RESEARCH ARTICLE

INTEGRATING DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGY FOR STUDENT WELL-BEING AND MOTIVATION: A SYSTEMATIC LITERATURE REVIEW (2019–2024).

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ABSTRACT

This article presents a literature-based review exploring how developmental and educational psychology contribute to educational enhancement and innovation. Using a systematic literature study of 15 international and 5 national journals published between 2019 and 2024, the paper analyzes major themes including cognitive and socio-emotional development, motivation, curriculum design, inclusive education, and student well-being. Findings reveal that integrating psychological and developmental frameworks into teaching practice enhances learning motivation, student engagement, and mental health, while supporting a more holistic approach to education. However, challenges remain teachers' limited understanding of developmental theory, lack of resources, and the gap between theory and practice. The article concludes by emphasizing the importance of professional teacher training, culturally adaptive policies, and mixed method research to validate developmental psychological interventions in various educational contexts.

Keywords: (*developmental psychology, educational psychology, inclusive education, learning motivation, student well-being*).

INTRODUCTION

Educational systems worldwide are increasingly shaped by insights from developmental and educational psychology. These two domains offer essential perspectives to understand how individuals learn, grow, and adapt in various contexts. Developmental psychology focuses on the cognitive, social, and emotional growth of learners, while educational psychology applies these insights to optimize teaching practices and learning environments. In recent years, research has highlighted the importance of socio-emotional learning, motivation, and mental health as key determinants of student achievement and well-being. In Indonesia, initiatives such as Merdeka Belajar have encouraged schools to adopt student-centered learning and foster holistic development. However, many teachers lack sufficient understanding of developmental principles and rely heavily on rote instruction.

This article synthesizes recent findings from 20 journal articles (15 international, 5 national) to provide a comprehensive understanding of how developmental and educational psychology contribute to educational improvement and innovation.

METHOD

This study employed a systematic literature review approach. Data were obtained from databases including Scopus, ScienceDirect, SpringerLink, and Google Scholar, alongside national repositories. Inclusion criteria: peer-reviewed articles published between 2019–2024 discussing developmental psychology, educational psychology, or psychological foundations in curriculum and pedagogy. Exclusion criteria: articles before 2019 and non-peer-reviewed sources. A thematic content analysis categorized findings into five themes: (1) cognitive and socioemotional development, (2) motivation and self-determination, (3)

curriculum and pedagogical design, (4) inclusive learning environments, (5) teacher competence and challenges.

RESULTS

Findings from the reviewed literature are summarized into key themes:

Cognitive and Socio-Emotional Development: Understanding developmental stages enables design of age-appropriate and emotionally responsive learning.

Motivation and Self-Determination: Intrinsic motivation, autonomy, and supportive teacher–student relationships foster engagement and persistence.

Curriculum and Pedagogical Design: Curricula incorporating emotional regulation, digital literacy, and developmental principles mitigate behavioral issues.

Inclusive Education and Well-Being: Inclusive classrooms improve psychological safety and academic outcomes.

Teacher Competence and Implementation Challenges: Gaps in teacher training and resource constraints hinder the translation of theory into practice.

DISCUSSION

Integrating developmental and educational psychology provides a comprehensive foundation for improving learning outcomes and student well-being. Psychologically informed teaching grounded in motivation theory (e.g., Self Determination Theory), developmental stages (e.g., Vygotsky, Piaget), and emotional literacy can improve engagement and resilience. However, implementation gaps persist due to limited teacher training and resource constraints. Contextual adaptation of international models is crucial for cultural relevance. Embedding socioemotional learning (SEL) as a core curricular goal enhances motivation, empathy, and academic success.

CONCLUSION

This review concludes that integrating developmental and educational psychology into educational design promotes adaptive, inclusive, and psychologically healthy learning environments. Recommendations: (1) invest in teacher professional development focusing on psychological literacy; (2) develop culturally adaptive policies and curricula; (3) conduct longitudinal and mixed-method research to empirically validate psychological interventions in educational contexts.

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DECLARATION OF POTENTIAL CONFLICT OF INTEREST

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