to “question and answer” between previously held knowledge and novel information. Relationships can take the form of cause-and-effect, locational, comparative, and temporal connections.
3. Feelings, or the declaration of the soul that can evaluate things based on its pleasantness or unpleasantness, melancholy or happiness, and so forth. Humans can be classified into two groups, euphoria (those who consistently feel cheerful or

optimistic) and dysphoria (those who consistently feel miserable, depressed, and pessimistic).

SUMMARY

The preceding UNIT provided a definition of biopsychology. In general, sensory processes can be understood as the process of bringing inputs into the brain (cerebral) through the senses, then bringing them back through the motor nerves and culminating in actions. The process of observation goes through three processes; physical, physiological and psychological processes. The following behaviors are indicative of mental problems caused by improperly functioning sensory processes that occur in human oscillations (swings) and illusion. There are four types of motor movements; reflex movements, programmed movements, fine motor movements, gross motor movements. Sensorics relationship with behavior; the ability to create something new through fantasy, thinking and feeling.

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QUIZ

1. Describe the 3 processes of observation!
2. Mention the types of motor movements of the human body!
3. List and give examples of human motor types!

UNIT V

SELF-AWARENESS

Learning Objectives

Students are able to

1. Explain the definition of self-awareness
2. Understand the aspects of self-awareness
3. Understand the self-awareness formation framework
4. Understand the stages of forming self-awareness and
5. Understand the structure of consciousness and unconsciousness

Definition

Self-awareness is the capacity to understand one's motivations, drives, values, and how they affect other people, as well as the ability to pay constant attention to one's thoughts, reflect, and explore experiences, including emotions (Goleman, 1996).

According to Solso et al. (2007), self-awareness involves being ready (conscious) for both external occurrences and internal cognitive events, which include memories, thoughts, feelings, and bodily sensations.

Self-awareness, or awareness of thoughts, feelings, and self-evaluation, is the ability to understand oneself precisely. People with strong self-awareness have the capacity to regulate their behavior, including the ability to read social cues to comprehend other people and their expectations of them (Listyowati, 2008).

Self-awareness is the capacity for an individual to comprehend their own emotions, ideas, and self-evaluations in order to comprehend their motivations, drives, and ideals. People who have high self-awareness are able to read social cues, comprehend other people, and comprehend others' expectations of them. This enables them to reflect on their own experiences, investigate them, and control their behavior and attitudes, including their emotions.

Psychologists use the terms “metamood” and “metacognition” to refer to self-awareness, or the awareness of one’s own thoughts and emotions. People who are capable of metacognition are able to direct their cognitive processes to select the appropriate situations and approaches for themselves in the future.

Nearly all components of emotional intelligence are built on self-awareness, which is a crucial first step in knowing yourself and making changes. One of the essential and distinctive qualities that sets humans apart from other organisms is self-awareness.

Aspects of Self-Awareness

Goleman (1996) identified three facets of self-awareness:

1. The capacity for recognizing emotions and their repercussions.
The meaning of one’s emotions and the reasons behind their occurrence will be understood by those who possess this skill. They will also be aware of the connection between their emotions and thoughts, the impact of their emotions on performance, and the influence of their emotions on values and goals.
2. Knowledge of one’s inner resources, abilities, and limitations is a component of the capacity for correct self-recognition.

People who possess this skill are aware of their own strengths and flaws, make time for self-examination, draw lessons from experience, are able to accept criticism and new ideas, and are eager to keep learning and growing. People also exhibit a sense of humor and are open to viewing themselves from many angles.

3. The capacity to believe in oneself, as in being assured of one's abilities and having a strong feeling of self-worth. People with this talent are firm and capable of making the right judgments even in ambiguous situations, dare to express different or unique opinions and are willing to make sacrifices for the truth, and dare to share their beliefs as a way to convey their existence or whereabouts. Ahmad (2008) claims that self-awareness or self-awareness in people consists of numerous components, including the following:
 1. One's conception of oneself. The idea that people have of themselves is known as self-concept. A person's self-concept is made up of their perceptions of their physical, psychological, social, and emotional traits.
 2. The development of one's own self-esteem. Building healthy relationships with others, learning, creativity, and a sense of personal accountability all start with self-esteem. Self-esteem is the adhesive that holds a person's personality together in a way that is constructive, comprehensive, and efficient. The degree to which a person is able to utilize the resources or potential that they are born with is determined by their level of self-esteem at each stage of their lives. various separate identities (many selves).

3. When people engage in a variety of activities, hobbies, and social interactions, they are said to have many selves or different identities. The person has two self-concepts when he is in a relationship with another person. First, one must consider one's own and other people's perceptions of the individual. Second, how people view their ideal selves can also reveal diverse identities. When this occurs, a portion of the self-concept displays the person as they truly are, while a different portion displays their ideal selves. Public and private self-awareness are other names for this identity.

Self-Awareness Formation Framework

Schafer (1996) asserts that developing self-awareness or self-awareness in a person requires a framework made up of five essential components, specifically as follows:

1. The focus of mental energy on both internal and exterior factors is known as attention. Because we have the ability to focus on both internal and external events, we also have the ability to guide our awareness in those directions.
2. The range of wakefulness extends from sleep to waking. Arousal is a component of consciousness as a state of attentiveness. According to this section of the framework for understanding awareness, awareness is a mental state that a person goes through all of his life. Different levels of awareness and acceptance make up consciousness, and there are many ways we might alter our state of consciousness.
3. Architecture is the actual location of the bodily organs and the processes that are connected to them and support awareness.

The idea that consciousness has some sort of physiological structure (or architectural structure) is unmistakable. It is presupposed that consciousness is concentrated in the brain and that consciousness may be characterized by looking at the neurological correlates of consciousness in the brain.

4. Knowledge recall, often known as memory, is the act of gathering information about oneself and the environment in which one lives.
5. Understanding one's own unique identification information is known as self-knowledge. The first is the fundamental understanding that you are you.

Stages of Forming Self-Awareness

According to Sastrowardoyo (1991), there are numerous steps that must be taken in order to attain high self-awareness, including:

1. Stage 1: ignorance. This period, also known as the innocence stage, happens in a baby who does not yet have self-awareness.
2. Stage of revolt. This stage is characterized by displaying animosity and rebelling in an endeavor to acquire freedom and develop inner power. This revolt is normal and necessary for growth, breaking free from previous bonds and moving into a new environment with fresh attachments.
3. The average state of self-awareness. A person can recognize his errors at this point and take corrective action. Here, learning from self-conscious experiences refers to having confidence in one's own skills. This increased self-awareness increases a person's capacity for self-determination.

4. The creative self-awareness stages. At this point, a person has developed creative self-awareness and is able to recognize the truth without being deterred by his or her own personal sentiments or wishes. This stage can be attained, among other things, through religious, scientific, or other extracurricular activities. A person can gain inspiration, create a mental map of the stages and actions to be taken, and see his life from a wider perspective during this period.

Theories of Consciousness and Unconsciousness

1. Teori Sigmund Freud Theory

The conscious, preconscious, and unconscious are said to make up the three levels of consciousness, in Freud's view.

- a. The smallest component, conscious nature, can only be revealed through observation (perception), both from the outside (external) and the inside (internal), and can only be conveyed through behavior and language. The conscious mind and preconscious nature are closely related. While other things exist in psychic existence outside of consciousness, materials from the preconscious might reach the conscious mind.
- b. The preconscious realm, which acts as the link between the conscious and unconscious minds. The psychic activity of the preconscious world is the secondary cognitive process, which has a reality-based basis and aims to stop the emergence of natural desires. The preconscious contains latent psychic life and recallable responses, which can be revived through memory, perception, and reproduction. The preconscious

prevents anxious wants that are at variance with reality from accessing the conscious mind.

- c. The unconscious, a dynamic system that is filled with numerous thoughts and emotions that are repressed or pushed. Things that exist in the unconscious cannot be brought back to the conscious due to censorship or suppression from the preconscious. The psychic state of the unconscious is the primary cognitive process that prioritizes satisfying needs and is linked to the hedonistic principle of pleasure and sexual desires. The unconscious holds the basic drive, which is lust, which is an expression of libido as the source of all urges that want to come forth.

According to Kaplan, the unconscious exhibits the four qualities listed below.

- 1) The link between sexual and psychological inclinations is false.
- 2) The environment around the person looking for motivation does not degrade.
- 3) Use a fundamental cognitive process with the main objective of streamlining the removal of instinct and expectation that the pleasure principle's creation.
- 4) It's not always simple to translate spoken symbols for concepts that are visual in nature.
- 5) The penetrating sensor must be activated in order for the contents of the darker area to pass through the pre-aware area.

2. Carel Gustav Jung Theory

The analytic psychology theory developed by C.G. Jung is renowned because it states that the human (psychic) soul is the sum of all aspects of soul life, which include:

- a. the conscious nature (consciousness), which serves as an external adaptation mechanism;
- b. the unconscious nature (unconscious), which serves as an internal adaptation mechanism. The driving force behind human life is the unconscious.

Consciousness and unconsciousness have a compensating connection, and their borders are neither rigid nor flexible. As a result, the range of consciousness or unconsciousness can change.

Structure of Consciousness and Unconsciousness

1. The Structure of Consciousness

According to Jung's hypothesis, the soul's nature and its functions make up the majority of consciousness. While the attitude of the soul is the general psychic energy or libido that presents itself in the shape of human orientation towards the world, the function of the soul is a type of mental activity that, in theory, does not alter in different situations. The four primary purposes of the human soul are summarized as follows.

- a. The rational nature of the mind and how it interacts with judgements of good and wrong.
- b. The rational function of emotion and how it relates to the evaluation of pleasure and discomfort.

- c. The rational function's fundamental mechanism is judgement or awareness (sensory).
- d. The role of intuition, whether it is unreasonable, and how it operates automatically or without conscious thought.

Each person has a dominant soul function, which establishes their personality type (thinker, feeler, opinionated, and intuitive). The four functions of the soul function in pairs, so if one function rises to the top by dominating the conscious, the partner function falls to the bottom and is located in the unconscious. Some of the other two assistant roles exist in the aware and unconscious worlds. There is a compensating link between mental functions, which means that as the dominant or superior function matures, the weaker function becomes more dependent on compensation.

The mind, which exists in the conscious domain, is the dominant or superior function, while the sensation, which exists in the unconscious, is the inferior function. Establishment and intuition are examples of auxiliary mental processes that partially reside in the conscious and partially in the unconscious mind. This kind of person is a thinker.

2. Structure of the Unconscious

Symptoms, complexes, dreams, and archetypes are examples of unconscious manifestations.

- a. Complexes and symptoms are symptoms that are still attainable. Symptoms might be either physical or psychological and are signs of encouragement from normal energy. A symptom is a warning indication that something is wrong and needs to be extended to the unconscious

since it alerts us to a lack of awareness. A complex is a psychological component of a personality that has divided and lost control, then takes on a life of its own in the unconscious, always impeding or facilitating conscious accomplishments.

- b. Dreams and fancies are hidden signals from the night that emerge from the complex. Dreams have their own language and set of rules. Dreams are symbolic; thus it is necessary to interpret them in order to understand them. Questions of cause and effect, place, and time do not apply. Dreams are regarded by Freud and Adler as pathological outcomes, i.e., the manifestation of unfulfilled hopes or aspirations. Dreams provide a beneficial purpose by resolving one-sided conflicts. Sometimes the collective unconscious expresses itself through dreams, and these dreams might be prophetic.
- c. Archetypes are unconsciously formed types of instinctual opinions and instinctive responses to specific situations. It is ingrained and develops within the collective unconscious as a person develops. The unconscious's energy field and center, the archetypes, alters the way that people live their conscious lives.

There are many unique types of unconscious contents, including the ones listed below.

- a. Shadows, often known as hidden flaws or dark sides of the personality, are one example of this. He is a part of the unconscious if his functions and mental attitudes are

inferior and he has moral or other considerations that are at odds with his conscious mind.

- b. Placing one's own thoughts unintentionally on things outside of oneself is known as projection, also known as imago. Unconsciously and mechanically, this action takes place. Imago is what Jung referred to as the psychic content projected onto another person.
- c. Animus and anima, or the traits associated with the other sex that exist in people's unconscious minds. Humans are fundamentally bisexual, meaning they exhibit traits from the opposing gender. Both an unconscious male and female are referred to as "anima" and "animus," respectively.

SUMMARY

Self-awareness is the capacity for an individual to comprehend their own emotions, ideas, and self-evaluations in order to comprehend their motivations, drives, and ideals. People who have high self-awareness are able to read social cues, comprehend other people, and comprehend others' expectations of them. This enables them to reflect on their own experiences, investigate them, and control their behavior and attitudes, including their emotions. Three facets of self-awareness; the capacity for recognizing emotions and their repercussions, knowledge of one's inner resources, abilities, and limitations is a component of the capacity for correct self-recognition, the capacity to believe in oneself (Goleman, 1996). Stages of forming self-awareness are; ignorance, revolt, average, and creative self-awareness stages.

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QUIZ

1. Explain the definition of self-awareness!
2. Mention stages of forming self-awareness!

UNIT VI

PERCEPTION AND MOTIVATION

Learning Objectives

Students are able to

1. Explain the definition of perception and motivation
2. Understand the factors influencing perception and motivation
3. Understand the perception and motivation indicator
4. Understand the basic concept of motivation and
5. Understand the forms and ways to grow motivation

Definition of Perception

The Big Indonesian Dictionary (KBBI) defines that word as perception, which means an instantaneous reaction (acceptance). People often take in information or anything through their senses of emotion, sight, hearing, and taste. The brain's capacity for perception is also referred to as encouragement or communication in the interpretation of something that enters a person's thoughts. Two futures appear in the sequel 20. Perceive the outcomes of interpretation, i.e., positive and negative views, which ultimately influence how well an individual actually functions (Rahma, 2018).

Perceptual desiderata is defined as an occurrence or association that is made after decrypting and speculating on the message. True reproduction is highlighted by perception (sensory stimulation), and sentiments are crucial for observation. However, the decoding of sensory information also includes thoughts,

presumptions, inspiration, and memories in addition to feelings (Ardis, 2011).

Factors Influencing Perception

According to Gilmer, when the perceptual process takes place, a variety of factors, such as learning factors, motivational factors, and observers or perceivers, have an impact on perception. Each person will have a distinct perception since it is influenced by a number of subjective elements, which vary from one another.

Functional and structural aspects affect how an individual perceives the world. Functional elements are personal factors. Individual needs, age, prior experience, personality, gender, and other subjective factors are a few examples. External elements known as structural factors, such as the environment, culture, and social conventions, have a significant impact on a person's perception of something. According to David Krech and Richard Crutfield (2003), there are two categories of elements that affect perception:

1. Functional Factors

Functional factors are factors that come from needs, past experiences and other things which include what we call personal factors. The functional factors that determine perception are objects that fulfill the goals of the individual who performs the perception.

2. Structural Factors

Structural aspects affect how an individual perceives the world. Functional elements are personal factors. Individual needs, age, prior experience, personality, gender, and other subjective factors are a few examples. External elements known as

structural factors, such as the environment, culture, and social conventions, have a significant impact on a person's perception of something. According to David Krech and Richard Crutfield (2003), there are two categories of elements that affect perception:

a. External Factors

- 1) Humans are visually drawn to moving objects, as are other living things. For instance, we prefer to see moving letters in a display that spell out the name of the product that is being advertised.
- 2) The strength of the stimuli, where we focus on those that stand out more than other stimuli.
- 3) Novelty: Things that are brand-new, remarkable, or unique will garner more attention.
- 4) Things that are repeated or shown frequently and are combined with minor alterations will draw attention. Here, aspects of "familiarity" (which we already know) and "novelty" (which we recently learned) are blended. Additionally, repetition has a component of suggestion that influences our subconscious.

b. Internal Factors

- 1) Habits, inclinations, or a tendency to just perceive one side of a situation or to depend overly and uncritically on authority figures' viewpoints.
- 2) Interest, a state that arises when a person connects a situation's traits or short-term significance to his or her own needs or desires.

- 3) Although emotions are not the fundamental barrier, as complete human beings, we cannot rule them out. However, when a feeling is this strong, it might cause stress, which impairs one's ability to think clearly.
- 4) Biological factors, such as hunger, which cause all thoughts to be focused on food. People who are full will divert their focus, meanwhile. Biological requirements result in various perceptions

Perception Indicator

Bimo Walgito (1990) asserts that there are a number of markers that are present in perception. The indicators include the following:

1. The five senses, which include sight, hearing, touch, smell, and taste, each individually or all at once, are used to take in stimuli or items that are external to the person. based on the outcomes of absorption. Such a person will receive an observable, dependent, perceptible thing. After gathering the images or impressions, both the recent and the old occur or take shape. The clarity of the image is influenced by the time, normality of the senses, and the clarity of the stimulus.
2. Understanding or understanding results from the organization, classification, comparison, and interpretation of an image that has already been produced in the brain as an impression or image. Understanding is a process that is based on historical impressions or images that a person has previously had and is also known as perception.

3. Following comprehension or the formation of understanding, the following step is the assessment of the individual to things, things, or whatever that is experienced. in Nadiani (2015).

Definition of Motivation

Typically, the words “motivation” and “encouragement” are used phrase from interchangeably. This inspiration or energy has a soul and a body to help it accomplish a task. To be competent and willing to fulfill his commitments in earnest, a person has to be really motivated. (Nasution and others, 2021).

Facher (2012) examined what drives people to initiate, continue, and end activity in a specific context, such as a school or workplace organization, in his dissertation titled “The Motivation Beliefs Inventory: Measuring Motivation Beliefs Using Four Motivation Theories”.

Michael J. Jucius, who was cited by Nanang Hasan Susanto and Cindy Lestari, provided a more comprehensive definition of motivation, stating that it is a movement that can stimulate people or yourself to do anything. Therefore, motivation is a psychological phenomenon that encourages a person to deliberately carry out an action for a certain reason. Then, at that time, Jucius said, that drive could also be described as a successful business that moves a specific person or group to act because they want to reach the intended goal or because they want to feel good about what they have done. Susanto and Lestari (2018)

As a result, motivation is one sign that a person is doing or carrying out something. It can take the shape of encouragement from both inside and outside, with awareness of the spirit and body, to help

a person reach the objective they desire or simply to make them feel good about what they are doing.

Basic Concept of Motivation

Suwanto provides the following explanation of the motivational concept:

1. Conventional Design Applying a reward system in the form of cash or commodities to top performers will raise staff motivation and boost workplace enthusiasm.
2. Human Relations Model Employee morale can be raised by recognizing their social needs and giving them a sense of value and importance. Model for Human Resources
3. Employees are motivated by a variety of things, including the urge for achievement and fulfilling job in addition to money or other possessions.

Factors Influencing Motivation

There are a few factors that can undermine motivation, and the variables themselves can act as a barrier to obtaining the best method of behavior. Factors that affect motivation can come from both internal and external variables. There are several of these factors, as listed below.

1. The physical, formative (developmental), and mental components of an individual make up their individual (personal) qualities.
2. The environment has an impact on people's behaviors and physical states.
3. Framework for relationships, such as a family, close relatives, and a number of other parties that can help the person.

The following are some of the variables that affect learners' motivation to learn, according to Dimiyati and Mudjiono:

1. Student aspirations or ideals.

Since childhood, the youngster has been motivated to learn. When a desire is satisfied, it may inspire a person to work harder and pursue their goals in life. Ideals can increase both internal and external motivation.

2. Will Student.

The ability to fulfill a child's want must go hand in hand with their desire, as this will increase their incentive to complete developmental tasks.

3. Academic standing.

Learning motivation is influenced by the physical and spiritual well-being of students.

4. Environmental Factors Affecting Students.

The condition of a healthy school environment, peace, and social order needs to be of higher quality since students' excitement and motivation to learn can be affected by their immediate surroundings.

5. Dynamic components in learning and education.

Students' feelings, attention, will, memory, and thoughts change as a result of their experiences in life (Mujiono and Dimiyati, 2002).

Motivation Indicator

According to Marwansyah's (2000) interpretation of Herzberg's theory, intrinsic and extrinsic motivation both have a significant impact on motivation. The groupings are as follows:

1. An indicator of intrinsic motivation is one's opinion of oneself, price of oneself, self-expectations, wants, and subsequent accomplishments. The dimension of intrinsic motivation is the promotion of elements that have a relationship with the substance of labor.
2. The aspect of extrinsic motivation is support from the environment in which the individual performs his or her work, and the indicators are the nature and type of work, the work groups that a person joins, the organization where he or she works, the environment, the applicable reward system, and how it is implemented. There are three aspects of motivation, it is:
 - a. The driving state, which is present in the body and results from biological requirements, external cues, or mental occurrences like thinking and memory.
 - b. Actions that are sparked and guided by these conditions.
 - c. The intention behind activity is the objective. Therefore, the motive calls forth behavior and guides it toward the proper objective. Additionally, motivation is a sophisticated physiological process that is directed (aimed at a goal), aroused (stimulated by a stimulus), and energetic (dependent on the existence of energy).

Forms and Ways to Grow Motivation

There are several forms and ways to foster motivation in learning activities at school, including:

1. Provide numbers. In this situation, numbers serve as a metaphor for the importance of educational activities. While many students study, getting good marks or grades is the major goal. In order to

ensure that children are successful, test scores and report card grades are frequently targeted. These encouraging numbers serve as a powerful motivator for students.

2. Present

Although not always true, rewards and motivation can be argued to be the same thing. A prize may not appeal to someone who is unhappy with and unqualified for the work because it is a prize for a job.

3. Rivals/Competition

Competition can be utilized as a motivating factor to get pupils interested in their studies. Competition, both individual and group competition, can boost students' academic performance.

4. Knowing Results

Knowing the outcomes of the effort, particularly if there is growth, will motivate pupils to work even more in their studies. Knowing more and more that the learning outcomes graph is rising, there is incentive to keep studying in the hopes that the outcomes will keep rising.

5. Praise

Praise should be provided to pupils who complete assignments successfully or successfully. This praise serves as both a strong type of motivation and positive reinforcement. Therefore, the giving of praise must be continuous in order to be motivating. The appropriate kind of praise will promote a pleasant environment, heighten the desire to study, and simultaneously increase self-esteem.

6. Give Repeat

When there is an exam in the future, students will study diligently. So administering this test also serves as a motivational tool. But teachers must keep in mind that giving tests too frequently (e.g., daily) can dull students.

SUMMARY

The Big Indonesian Dictionary (KBBI) defines that word as perception, which means an instantaneous reaction (acceptance). People often take in information or anything through their senses of emotion, sight, hearing, and taste. There are two categories of elements that affect perception; functional factors and structural factors. There are two categories of elements that affect perception; external factors and internal factors. The indicators include the following; the five senses, understanding, following comprehension.

motivation is one sign that a person is doing or carrying out something. It can take the shape of encouragement from both inside and outside, with awareness of the spirit and body, to help a person reach the objective they desire or simply to make them feel good about what they are doing. Motivational concept are; conventional design, human relations model, and employees are motivated by a variety of things.

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QUIZ

1. Explain the factors that influencing motivation!
2. Explain the basic concept of motivation!

UNIT VII

EMOTIONAL, STRESS AND ADAPTATION

Learning Objective

Students are able to

1. Explain the definition of emotion, stress, and adaptation
2. Understand the emotional reaction
3. Understand the affecting factor of emotion and stress
4. Understand the elements of emotion
5. Understand the structures and emotional responses
6. Understand the development of emotional reactions
7. Understand the channels of emotions and stress
8. Understand the effects of unchanneled emotions and stress
9. Understand the adaptation purposes
10. Understand the all kinds of adaptations

Definition of Emotion

According to Maramis, emotion is a prolonged, outward manifestation of feeling or affect that is accompanied by numerous physiological factors. According to Bimo Walgito, emotion is a condition of feeling that has reached its limit and is now obstructing one's ability to interact with others around it. As a result of unfortunate events that have happened to people, emotions might take the form of feelings of rage, worry, fear, grief, joy, and more.

Emotion in everyday usage refers to the tension that occurs in individuals due to high levels of anger. In terms of etymology, emotion

comes from the Latin root '*movere*' which means 'to move, to move.' Then it is added with the prefix "e-" to give the meaning 'to move away.' The meaning implies the impression that the tendency to act is absolute in emotion.

Emotional Reaction

An individual's physical appearance will change while he or she is experiencing emotion. Here is what happens as a result.

1. Modifications in some physiological processes, including a faster heartbeat, higher or lower blood pressure, and a quicker breathing rate.
2. Physical alterations in the way a person expresses themselves, such as alterations in facial expression, alterations in limb shape, and alterations in voice tone.
3. Alterations in other mental processes, such as when people are furious, their thinking power stops working, or when they are terrified, they are unable to use it.

Individual experiences are the source of emotions, which means that while different people may have different emotional reactions to the same object or event, they may also have the same emotional reaction overall. Personal emotional experiences pleasant, unpleasant, unconscious (based on reasons), and experiences of receiving substantial attention from others can be the underlying emotional experiences.

Affecting Factor of Emotion

Emotions have eight types:

1. Anger: violent, angry, hateful, furious, irritated, angry, offended, hostile, aggression, acts of violence and pathological hatred
2. Sadness: pain, sadness, gloom, loneliness, rejection, hopelessness, and deep (pathological) depression
3. Fear: anxiety, dread, nervousness, worry, apprehension, alertness, uneasiness, horror, phobia, and panic (pathological)
4. Enjoyment; happiness, delight, satisfaction, delight, amusement, pride, sensual pleasure, rapture, fulfillment, ecstasy and mania
5. Love; acceptance, friendship, trust, kindness, affinity, devotion, normalcy, infatuation, love
6. Surprised: startled, gasped, amazed, stunned
7. Annoyed; contempt, disgust, nausea, hate, dislike, want to vomit
8. Shame: guilt, resentment, regret, shame, and heartbreak

Based on the causes and reactions that arise, emotions are grouped into three:

1. Emotions related to feelings (physical nerves), for example feelings of cold, hot, warm and cool and so on. The emergence of emotions like this is more often felt due to physical factors outside the individual, for example weather, manganese conditions and the place where the individual is.
2. Emotions related to physiological conditions, such as pain, fever and so on. The emergence of emotions like this is more felt because of health factors.

3. Emotions related to psychological conditions, such as love, longing, affection, hate and the like. The emergence of emotions like this is more felt because of the relationship with other people.

Elements of Emotion

The emotional component, according to Atkinson R.L., et al., consists of the following:

1. Internal body response or reaction, especially involving the automatic system, for example, when angry, the voice becomes high and trembling;
2. Cognitive beliefs or judgements that positive or negative circumstances have occurred, for example, the joy of being accepted at a well-known tertiary institution;
3. Facial expressions, such as a frown or a little closing of the eyelids when you feel dislike for someone;
4. Emotional reactions, such as when joy changes to tears or anger into aggressiveness.

Structures and Emotional Responses

Affect is an emotion that rules the entirety of the soul's existence and is invulnerable to mental control. The impact is typically accompanied by a physical response, such as rapid or shallow breathing, heart rate, and blood circulation. Emotion is therefore a psychological symptom linked to physical problems. For instance, when someone gets upset, they may pick up, hurl, and bang objects around them while also displaying a crimson face, elevated blood pressure, and bodily trembling.

Affect and emotion are frequently used interchangeably, with thinking, psychomotor function, perception, and memory also playing a role in human functioning at any given time.

Development of Emotional Reactions

Every person always develops, moving from their physical, spiritual, and social selves towards a point of maturity. Individual development is extensive and includes the formation of personal structures as well as the formation of behavioral patterns.

When it comes to psychology, emotion develops in one of two ways. While the second pattern of growth evolves from a general state to a special state, the first pattern of development progresses from a simple state to a mature state. The following information relates to how emotions are differentiated and specialized.

1. Feeling pleasure towards people and objects during infancy, even when viewing them through blurry vision. Voices, too, which are heard, enter through sight.
2. By the third month, the environment-related emotion of pleasure transforms into one of comfort, yet occasionally a worry-inducing circumstance still appears.
3. The emotion of worry changes or separates into the emotions of fear, anger, and disgust in the sixth month.
4. The comfortable mood transforms into a proud and loving emotion in the 12th month (1 year).
5. By the 18th month, the emotion of affection divides into the emotion of jealousy from worry and becomes the emotion of affection in both adults and children.

6. The comfortable emotion changes into a pleasant emotion at the age of two. As a result, two-year-olds are now capable of feeling emotions including fear, contempt, wrath, envy, anxiety, pleasure, comfort, joy, pride, and love for both adults and other kids. Additionally, it matures as a result of a variety of personal emotional encounters in social relationships.

Definition of Stress

Stress is a dynamic state when an individual is confronted with an opportunity, demand, or resource related to what the individual desires and the outcome is seen as both uncertain and important. Stress is a spiritual burden that exceeds the maximum spiritual capacity itself, so that actions are not controlled in a healthy manner.

Affective Factor of Stress

Professor L. Levi from Sweden has compiled a list of causes of stress in everyday life as defined by medical psychologists, including:

1. The pressing demands created by conflicts about our "role" in various life situations i.e., work, marriage, relationships with parents, etc.
2. The pressing demands created by sudden and unanticipated changes in our lives, such as job changes and transfers, job insecurity and similar radical changes that demand major adjustments.
3. Inability to adapt to new situations and living conditions due to the difference between expectations and reality in business and personal life.

Channels of Emotions and Stress

There are four concrete steps to managing anger:

1. First, identifying the wrong attitudes and convictions that influence us to get angry excessively. Once this error is corrected, it will be easier for us to control anger.
2. The second step is to identify the factors from our childhood that hinder our ability to express anger. These factors include fear, denial, ignorance, and so on.
3. The third step is to learn fast ways to express anger so that we can still control the situation that provokes anger, even more effectively. Anxiety and depression are often the result of suppressed anger. The problem is when we suppress anger so deeply that we don't know it ourselves! Then what we feel is only the "garbage", that is anxiety or depression. Even more troublesome, when we are depressed, we are also very often angry at ourselves without realizing it.
4. The fourth step, closing the wounds that may be left behind by the emotional impact of destructive anger. The "wounds of anger" that live within us are against those who have wronged us. If we don't complete this last step, the feeling of resentment and annoyance because we feel we have been treated unfairly will linger. Until our anger and anger will be carried away, until it finally rots in our hearts forever.

Apart from these four steps, Charlotte Sanborn, Ph.D., and Dartmouth College, also proposed a four-step approach to dealing with anger.

The four approaches are:

1. Accept it. If in the future we feel angry, just accept it. Don't deny feelings of anger or try to cover it up.

2. Dig. Get to the source of the emotion. If the source is something someone said to us, ask ourselves why those words made us angry. If the source is something someone did or didn't do, find a reason why we got angry?
3. Express. If we believe that the expression of our anger will explode so that it might cause hostility, first of all calm down first. Take a deep breath, hold it for ten seconds, and exhale. Or, take a short walk. When we feel that we can already discuss the problem that is propping up without blowing it up, do it.
4. Forget. This last step is probably the most difficult. But also, the most important. Once we have conveyed our feelings to the person who made us angry, forget about the problem. Changing or not his attitude, does not matter. The important thing is we have expressed anger in a healthy manner.

Effects of Unchanneled Emotions and Stress

The most dangerous emotional impact on health:

1. Hypertension

One form of emotion, that is feeling lonely or alone has increased the risk of hypertension or high blood pressure. This is in line with a study at the University of Chicago which showed that lonely people showed a faster increase in blood pressure over 4 years than socially satisfied people. Increased hypertension or high blood pressure also increases the risk of heart attack.

2. Stroke

A study in Finland found that pessimistic emotions can increase the risk of stroke. A pessimistic attitude and negative thoughts

that always come can damage blood vessels and disrupt the nervous system that controls heart pressure, causing a stroke.

3. Back Pain

Anger and uncontrolled emotions can cause aches and pains in the back. Anger activates nerve pathways that send mental tension to the muscles surrounding the spine. In addition, anger is strongly suspected of being able to reduce the production of endorphins, that is hormones that can relieve pain. That is why when angry often feels pain or pain in the back.

4. Diabetes

Saturation, boredom and uncontrollable stress increase the risk of developing diabetes by 21%. This is in line with a study in Serbia which stated that stress at work has a 21% greater tendency to develop diabetes compared to those who don't.

5. Dementia

A study conducted in England found that anxiety increases a person's risk of developing dementia. This happens because the mental strain that occurs due to anxiety increases glucocorticoid hormones, where excess hormones can shrink memory and kill brain cells.

6. Cancer

Emotions that are pent up and not channeled can turn into a dangerous depression. Depression is known to increase the risk of developing cancer by 69% compared to those who do not or rarely experience depression. This is because depression activates stress hormones that are involved in the abnormal growth of cells that trigger cancer.

Definition of Adaptation

A person adapts to their surroundings, their job, and their studies. Two forms of systems theory, both physiologically, behaviorally, and socially proposed by John Bennett in 1976, both use adaptation as a central idea. The concept of adaptation originates in biology, where there are two points. The two that matter most are biological adaptation, which focuses on how organisms behave over the course of their lifetimes and how they attempt to master environmental factors, including not only environmental feedback factors but also the cognitive processes and levels of movement that affect them, and genetic evolution, which emphasis feedback from environmental interactions constantly. Adaptation is a defense acquired from birth or acquired by learning from experience to deal with stress. Ways to deal with stress can be in the form of limiting the places where stress occurs, reducing or neutralizing its effects.

Adaptation Purposes

As for individual goals for adaptation;

1. Facing the demands of the situation consciously.
2. Facing the demands of the situation in a realistic manner.
3. Facing the demands of circumstances objectively.
4. Facing the demands of circumstances rationally.

All Kinds of Adaptations

There are two kind of adaptation, physiological adaptation and psychological adaptation.

1. Physiological adaptation

Physiological adaptation refers to the body's reaction to stressors in order to preserve vital processes that are triggered by both internal and external sources. The physiological mechanism of adaptation works through a process known as negative feedback, in which the control mechanism detects an aberrant circumstance, such as a drop in body temperature, and produces an adaptive response, such as beginning to shiver to produce body heat. The medulla oblongata, the reticular formation, and the pituitary are in charge of the principal defense mechanisms the body employs to deal with stressors.

Two physiological reactions to stress have been established by Hans Selye's classic research, there are local adaptation syndrome and general adaptation syndrome:

a. Local Adaptation Syndrome (LAS)

The body responds to stress by generating a number of short-term local responses known as LAS (Local Adaptation Syndrome). The following are some LAS characteristics:

- 1) Responses that don't involve all systems and simply happen locally.
- 2) A stressor is required to elicit a response because it is adaptive.
- 3) Responses are intermittent and brief.
- 4) The reaction is healing.

b. General Adaptation Syndrome (GAS)

General Adaptation Syndrome, or GAS, is the body's physiological reaction to stress. The endocrine system and autonomic nerve system are implicated in the reactions. The

neuroendocrine system and GAS are frequently compared in a number of textbooks. GAS is divided into the three stages listed below:

- 1) The alarm phase involves mobilizing the body's and mind's defense mechanisms to deal with stressors such as activating hormones which results in an increase in blood volume and finally prepares the individual to react. This broad hormonal activity prepares the individual for the fight or flight response. This response can last from minutes to hours. If the stressor persists, the individual will enter the resistance phase.
- 2) In the resistance phase, individuals try various psychological coping mechanisms and problem solving and set strategies. The body tries to balance the previous physiological conditions to a normal state and the body tries to overcome stress-causing factors. When resolved, the symptoms of stress decreased or normal. If it fails, the individual will fall into the last stage of the GAS, namely:
- 3) The exhaustion phase. The exhaustion phase is a stress extension phase that has not been overcome in the previous phase. At this stage energy reserves have been depleted or exhausted, as a result the body is no longer able to deal with stress. The body's inability to defend itself against this stressor will have an impact on the individual's death.

2. Psychological Adaptation

The ability to cope with stressors is improved by psychological adaptation behavior, which is intended to manage

stress and is acquired through learning and experience in accordance with defining acceptable and successful behavior. Behavior resulting from psychological adaptation might be beneficial or harmful. Individuals who act constructively are better able to overcome obstacles and resolve disputes. Destructive behavior impairs functioning through affecting reality orientation, problem-solving skills, personality, and stressful situations.

Behavioral psychological adaptation is also known as a coping mechanism. These defense mechanisms can be task-oriented, which involves employing straightforward problem-solving methods to deal with dangers, or they can be ego defense mechanisms, which aim to control emotional suffering, so offering personal protection against anxiety and stress.

An indirect approach of coping with stress is the ego defense mechanism, which is broken down into: task-oriented behavior and ego dependent mechanism.

a. Task Oriented Behavior

Task-oriented behavior, specifically task-oriented behavior, uses cognitive skills to lessen stress, solve issues, settle disputes, and meet demands. The following are the three main categories of task-oriented behavior:

- 1) Attacking behavior is a response to stress or a means of overcoming it.
- 2) Physically or emotionally withdrawing from the stressor is known as withdrawal behavior.
- 3) Compromise behavior involves altering the usual approaches, shifting the focus, or giving up needs fulfillment in order to please others or reduce stress.

b. Ego Dependent Mechanism

Unconscious behavior that offers psychological defense against stressful situations is an ego-dependent system. Short-term stresses frequently trigger these mechanisms, which are usually not followed by psychiatric disorders. Ego defense mechanisms come in numerous forms, such as:

- 1) Repression, namely suppressing desires, impulses, thoughts that are not pleasant to the unconscious in an unconscious way.
- 2) Suppression, namely consciously suppressing unpleasant thoughts, impulses, feelings into the unconscious.
- 3) Reaction formation, namely behavior contrary to the feelings that underlie the behavior.
- 4) Compensation, the behavior of replacing deficiencies with other advantages, can be direct compensation or indirect compensation
- 5) Rationalization, namely trying to show behavior that appears as a logical thought not because of an unconscious desire.
- 6) Substitution, replacing objects of high value with objects of less value but acceptable to society.
- 7) Restitution, reducing guilt by substitute action.
- 8) Displacement, is moving emotional feelings from the actual object to a substitute object.
- 9) Projection, projecting desires, feelings, impulses, thoughts on other people/other objects/environment to deny.
- 10) Symbolization, namely using objects to represent ideas/emotions that are painful to express.

- 11) Regression, namely the ego returns to its previous level of development in thoughts, feelings and behavior.
- 12) Denial, denying thoughts, desires, facts and sorrows.
- 13) Sublimation, transferring unacceptable mental energy (impulse) to goals that are acceptable to society.
- 14) Conversion reactions, namely transferring mental conflicts to physical symptoms.
- 15) Introjection, which is taking over all the characteristics of a person which means it becomes part of his personality now.

SUMMARY

Emotion in everyday usage refers to the tension that occurs in individuals due to high levels of anger. Elements of emotion are; internal body response or reaction, cognitive beliefs or judgements, facial expressions, emotional reactions. Emotion is therefore a psychological symptom linked to physical problems.

Stress is a dynamic state when an individual is confronted with an opportunity, demand, or resource related to what the individual desires and the outcome is seen as both uncertain and important. list of causes of stress in everyday life as defined by medical psychologists, including; the pressing demands created by conflicts about our "role" in various life situations, the pressing demands created by sudden and unanticipated changes in our lives, Inability to adapt to new situations and living conditions. There are four concrete steps to managing anger; identifying the wrong attitudes and convictions that influence us to get angry excessively, identify the factors from our childhood that hinder our ability to express anger, to

learn fast ways to express anger so that we can still control the situation that provokes anger, closing the wounds that may be left behind by the emotional impact of destructive anger. The most dangerous emotional impact on health; hypertension, stroke, back pain, diabetes, dementia, and cancer.

Adaptation is a defense acquired from birth or acquired by learning from experience to deal with stress. Ways to deal with stress can be in the form of limiting the places where stress occurs, reducing or neutralizing its effects. As for individual goals for adaptation; Facing the demands of the situation consciously, of the situation in a realistic manner, of circumstances objectively, of circumstances rationally. There are two kind of adaptation, physiological adaptation and psychological adaptation.

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QUIZ

1. Condition of feeling that has reached its limit and is now obstructing one's ability to interact with others around it is ...
 - a. Think proses
 - b. Emotion
 - c. Stress
 - d. Adaptation
 - e. Anger
2. How many steps to managing stress
 - a. 6
 - b. 5
 - c. 4
 - d. 3
 - e. 2
4. One of the most dangerous emotional impact on health is:
 - a. Dementia
 - b. Anxiety
 - c. Hyperthermia
 - d. Hypoglycemia
 - e. Anamnesis
5. How many kinds of adaptation?
 - a. 5
 - b. 4
 - c. 3
 - d. 2
 - e. 1

UNIT VIII

THINK PROCESS AND PROBLEM SOLVING

Learning Objective

Students are able to

1. Explain the definition of think and problem solving
2. Understand the thinking activities
3. Understand the problem-solving strategy
4. Understand the stages of problem solving
5. Understand the fast-right-effective-efficient problem-solving techniques

Definition of Think

In learning, remembering, perceiving, and memorizing using symbols, pictures, or graphics by drawing conclusions and solving problems, thinking is a sensory activity. Thinking is a symbolic process in which conduct based on ideas is engaged. Symbols, specifically anything that is used in the human mind to represent anything. Words, numbers, rules of the road, musical notes, money, and other things are examples of symbols. Understanding reality is the goal of thinking, as is problem-solving, coming up with new problems, or creativity.

Thinking Activities

Because thinking is a symbolic representation of an entity, event, idea, or relationship between entities, it cannot be directly observed.

Thinking can create a concept or original ideas in addition to solving problems. Following are some categories for many types of thinking tasks.

1. Associative thinking, which is the method of thinking to encourage the creation of new ideas from existing ones. Associative thinking does not follow a set or preset course of thought. Ideas flow uninhibited. Associative thinking can take the following forms.
 - a. Unrestricted free association, when one concept will inevitably lead to another.
 - b. Controlled association: Within specified parameters, one specific concept will give rise to ideas about other things.
 - c. Daydreaming when autistic, free daydreaming, or having fantasies, as well as wishful thinking or running away from reality.
 - d. Creative thinking, which is a highly individualized way of thinking. Regardless of the external conditions, personal perspective and self-view have a significant impact on how one thinks. Artists frequently employ this mode of thinking when producing their artistic creations.
2. Thinking that is premeditated and directed toward something typically, issue solving is known as directional thinking. It involves the following way of thinking.
 - a. Evaluative critical thinking involves determining whether something is excellent or terrible, whether an idea is suitable or not, and whether it will contribute to or take away from other ideas. Making judgments, resolving issues, and coming up with new ideas are all examples of daily

conduct that leans more toward analogical than logical thinking. Two methods of thinking that can be used to adapt to the real world:

- 1) Deductive reasoning, which involves deciding between two claims about general and specific issues.
 - 2) Inductive, starting with specific findings and moving to broader
- b. Unconscious symbol rearranging occurs when someone is thinking creatively, or when they are trying to come up with something new. In addition to the need for understanding and creativity. This external input, according to the framework of thinking, stimulates original thought that had previously stalled or stopped.

The traits of creative thinking include not always having the highest IQ, but also having certain talents and abilities, strong insight for thinkers, avoiding conventional methods that have been proposed by others, choosing their own way, and interpretations made that are not based on consensus, but rather more of a personal interpretation. Cognitive skills, an open mindset, and attitudes that are free, autonomous, and self-assured all promote creative thinking.

There are a few ways to practice being creative with others as listed below.

- 1) Consider that anything is possible, and make sure that anything that will be done can be finished. Throw out the negative attitude and bring in a

positive one. Positive assertions teach us to dare to get into difficulty. Because people must work so hard to understand their resolve, mindsets might also evolve.

- 2) Conservative ways of thinking must go. A conservative worldview is characterized by reluctance to embrace change, even when it is advantageous. He wanted to keep his conservative demeanor; thus, the change was met with hostility and was even seen as a threat. Realize that the conservative method of thinking prevents the mind from thinking creatively since it keeps it locked by something static. By continuing to foster thoughts to establish a productive mentality, begin thinking proactively.

Definition of Problem Solving

According to Krulik and Rudnick, problem solving is a method for using information, skills, and understanding to satisfy the needs of unusual situations. According to Polya, issue solving is an effort to overcome a challenge in order to accomplish a goal that cannot be attained right away. People need to act thoughtfully when faced with an issue or difficulty that needs to be solved immediately. One can employ insight or knowledge to solve difficulties, and doing so is the best and most appropriate strategy for effective college learning.

It may be inferred from the previous explanation that problem solving refers to an attempt made by someone to solve difficulties using the knowledge, skills, and understanding they already possess.

Everyone should be able to solve problems since doing so serves as a stimulus for learning, thinking, remembering, and answering or responding in the form of making decisions. Additionally, problem-solving skills are developed through a variety of learning, thinking, and remembering activities, as well as through leadership and management.

Problem Solving Strategy

The ability to think strategically is a major factor in the problem-solving process, but developing a plan of action is necessary to be able to resolve the issue. The following are general approaches to problem-solving.

1. A broad strategy involves viewing the issue as a whole and attempting to solve it within the context of the whole. Because the same activity can be done in multiple portions at once, this method is more efficient, quicker, and valuable when time is of the essence.
2. An in-depth plan. Parts of the issue are separated, and each one is attempted to be resolved separately.

There were occasionally issues during the problem-solving procedure. As examples of possible causes, consider the following:

1. Successful problem-solving techniques are frequently carried over to new issues. Though not always, the issue can be resolved in the same manner.
2. Narrowness of perspective, wherein one sees only one solution to an issue. As a result, it is destined to fail since it is blind to all other options.

In addition, motivation, attitudes, and beliefs, as well as routines and feelings, all have an impact on the problem-solving process.

Stages of Problem Solving

The steps in problem solving as a technique for making decisions are as follows:

1. Identify and describe the nature of the issue so that it can be presented in a more understandable, practical manner.
2. Gathering and analyzing data or information to ensure that the issues noted are real.
3. Search for and discover many alternative answers to issues so that you have a variety of options to address the issue.
4. Consider other additional approaches to challenges. This is crucial in deciding which course of action is the best.
5. Based on the findings of the study, select the best alternative.
6. Putting decisions into action, which includes carrying out alternate solutions to issues that have been decided or selected to be handled.
7. Assessing entails double-checking the accuracy of the results and, if necessary, picking a more effective approach to the issue.

Fast-Right-Effective-Efficient Problem-Solving Techniques

Making decisions, also known as decision making (DM), which is a result of thinking, is at the heart of issue resolution. The solution to a problem requires intellectual work, decisions always involve selections from a range of options, and decisions always involve

tangible acts, even though their implementation may be delayed or forgotten.

In order for decision making to be effective, certain conditions must often be met. These conditions include speed, accuracy, effectiveness, efficiency, and the absence of dispute. Things that, among other things, aid in decision-making include the following:

1. Recognize how speech develops, including automatic speech, language for speaking, and language use as a tool. The basic goals of speech development are to improve comprehension, vocabulary, word formation, and pronunciation. Recognize the idea of language, specifically language as it relates to speech development, which serves as an instrument, regulating, interpersonal, personal, heuristic, imaginative, and educational tool. Speaking can be done verbally, in writing, or by gestures. Because of how humans pronounce words and sentences, each paralinguistic message or meaning is communicated.
2. Language is a shared means of conveying ideas, according to its functional definition. According to the official definition, language includes all possible phrases that can be formed using grammatical rules. A complicated process, language development influences emotions, controls behaviors, organizes perceptions, and leads thoughts.
3. can comprehend the connection between speaking, thinking, and language. Here, the brain is working via thoughts, which are then translated into language and expressed through speech.

SUMMARY

Thinking is a sensory process that involves learning, remembering, perceiving, memorizing, using symbols, pictures, or graphics, and problem-solving. To make judgments, deal with issues, and inspire creativity, thinking strives to comprehend reality. Associative thinking and directed thinking are two categories for thinking processes. While directed thinking comprises of critical thinking and creative thinking, free association thinking includes free association, controlled association, autistic, and artistic thinking.

A person who attempts to solve an issue does so by drawing on their existing knowledge, abilities, and understanding. An overarching strategy plus a particular plan make up a problem-solving strategy in general. Motivational elements, beliefs and attitudes, as well as routines and emotions, all affect problem solving success. The steps in issue solving are: recognizing and defining the problem's nature; gathering information; looking for and locating alternative solutions to problems; analyzing alternative solutions to problems; putting alternative solutions into practice; and evaluating the results.

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QUIZ

1. What is meant by associative thinking, is the process of thinking...
 - a. Connecting symbols, symbols and facts
 - b. From an idea stimulates the emergence of other ideas
 - c. Connecting a fact with a concept
 - d. To gain a new understanding of the facts
2. The way of thinking from general things to specific things is called...
 - a. Deductive
 - b. Inductive
 - c. Dynamic
 - d. interactive
3. We can find out whether someone thinks creatively or not, by paying attention to their characteristics, is...
 - a. Interpretations are made by consensus
 - b. Avoid conventional ways that have been proposed by others
 - c. Has the courage to put forward ideas that he sees as good
 - d. Show enthusiastic behavior in dealing with problems
4. The way to solve the problem that must be developed, because it is more effective and efficient, especially if you have limited time, is to use a strategy...
 - a. Pragmatic
 - b. Contextual
 - c. Thoroughly
 - d. Constructive

5. The first step that must be taken in making a decision is to...
 - a. Identify and define the essence of the problem
 - b. Collection and processing of data or information
 - c. The search and discovery of various alternatives
 - d. Determining the choice of the best alternative

UNIT IX

LEARNING CONCEPTS

Learning Objective

Students are able to

1. Explain the definition of learning
2. Understand the forms of learning
3. Understand the factors that influence learning
4. Understand the phases in the learning process
5. Apply role of nurses in teaching and learning

Definition

Learning is a component of education that is concerned with the goals and reference materials for interaction, which are either explicit or implicit (hidden) to capture the contents and messages of learning, so that in learning, individuals use their abilities:

1. Cognitive, is abilities related to knowledge, reasoning or one's own thoughts from the category of knowledge, understanding, application of analysis and evaluation.
2. Affective, is the ability to prioritize, feelings, emotions, and reactions that are different from reasoning consisting of the categories of acceptance, participation, attitude assessment, organization and the formation of lifestyles.
3. Psychomotor, is abilities that prioritize physical skills consisting of perception, readiness, guided movement, movement patterns and creativity.

Learning in the view of B.F. Skinner 1958 is a process of adaptation or adjustment of behavior that takes place progressively. According to Skinner, learning is determined by the following:

1. The chance of an event occurring that elicits a learning
2. Response the student's
3. Response consequences that use the response, whether the consequences are rewards or reprimands or punishments.

Learning Forms

The learning process is not-single, there are several types of learning, each of which has its own characteristics, although all of them are a learning process. The types of learning are as follows.

- a. Learning according to psychic function, which consists of the following four functions.
 - 1) Dynamic or conative learning. Its distinctive feature lies in learning to will naturally towards something. Willing is a psychic activity that is directed at fulfilling a need that is realized and internalized.
 - 2) Affective learning, appreciating the value of objects encountered through natural feelings. Learning objects can be people, objects, events or events. Its characteristic in learning lies in the use of feelings in a reasonable form of expression.
 - 3) Cognitive learning. Its distinctive feature lies in learning to obtain and use forms of representation that represent the objects encountered, whether those objects are people, things, events or events.
 - 4) Senso-motor learning, learning to face and handle physical objects, including the human body itself.

- b. Study according to the material studied as follows
 - 1) Theoretical Learning, aims to place all data and facts or knowledge in a mental organizational framework so that it can be understood and used to solve problems, as occurs in the fields of scientific study.
 - 2) Technical Learning, aims to develop skills in handling and holding objects and compiling material parts into a whole, for example, learning to type and make a typewriter.
 - 3) Community Learning, this form of learning aims to curb impulses and spontaneous tendencies, for the sake of living together and making allowances for other people to meet their needs.
 - 4) Aesthetic Learning, aims to form the ability to create and appreciate beauty in various fields of art.
- c. Forms of learning that are not so conscious, as follows.
 - 1) Incidental Learning. The learning process takes place when people learn something with a specific purpose, but besides that they also learn other things that are not actually the target.
 - 2) Latent Learning (Hidden Learning). The process of learning without any intensity or intent to learn or study (from the side of the learner). Like learning activities at school, teachers or lecturers can plan so that students or students learn something without them realizing that they are learning what the teacher intends.

Factors that Influence Learning

a. Internal factors

- 1) The physiological aspect is the general condition of the body and tone or muscle tension which indicates the level of fitness of the organs and joints which can affect enthusiasm and intensity in participating in lessons.
- 2) The psychological aspect can affect the quantity and quality of learning acquisition, including the spiritual factors of students which are generally seen as more essential, is the level of intelligence or educated intelligence, attitudes, talents, interests and motivation of students or students.

b. External Factors

- 1) The social environment, including teachers, administrative staff, classmates will affect students' enthusiasm for learning.
- 2) Non-social environment, including the school building and its location, the house where the family lives and its location, learning tools, weather conditions and study time used, because these factors contribute to the success rate of learning.

The Phases in the Learning Process

R.M Gagne in his book Essentials of Learning for Instruction explains the sequence or phases in the learning process concretely as follows.

1. Attention or paying attention, for example in the learning process in class, really concentrating on the lesson.
2. Motivation or realizing learning goals, aware of instructional goals and willing to get involved.

3. Delving into long-term memory, recalling what was previously known.
4. Selective achievers, observing elements in stimuli that are relevant to the subject matter, processing information from short-term memory.
5. Process information from long-term memory.
6. Get feedback, get reinforcement from the teacher if the achievement is right.
7. Strengthen learning outcomes, propose various tasks to root learning outcomes.

The Role of Nurses in Teaching and Learning

Currently in the practice of health care for a patient, more emphasis is placed on quality health education. Education for clients is something that is very important for a nurse. Apart from being for the benefit of the nurse, this health education also has an important role for the patient himself, because the patient has the right to obtain information regarding diagnosis, prognosis, treatment and the consequences of treatment for him.

1. Standards for client education

According to The Joint Commission on Accreditation of Healthcare Organization (JCAHO) (1995) (in Potter and Perry, 2005: 337), the standards for client/family education are as follows:

- a. Clients/families are provided with education that can enhance the knowledge, skills and behaviors necessary to fully benefit from health interventions carried out by institutions.

- b. The organization plans and encourages the oversight and coordination of client/family educational activities and resources.
- c. Clients/families know their learning needs, abilities, and readiness to learn.
- d. The client/family education process is interdisciplinary in accordance with the nursing care plan.
- e. Clients/families get specific education according to the results of the assessment of their abilities and readiness. Health education includes administering drugs, using medical devices, understanding food/drug interactions and food modifications, rehabilitation, and how to carry out further treatment.
- f. Information regarding discharge instructions given to clients/families is provided by certain institutions or individuals who are responsible for the continuity of client care.

Success in achieving the above standards depends on the participation of all health professionals.

2. Client educational goals

Basically, health education is intended so that clients can improve, improve and maintain their health status.

Comprehensive patient/client education has three objectives:

- a. Prevention of disease, maintenance and promotion of health.
- b. Health improvement.
- c. Coping with dysfunction

3. Teaching and learning

Effective teaching is teaching that can meet the needs of students. Teaching is an interactive process that can encourage

learning. To separate teaching and learning is a very difficult thing to do. “Learning is an effort to add new knowledge, attitudes, and skills through strengthening certain practices and experiences” (Potter and Perry, 2005).

4. The role of the nurse in the teaching and learning process

Clients often ask about health information to nurses. Therefore, the nurse must anticipate the client/patient’s need for certain information. But to be an effective educator, the nurse must provide more than information.

5. Teaching as communication

Effectiveness in teaching is very dependent on effectiveness in communicating interpersonally. In this case, teachers and students are actively involved in the learning process so that later they can increase knowledge and skills in students. In the teaching process, the nurse acts as a sender, that’s someone who conveys messages to other people (clients). The message and content of teaching here must be conveyed clearly and in detail to students (clients), who in this case act as recipients of the message.

6. Merging the Nursing Process and Teaching Process

The following is a comparison table between the nursing process and teaching (Potter and Perry, 2005)

Basic Steps	Nursing Process	Teaching Process
Assessment	Collect data on the patient’s own physical, psychological, social, cultural, developmental and spiritual needs, family, diagnostic tests, medical records, nursing history and	Collect data on the client’s learning needs, motivation, ability to learn and teaching tools from the client, family, learning environment, medical records, nursing

Basic Steps	Nursing Process	Teaching Process
	literature.	history, and literature.
Nursing Diagnoses	Identify appropriate nursing diagnoses.	The client's identification of teaching needs refers to three teaching domains.
Planning	Develop an individual plan of care. Set diagnostic priorities based on the client's immediate needs. Negotiate the plan of care with the client.	Set teaching goals. Formulate in behavioral terms. Identify priorities related to learning needs. Negotiate with the client about the teaching plan. Identify the teaching method used.
Implementation	Perform nursing care therapy. Involve the client as an active participant in nursing care. Involve the family in care as needed.	Implement teaching methods. Actively involve clients in teaching activities. Involve family participation as needed.
Evaluation	Identification of success in meeting expected outcomes and success of nursing care.	The value of the results of the teaching and learning process. Measure the client's ability to achieve teaching goals. Repeat teaching if needed.

SUMMARY

Learning is a component of education that is concerned with the goals and reference materials for interaction, which are either explicit or implicit (hidden) to capture the contents and messages of learning, so that in learning, individuals use their abilities; cognitive, affective, psychomotor. Learning according to psychic function, which consists

of the following four functions; dynamic or conative learning, affective learning, cognitive learning, senso-motor learning. Study according to the material studied as follows; theoretical learning, technical learning, community learning, aesthetic learning. Factors That Influence Learning; internal factors (physiological aspect, psychological aspect) and external factors (social environment, non-social environment). The learning process concretely as follows; attention or paying attention, motivation or realizing learning goals, delving into long-term memory, selective achievers, process information from long-term memory, get feedback, strengthen learning outcomes. The role of nurses in teaching and learning are; standards for client education, client educational goals, teaching and learning, the role of the nurse in the teaching and learning process, teaching as communication, merging the nursing process and teaching process.

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QUIZ

1. To capture the contents and messages of learning, in learning, individuals use abilities... ... (A)
 - 1) Cognitive
 - 2) Affective
 - 3) Psychomotor
 - 4) Friendly
2. Cognitive it means (A)
 - a. That is the ability related to knowledge, reasoning or one's own mind from the category of knowledge, understanding, application of analysis and evaluation.
 - b. Abilities that prioritize feelings, emotions, and reactions that are different from reasoning consisting of the categories of acceptance, participation, attitude assessment, organization and the formation of lifestyles.
 - c. Abilities that prioritize physical skills consist of perception, readiness, guided movement, movement patterns, and creativity.
 - d. The process of adaptation or adjustment of behavior takes place progressively.
 - e. Teaching and learning process that is effective, and the learning process is able to provide better understanding, intelligence, perseverance, opportunity and quality and can provide behavioral changes and can be applied or applied in everyday life so that the results of the learning will be able to produce superior human resources.

3. Basic learning principles... ... (B)
 - a. Motivation to study
 - b. Desire to learn
 - c. Ability to learn
 - d. Willingness to learn

UNIT X

INTELLIGENCE AND CREATIVITY

Learning Objective

Students are able to

1. Explain the definition of intelligence
2. Understand the affecting factor of intelligence
3. Understand the intelligence classification
4. Understand the efforts to increase intelligence and creativity
5. Apply role of nurses in teaching and learning

Definition of Intelligence

Intelligence is problem-solving skills and the ability to adapt to, and learn from, the experiences of everyday life. An interest in intelligence is often focused on individual differences and individual judgments.

The term Intelligence has become a common language for the community, it's just that some people call it intelligence, ingenuity, cleverness, skills and other terms which in principle mean the same. The term Intelligence can be interpreted in two ways, its:

1. Broad meaning: the ability to achieve achievements in which thinking plays a role. Achievements can be given in various fields of life, such as social, social, technical, trade, household management and studying at school
2. Narrow meaning: the ability to achieve in schools where thinking plays a central role. Intelligence in this sense is often called "intellectual ability" or "academic ability".

Regarding the nature of intelligence, there is no conformity of opinion among experts. Variations in opinions appear when the views of one expert are compared with the opinions of other experts. These opinions include among others:

1. *Terman*: Intelligence is the ability to think abstractly.
2. *Thomdike*: Intelligence is the ability of an individual to respond appropriately (good) to the stimulation he receives, for example, people say “table”, when they see an object with four legs and a flat surface. So the more such connections a person has, the more intelligent that person is.
3. *Wechsler*: intelligence is the ability to act to achieve a goal, to think rationally and to relate to the environment effectively.

Meanwhile, Breckenridge and Vincent argue that “intelligence is a person’s ability to learn, adapt and solve new problems.”

Based on the opinions above, the authors in this study interpret intelligence as the ability to achieve at school. Creativity is the ability to develop new ideas and new ways of solving problems and finding opportunities (thinking new things). Meanwhile, innovation is the ability to apply creativity in solving problems and finding opportunities (doing new things). So, creativity is the ability to think of something new and different, while innovation is the ability to do something new and different.

Affecting Factor

Factors that affect intelligence:

1. Hereditary (nature), is the most important factor of the clergy and determines intelligence.

2. Maturity, this involves physical growth and psychological development which is influenced by internal factors.
3. Formation, it is the development of individuals who are influenced by the environment

Factors that affect intelligence and creativity:

1. Intrinsic factors, such as intelligence, talent, interests, personality and feelings.
2. Extrinsic factors, such as customs, social culture, education, and the environment

Intelligence Classification

How to find out someone's IQ (Intelligent quotient) level is generally done through a psychological test which has many methods or ways. However, experts differ in determining the size of the matter of human IQ levels. The following is a classification of human IQ levels according to the opinion of several experts.

The IQ classification is different for each test method used.

1. Stanford-Binet classifies normal IQ scores ranging from 85-115.
2. Lewis Terman classifies normal IQ scores in the range of 90-109.
3. Wechsler classifies normal IQ at 100 with a tolerance value of 15 (means 85-115)

Because of this difference, besides the IQ score obtained, it must also be considered which test method is used.

The classification of the general level of intelligence modification of the three above

1. 0-29 Idiot IQ (0-29) Idiot is the lowest group of retarded individuals. Unable to speak or say only a few words. Usually unable to take care of himself such as bathing, dressing, eating and so on, he has to be taken care of by others. Idiot child stays in bed all his life. Average intelligence development is the same as a normal 2 years old child. Often generally not long, because in addition to low intelligence, also the body is less susceptible to disease.
2. 30-40 Imbecile IQ (30-40) Group of imbecile children at a higher level than idiot children, [a can learn language, can take care of themselves with careful supervision. An imbecile can be given light exercises, but in life he is always dependent on other people, unable to be independent. His intelligence is the same as a normal child aged 3 to 7 years. Imbecile children cannot be educated in ordinary schools.
3. 50-69 Moron or Debilitated IQ/Mentally retarded (50-69) This group to a certain degree can still learn to read, write and make simple calculations, can be given certain routine work that does not require planning and solving. Many of these debil children receive education in special schools.
4. 70-79 = Low IQ level or mental retardation. Dumb/borderline IQ stupid group (70-79). This group is above the retarded group and below the normal group (as a response). With great difficulty, with some obstacles, these individuals can carry out junior high school but it is very difficult to be able to complete the last classes in junior high school.
5. 80-90 = Low IQ level which is still in the normal category (Dull Normal). Low normal (below average), IQ 80-89. This group

includes the normal group. average or moderate but at the lowest level, they are rather slow in learning, they can finish junior high school but have difficulty completing assignments at the senior high school level.

6. 91-110 = Normal or average IQ level. Moderately normal, IQ 90-109. This group is a normal or average group, they are the largest group of presentations in the population.
7. 111-120 = High IQ level in the normal category (Bright Normal). Normal high (above average) IQ 110-119 This group is a group of individuals who are normal but are at a high level.
8. 120-130-Level superior IQ. Intelligent (superior), IQ 120-129. This group is very successful in school/academic work. They are often found in regular classes. Class leaders usually come from this group.
9. 131 or more Very superior or genius IQ level. Very intelligent (very superior/gifted) IQ 130-139 Very superior children are more proficient in reading, have very good knowledge of numbers, have a large vocabulary, and quickly understand abstract meanings. In general, factors of health, agility, and strength are more prominent than normal children.
10. 140 or more Genius IQ > 140 This group has extraordinary abilities. They generally have the ability to solve problems and discover something new even though they don't go to school. This group exists in all races and nations, in all economic levels, both men and women. Examples of these genius people are Edison and Einstein.

The level of intelligence in cognitive terms, the old view shows that the quality of intelligence or high intelligence is seen as a factor that

influences individual success in learning and achieving success. Another view has developed which states that the most dominant factor influencing an individual's success in life is not solely determined by the height of intellectual intelligence, but by the emotional stability factor which expert, Daniel Goleman, calls Emotional Intelligence (emotional intelligence).

Many people who fail in life are not because of low intellectual intelligence, but they lack emotional intelligence even though their intelligence is at an average level. Not a few people who are successful in life because they have emotional intelligence. This emotional intelligence increasingly needs to be understood, owned and cared for in its development because considering today's life is increasingly complex. This very complex life has a very bad impact on the constellation of an individual's emotional life. In this case, Daniel Goleman put forward the results of a survey of parents and teachers which showed that there is the same trend throughout the world, that is, the current generation experiences more emotional difficulties than the previous generation, they are lonelier and moodier, more passionate and less respectful of manners. more nervous and easily anxious, more impulsive and aggressive.

Prevalence or incidence rate of IQ level in world population

- a. 130+ – Very superior – 2.2%
- b. 120-129 – Superior – 6.7%
- c. 110-119 – Average plus – 16.1%
- d. 90-109 – Average – 50%
- e. 80-89 – Average minus – 16.1%
- f. 70-79 – Boundary – 6.7%

g. Below 70 – Very low – 2.2%

Definition of Creativity

The capacity for problem-solving, or creativity, enables people to generate novel or fully workable adaptable ideas for growth. Finding new connections between ideas, viewing topics from fresh angles, and combining two or more mentally stored thoughts are all examples of creativity.

Therefore, creativity is the capacity to invent concepts or put them together in novel ways depending on one's thoughts. Evaluation, imagination, and knowledge are components of creativity.

Characteristics of Creative Individuals

The following explanations of 14 factors that foster creativity will help you comprehend the traits of creative people.

1. Awareness and sensitivity to issues; in comparison to other people, creative people have a high awareness and acute sensitivity to their surroundings.
2. Memory, which is essential for producing creative ideas. Creative people have excellent short-term and long-term memory.
3. People who are fluent and creative can easily come up with a lot of ideas.
4. Flexibility; creative people are able to come up with a lot of concepts.
5. Self-control and tenacity; creative people not only generate new ideas, but also work diligently and consistently to develop them.

6. Individuals that are original and creative are able to come up with ideas, find solutions to issues, and make unusual use of objects or circumstances.
7. Self-adjustment (adaptation); creative people are receptive to fresh encounters.
8. Intellectual play; creative people seek to experiment with concepts for their own advantage.
9. Humor; creative people are able to respond impulsively to discomfort in implementation or meaning.
10. Nonconformity; creative people tend to have unconventional reasons and take calculated risks.
11. Creative people are tolerant of ambiguity and actively seek out challenges involving uncertainty, complexity, and irregularity in order to find satisfaction.
12. Self-assurance; creative people are confident in the value of their work and possess a feeling of purpose or necessity.
13. Skepticism; creative people often play (defend against what is regarded as good) and doubt facts or hypotheses. They are critical of conventional wisdom.
14. Intelligence; creative people tend to have IQs that are above average.

The Relationship between Intelligence and Creativity

Because intelligence is the most important aspect, creativity develops under its influence. High intellect is a characteristic of creative people, or creative people tend to have high intelligence. Consequently, there is a direct connection between creativity and intelligence.

Factors that Influence Intelligence and Creativity

1. Inherent traits including talent, talent, interests, personality, and sentiments.
2. Extrinsic elements include social norms, sociocultural norms, educational norms, and environmental norms.

Efforts to Increase Intelligence and Creativity

In increasing your intelligence and maintaining your memory, there are easy ways you can do it in your daily life, without having to spend a lot of money or having to go abroad to increase your intelligence.

Here's how to increase brain intelligence:

1. Train your brain's ability to observe, then you store it in your memory, and you develop from what you have observed.
2. Learn something new, both inside and outside the home, which serves to introduce and familiarize your brain with something new.
3. Train your brain to memorize something to improve memory, it can be music, lessons, numbers and others.
4. Try to live a healthy lifestyle so that your brain cells are always maintained and can function properly.
5. Eat healthy foods that are good for your brain intelligence. such as foods that contain lots of omega 3.
6. Get enough rest and exercise regularly.
7. Do meditation to calm your brain.
8. Pray and give thanks for all the blessings from God.

Do this method to increase your brain's intelligence, but if this method is still not effective, use therapy whose function is to increase your

brain's intelligence and memory. One of the therapies that can be used is brain wave therapy, brain booster therapy. This brain booster therapy has been developed for a long time and has proven benefits.

Here are the benefits of using brain wave therapy brain booster:

1. Increase the number of active brain cells
2. Improve memory
3. Increase endurance
4. Increase concentration at work. Not easy to feel tired and bored
5. Increase your IQ or intelligence
6. Increase creativity
7. Improving the ability and efficiency in communication
8. Increase the concentration of learning
9. Increase enthusiasm for learning
10. Increase comprehension, easier to understand new things
11. Reducing headache disorders, including migraines

SUMMARY

Intelligence is problem-solving skills and the ability to adapt to, and learn from, the experiences of everyday life. Factors that affect intelligence are; hereditary, maturity, formation. Factors that affect intelligence and creativity; intrinsic factors, extrinsic factors. The classification of the general level of intelligence are; 0-29 Idiot IQ (0-29), 30-40 Imbecile IQ (30-40), 50-69 Moron or Debilitated IQ/Mentally retarded (50-69), 70-79 = Low IQ level or mental retardation, 80-90 = Low IQ level, 91-110 = Normal or average IQ level, 111-120 = High IQ level in the normal category, 120-130-Level

superior IQ. Intelligent (superior), 131 or more Very superior, 140 or more Genius IQ > 140 This group has extraordinary abilities.

Creativity is the capacity to invent concepts or put them together in novel ways depending on one's thoughts. The following explanations of 14 factors that foster creativity will help you comprehend the traits of creative people. Because intelligence is the most important aspect, creativity develops under its influence. High intellect is a characteristic of creative people, or creative people tend to have high intelligence.

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QUIZ

1. Other names for intelligence used by the general public are as follows except(E)
 - 1) Intelligence Kecerdasan
 - 2) Ingenuity
 - 3) Intellect
 - 4) Skills
2. According to Breckenndge & Vincent argue that intelligence is a person's ability to... ..(D)
 - a. Abstract thinking
 - b. Give the right response
 - c. Act by achieving a goal
 - d. Learn, adapt
 - e. Achieve achievements in school
3. Intrinsic factors that affect intelligence and creativity(A)
 - a. Talent
 - b. Customs
 - c. Socio-cultural
 - d. Education
 - e. Environment
4. Classification of IQ is different for each test model used according to Wechster, IQ is normal in numbers (B)
 - a. 85-115
 - b. 100-115
 - c. 90-109
 - d. 110-95
 - e. 80-95

5. The general classification of the level of intelligence (intelligent) is based on between... ..(A)
- a. 120-130
 - b. >131
 - c. 111-120
 - d. 90-110
 - e. 80-90

UNIT XI ABNORMAL BEHAVIOR

Learning Objective

Students are able to

1. Explain the definition of abnormal behavior
2. Understand the causes of abnormal behavior
3. Understand the types of abnormal behavior

Definition

Personal behavior that departs significantly from normal behavior or from the optimal condition of integration is considered abnormal. A number of perspectives can be used to review anomalous behavior, according to Atkinson R.L. et al. (1998).

1. According to statistics, aberrant behavior is unusual or deviates from normal, therefore it is not consistent with how society as a whole behaves.
2. Behavior is deemed abnormal if it is maladaptive and has a negative impact on people or society.
3. Disrupting social norms, or acting in a way that clearly goes against accepted behavior.
4. Subjective personal distress, often known as personal distress

As a result, we can determine if a behavior is abnormal or not by analyzing statistics, adaptability, divergence from societal standards, or an individual's subjective perception.

Causes of Abnormal Behavior

Purwanto, Heri (1998) claim that the root cause of someone

exhibiting deviant conduct is:

1. Inherited conditions such as syphilitic psychosis, psychosis, neurosis, and idiocy;
2. Prenatal variables, which develop in the mother as a result of malnutrition, infection, damage, poisoning, disease, psychosis, and womb trauma;
3. Birth-related factors, such as hypoxia, early birth, or primogeniture;
4. Post-natal causes, including traumatic events, epilepsy or convulsions, infections of the brain or brain lining, nutritional deficits, and psychological issues.

Types of Abnormal Behavior

In daily life, we frequently see bizarre human behavior. starting with theft, murder, and then sexual perversion. The following categories are used in this framework to categorize abnormal conduct according to Sunaryo (2004).

1. Psychopath

His activities harm the community and are also referred to as psychopathy or sociopathic. A type of mental condition known as psychopathy is defined by a lack of personal structure and integration, constantly at odds with social and legal norms. Psychopaths exhibit antisocial behavior, acting as if they have no conscience and disregarding the needs of others. They are behavioral disorders. Its most extreme manifestations are being a cold-blooded killer or a forger.

In terms of psychodynamics and genetics, juvenile

delinquency and aberrant conduct in childhood are the roots of psychopathy. These are the warning signs:

- a. Never establish a strong bond with your biological or adoptive parents.
- b. Because they are accustomed to receiving favors and believe they are being treated unfairly, they like fighting against socially unacceptable behaviors.
- c. Lacks a strong connection to his whole personality, needs people to accept him, and feels guilty.

Some specialists claim that psychopaths exhibit the following four behaviors. The year is 2004:

- a. Thoughtless but sympathetic. These traits are present in people with this sort of psychopathy: sympathy, friendliness, likeability, politeness, attractive behavior, ease in gaining trust and attention, decent behavior, and a history of deceiving or misleading others. persons with higher education who display irresponsible behavior can be found.
- b. Rebellious and vengeful. In this type, the affected individuals like being hostile and rebelling against things they dislike, such as having a habit of impatience, physical and verbal violence, being fast to attack, being stubborn, frequently arguing, and fighting back.
- c. His existence is like that of a parasite (harming others), with traits like hypochondria and inadequacy, whining a lot about pain and using his physical inability to do anything as an excuse for not wanting to work.
- d. Antisocial behavior refers to behaviors that are repetitive, go against social or legal norms, and show a complete lack of

concern for the needs of other people. This kind of psychopath is able to steal, kill, and engage in sex offenses without feeling shame or regret.

2. Moral Deficiency

An individual with a moral deficiency, also referred to as a moral defect, is one who leads a criminal lifestyle, consistently breaks the law, and exhibits asocial or antisocial behavior without showing any intellectual aberration or interference. The primary factor is parental separation when the child is younger than three years old. People that are separated experience lack of affection, lack of affection, and constant harsh and abusive treatment. As a result, the person develops a cold and frozen demeanor, acts violently, has poor interpersonal skills, lacks a superego, and rejects their conscience and superego.

Physically and biologically normal, people with moral defects tend to have irrational, unyielding, frequently-changing thinking, violent, and hypocritical temperaments. Weakness of the basic innate desires, which causes the ego to weaken, affective poverty, a lack of respect for oneself, and strained relationships with other people.

A moral failing that is divided into two categories is abnormal behavior; Damage children and Juvenile delinquency

a. Harm to kids. Being too frequently separated from their mother since infancy is the cause of this mentality. Protesting, being naughty, rebellious, despondent, explosive, arrogant, violent, ruthless, and unmerciful are examples of attitudes and behaviors.

b. Children are hurt. Being away from their mother for too long

starting in infancy is the cause of this mentality. Protesting, mischievous, rebellious, despondent, explosive, arrogant, violent, harsh, and unforgiving attitudes and behaviors are examples. Juvenile delinquency refers to young people (under the age of 18) who often breach the law and commit crimes out of a desire for attention, social standing, and acceptance from their surroundings. Poor perceptual functioning, unrestrained impulses, a lack of superego control, and psychological instability are the causes. Children that engage in juvenile delinquency often exhibit traits including lack of social and moral awareness, mental fragility, instability, and uncontrollability since their super egos have not yet developed. Discord and dysfunction of the volute, which prevents the personality from being integrated, causes overreacting and erratic behavior, and results in psychosis. demonstrates violent, aggressive, destructive, and criminal behavior to make up for feelings of inferiority, resentment, and revenge. This behavior is done unintentionally to maintain one's self-esteem in order to attract attention and obtain social status.

3. Sexual Abnormality

According to Kartini Kartono, inappropriate sex that is motivated by strange compulsions and cravings constitutes an example of deviant sexual conduct. Due to this, sexual anomalies are divided into the following three groups:

- a. Unusual sexual impulses including anorexia, nymphomania, satyriasis, dyspareunia, seduction, frigidity, impotence, premature ejaculation, prostitution, and

adultery.

- b. Sex partners who are abnormal, such as those who are homosexual, lesbian, bestial, zoophilic, necrophilia, involved in pornography, pedophilic, fetishistic, etc.
- c. Unusual methods of enjoyment, include voyeurism, exhibitionism, transvestitism, and transsexualism, as well as masturbation, sadism, masochism, and sadomasochism.

According to Maramis, abnormal sexual conduct is defined as sexual behavior that is unable to adjust to personal requirements for happiness, self-actualization, or improved ability to develop a better personality as well as to societal demands. According to Maramis, abnormal sexual behavior can be categorized into two groups.

- a. Impaired sexual ability, including hypo- and hypersexuality as well as impotence, early ejaculation, frigidity, dyspareunia, and vaginismus.
 - b. Sexual aberrations such homosexuality, lesbianism, pedophilia, transvestism, voyeurism, sadism, masochism, and transsexualism
4. Psychoneurosis

In essence, it is not a sickness; rather, what is experienced is ongoing personal strain brought on by internal conflicts, which finally leads to psychoneurosis. They are quite critical in evaluating circumstances and competing interests, causing a sense of conflict. Both internal and external causes may be to blame. Because the symptoms of psychoneurosis are moderate and the person experiencing them is entirely

normal, the condition is often known as a benign mental disturbance. Like other individuals, he can still socialize, work, study, and do other things.

Based on its symptoms, psychoneurosis is divided into the following three categories:

- a. Neurosis of anxiety. Persistent, unjustified concern or anxiety are the symptoms. Patients experience restlessness and have trouble falling asleep.
- b. Hysteria, which unintentionally renders one of the body's limbs useless despite the absence of any physiological abnormalities.
- c. The symptoms of obsessive-compulsive disorder include recurrent cravings or thoughts that the sufferer is unable to let go of even knowing they are absurd and unfounded.

5. Psycho

Because the person's entire personality is damaged by psychosis, he or she is unable to function normally in daily life and in social situations. This is why psychosis is also known as a serious personality disorder. Neurosis or psychoneurosis are not the same as psychosis. The following are some distinctions between psychosis and neurosis.

Table 11.1 The difference between neurosis and psychosis

NUMBER	DIFFERENCE ITEMS	NEUROSA	PSYCHO
1.	General behavior	There is still contact with reality.	No connection to reality; impacted personality.
2.	Symptom	Sedentary, slightly less socially adept, and infrequently with a speech impairment.	Continues and worsens with time, usually makes it difficult to interact socially, and

NUMBER	DIFFERENCE ITEMS	NEUROSA	PSYCHO
			frequently affects speech.
3.	Orientation	Orientation to a suitable setting.	Lose awareness of the surroundings
4.	understanding	I can still comprehend his actions.	I can longer comprehend his actions.
5.	social aspect	Behavior is rarely harmful and infrequently necessitates hospitalization.	hazardous conduct that necessitates hospitalization
6.	Maintenance	Simple to set up, effective treatment.	Permanent healing is challenging to maintain and attain.

According to Purwanto, H. (1998), there are various forms of psychosis.

a. Functional Psychosis

- 1) Following are the symptoms of schizophrenia or split personalities, in which ideas, feelings, and behaviors are independent of one another:
 - a) Thought and emotion patterns are erratic, inconsistent with how they are feeling, and occasionally neologisms.
 - b) Apathy, the failure to express emotion in circumstances that call for it.
 - c) Weird, eccentric, bizarre, and odd behavior.
 - d) Seclusion, a fairly limited range of interests, and a preference for withdrawal and solitude.
 - e) Delusions or delusions are erroneous beliefs that are

unchallengeable.

f) Refuse to adopt customary human behaviors.

Schizophrenia is divided into:

a) A simplex reaction exhibits the aforementioned symptoms without any further consequences.

b) Hebephrenic symptoms coupled with mental decline.

c) Catatonic reactions coupled with irrational motor activity.

d) A paranoid reaction marked by unfounded distrust and animosity against others.

2) Consistently harboring unfounded suspicions, paranoia and paranoia culminate in aggressive action. Between paranoia and paranoid schizophrenia are disorders referred to as paranoid. Thoughts and emotions are still flowing and interconnected. Although logical and organized, his method of thought ultimately leads to an interpretation that is not accurate. Strong hallucinations and suspicions, increasingly disorganized thought patterns, and increasingly unusual behavior are signs of more severe paranoia.

b. Manic depressive psychosis

Manic-depressive psychosis, particularly as it relates to the patient's emotional state. Sufferers become extremely happy or depressed, violent, or statue-like silence.

c. Organic psychosis

Functional psychosis is distinct from organic psychosis. The only contributing factor to the etiology is a physiological abnormality. For instance, the brain's blood

arteries narrow with age, causing it to act like it is experiencing psychosis. This psychosis may occasionally be inherited (congenital psycho).

SUMMARY

The ability to adjust to deviations from social standards or individual perceptions can be quantitatively analyzed to determine if a behavior is considered abnormal or not. Heredity, prenatal diseases, birth deformities, and postnatal disorders are the root causes of abnormal behavior.

Psychopathy, moral failings, sex abnormalities, psychoneurosis, and psychosis are examples of abnormal conduct. Psychopathy is a behavioral condition that manifests as antisocial behavior and has its roots in child misbehavior. Moral weakness is characterized by people who consistently engage in criminal activity and antisocial behavior without showing any intellectual deviance or interference.

Sexual relationships that are impulsive and motivated by aberrant impulses and compulsions are considered abnormal sexual behavior. A conflict within oneself that causes ongoing personal stress that finally develops into neurosis is known as psychoneurosis.

Major personality disorder psychosis prevents individuals from living and socializing regularly. Functional psychosis, which includes schizophrenia, paranoia, and paranoid disorders, as well as manic-depressive psychosis and organic psychosis are some of the several types of psychosis.

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QUIZ

1. What is abnormal behavior?
2. What are the characteristics of people with hypochondriasis psychopathy?
3. What is the main cause of a person experiencing moral deficiency?

UNIT XII

PERCEPTION AND ATTITUDE FORMATION

Learning Objectives

Students are able to

1. Explain the definition of perception and attitude
2. Understand the process of perception
3. Understand the various perceptions
4. Understand the factors influencing perception and attitude
5. Understand the attitude formation stage
6. Apply to Build a good attitude

Definition of Perception

Organization and interpretation of sensory input into a meaningful and integrated activity within the organism (person) is the process of perception. This justifies the additional moniker “interpretation of experience” that perception also goes by. The whole process that results in responses after humans have been exposed to stimuli includes perception. With perception, people are aware of and capable of comprehending the state of the immediate surroundings as well as the things that are present within the individual in question.

The Process of Perception

The five senses’ attention triggers the perception process, which is followed by observation. Sensing (the act of receiving a stimulus through the senses) is the first step in the perception process. Once

the stimulus has caught the person's attention and been "interpreted" by the brain so that it may be realized and understood, perception then takes place.

There are three primary parts: information selection, interpretation, and rounding

1. Selection, which is the process of filtering external inputs by the senses based on their type, intensity, and quantity.
2. Interpretation, or the process of grouping information into meaningful categories. Past experience, accepted values, motivation, personality, and IQ all have an impact on interpretation. Additionally, it depends on a person's capacity to simplify difficult information.
3. Behavior (information rounding) is a translation of interpretation and perception.

According to the aforementioned procedure, it is simple for humans to engage in the activities of seeing, hearing, smelling, tasting, and touching; however, understanding requires that the information be first arranged and processed. Not all information received through the five senses is understood consciously, meaning that signals must be paid attention to.

Various Perceptions

There are two types of perception: external perception, which is caused by stimuli that are external to the individual, and internal perception, which is caused by stimuli that are internal to the individual.

Factors Influencing Perception

Functional, structural, situational, and individual aspects all have an impact on how perception is processed. From wants, excitement (emotion), service, and personal experience, functional components are produced. The nature of the stimuli and the neutral effects produced by the neurological system of the individual are structural elements. Situational aspects include paralinguistic, proxemic, kinesic, and facial clues, whereas personal factors include experience, drive, and personality

Definition of Attitude

Attitude is a person's closed response to a stimulus or object, both internal and external, which has no direct visible manifestations (Notoatmodjo S.1997). Attitude is an organizational opinion, a person's belief about a stable realistic object or situation, accompanied by certain feelings and provides a basis for that person to respond or behave in a certain way he chooses (Bimo Walgito, 2001).

There are two tendencies towards attitude objects, that is positive and negative. The tendency of action on a positive attitude is to approach, like, and expect certain objects. In a negative attitude there is a tendency to stay away, avoid, hate, and not like certain objects at all.

Although there are some differences in the understanding of attitude, based on the opinions mentioned above, it can be interpreted that attitude is a state of self in humans that moves to act or act in social activities with certain feelings in dealing with object situations or conditions in the surrounding environment. In addition,

attitude also gives to whom to respond positively or negatively to an object or situation.

Factors Influencing Attitude

The process of social learning is formed from social interaction. In social interaction, individuals form certain patterns of attitudes toward various psychological objects they encounter. Among the various factors that influence the formation of attitudes are:

1. Personal experience

To be the basis for forming attitudes, personal experience must leave a strong impression. Therefore, attitudes will be more easily formed if the personal experience involves emotional factors. In situations involving emotions, the appreciation of the experience will be deeper and last longer.

2. Culture

B.F. Skinner (in Azwar 2005) emphasizes the influence of the environment (including culture) in shaping one's personality. Personality is nothing but a consistent pattern of behavior that describes the history of reinforcement (reinforcement, reward) that is owned. Reinforcement patterns from the community for these attitudes and behaviors, not for other attitudes and behaviors.

3. Other people who are considered important

In general, individuals are conformist or in the same direction as the attitudes of the people they deem important. This tendency is partly motivated by the desire for affiliation and the desire to avoid conflict with people who are considered important.

4. Mass media

As a means of communication, various mass media such as television, radio, have a major influence in forming people's opinions and beliefs. There is new information; about something provides a new cognitive basis for the formation of attitudes towards it. Suggestive messages carried by this information, if strong enough, will provide an affective basis for perceiving and evaluating things so that certain attitudes are formed.

5. Educational and Religious Institutions

As a system, educational and religious institutions have a strong influence on the formation of attitudes because both of them lay the foundation for understanding and moral concepts within the individual. An understanding of good and bad, the dividing line between what is permissible and what cannot be done, is obtained from education and from religious centers and their teachings.

6. Emotional factor

Not all forms of attitude are determined by one's environmental situation and personal experience. Sometimes, an attitude is a statement based on emotion that serves as a kind of outlet for frustration or diversion of the ego's defense mechanisms. Such an attitude is temporary and passes immediately once the frustration has disappeared, but it can also be an attitude that is more persistent and more durable, for example, a form of attitude based on emotional factors is prejudice.

Attitude Formation Stage

1. Adoption

Events and events that occur repeatedly and continuously, are gradually absorbed into the individual and affect the formation of an attitude.

2. Differentiation

With the development of intelligence, increased experience, along with increasing age, then there are things that were previously considered similar, are now seen separately apart from its kind. Against these objects can form a separate attitude as well.

3. Integration

The formation of attitudes here occurs gradually, starting with various (experiences related to one thing for sure so that finally an attitude of knowing that is formed.

4. Trauma

Trauma is a sudden, shocking experience that leaves a deep impression on the soul of the person concerned. Traumatic experiences can also cause attitudes to form.

Efforts to Build a Good Attitude

1. Persuasion Strategy

How can attitudes change or be changed? Persuasion is an effort to change individual attitudes by incorporating new ideas, thoughts, opinions, and even facts through communicative messages. The message conveyed is deliberately intended to cause contradictions and inconsistencies between the components of an individual's attitude or between his attitudes

and behavior so as to destabilize attitudes and open up opportunities for the desired changes to occur.

2. Traditional Approach

The traditional approach to persuasion generally includes several elements, it's the source as a communicator who brings messages to those whose attitudes they want to change, so that the term "who says what to whom and with what effect" is known. The role of all elements in persuasive communication is examined through studies and research so as to give birth to theoretical concepts regarding persuasion strategies in efforts to change human attitudes.

To study the effect of the communication source, it's the communicator, the researchers manipulate various characteristics of the communicator such as how trustworthy he is, his skills, status, popularity, and so on. Then also studied the various characteristics of the message conveyed by manipulating various aspects of different types of communication. On the other hand, this research examines various variables that exist in the subjects who receive the message, such as their ease of suggestion, their attitude before being given the message, intelligence, self-esteem, cognitive complexity, and various other personality traits.

Robert Baron and Donn Byirne argue that the results of research on persuasion using the traditional approach are complex and not entirely consistent. The summary is as follows:

- a. Experts (competent people) will be more persuasive than non-experts.

- b. Messages aimed at changing attitudes invisibly are usually more successful than messages that are overtly trying to manipulate us.
 - c. Popular and interesting communicators will be more effective than unpopular and unattractive communicators.
 - d. Sometimes people are more easily swayed by persuasion when their attention is distracted by other events than when they are paying full attention to the message being conveyed.
 - e. Individuals who have low self-esteem will be more easily persuaded than individuals who have high self-esteem.
 - f. If the target individual has an attitude contrary to the attitude of the prospective persuasion agent, it will be more effective for the communicator to take a two-sided approach that presents the views of both parties rather than a one-sided approach.
 - g. People who speak fast are generally more persuasive than people who speak slowly.
 - h. Persuasion can be enriched by messages that evoke strong emotions (especially fear emotions) in people.
3. Cognitive Theory Approach

The Traditional Approach to persuasion, while proving to be very useful, does not at all address why people change their attitude when confronted with a persuasive message. This perspective focuses on cognitive response analysis, which is an attempt to understand what people think when they are presented with a persuasive stimulus.

4. Message-Learning Approach

The message-learning approach says that the most basic processes in changing human attitudes are attention, understanding, acceptance, and retention.

5. Communicator as Communication Source

Research shows that the effectiveness of the communicator in conveying his message will depend on several things, which have been studied extensively, including the credibility, attractiveness, and strength of the communicator himself.

6. Communication Effectiveness

The effectiveness of communication and its influence on change and changing attitudes can be seen from at least two aspects, it's the organization of communication and the content of the communication or message conveyed.

SUMMARY

The entire process through which humans respond to stimuli is known as perception. Beginning with the senses receiving a stimulus, individual attention is given to the stimulus before it is transmitted to the brain for realization and comprehension. Functional, structural, situational, and individual aspects all affect the process.

An opinion or emotion that is accompanied by a propensity to act in accordance with the situation is known as an attitude. There are three parts to the attitude structure: cognitive, emotional, and psychomotor. An instrument, ego defense, expression of worth, knowledge, and adjustment are all functions of attitude. The traits of attitude include not being born, being malleable, not existing in a vacuum, and having a motivational component. Personal

experiences, the experiences of others, culture, the media, educational institutions, and emotions all have an impact on attitudes. Instruments, interviews, direct observation, and surveys can all be used to gauge attitudes.

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QUIZ

1. There are several factors that influence attitude?
 - a. 1
 - b. 6
 - c. 5
 - d. 7
 - e. 9
2. There are several stages of attitude formation?
 - a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
3. Mention one of the factors forming attitudes!
 - a. Personal experience
 - b. Culture
 - c. Mass media
 - d. Other people who are considered important
 - e. All answers are correct
4. Integration is included in the stage?
 - a. The theoretical approach stage
 - b. The traditional approach stage
 - c. Attitude formation stage
 - d. Cognitive theory approach
 - e. The communicator stage as a source of communication

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Irfany Nurul Hamid

completed his nursing education at Surabaya Health Polytechnic Nursing Diploma in 2008 and Diploma IV in Nursing in 2009, and in 2018 completed his Master of Applied Nursing at the Semarang Health Polytechnic. The author who was born in Dompu, West Nusa Tenggara in 1987 has been active as an instructor since 2010 and has been conducting research since 2017. He attended short courses in critical nursing at Songklanagarind Hospital and Yala Hospital Thailand for two weeks. The author has also participated in Emergency Suffering Management (PPGD) training in 2021, Basic Trauma Cardiac Life Support (BTCLS) training, and effective communication training in 2022. Has been a permanent lecturer in the nursing department of the Surabaya Health Polytechnic since 2013. Actively teaches specializations in courses in medical surgical nursing, emergency nursing and critical nursing, and is involved as a supervisor in several student activities. The author also began to be involved in several research activities as a novice researcher. One of the 2018 international journal publications in the field of critical nursing which focuses on oral hygiene measures in patients using ventilators to prevent ventilator associated pneumonia (VAP).

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Jl. Kaliurang Km 9,3 Yogyakarta 55581

Telp/Fax : (0274) 4533427

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✉ cs@deepublish.co.id

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