

Achievement of Developmental Tasks for High School Students in Serang City, Indonesia

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Abstract

This research aimed to determine the level of developmental tasks of high school students in Serang City. This research uses a quantitative descriptive approach. The research method used is a survey. The sample was determined using a random cluster sampling technique. One school was selected in each sub-district in Serang City. The number of samples involved in this research was 325 high school students from six schools. The instrument used in this research is the High School Format Developmental Tasks Inventory. The results of the research show that three out of six schools in Serang City achieved level four development tasks or Self-Awareness. Three other schools reached level five or complete development. It can be concluded that high school students in Serang City have not reached the ideal level of development, namely level 6 or Individuality.

Keywords: Conscientiousness, Development, High School Students, Individuality, Self-awareness

INTRODUCTION

Development is an increase in ability that is progressive, coherent, or directed (Wiresti & Na'imah, 2020). According to Ali and Asrori in Maiyona & Yarni (2023), every individual grows and develops during their life journey through several periods or phases of development. Each developmental phase has a series of developmental tasks that everyone must complete properly (Latifah *et al.*, 2023). Failure to complete developmental tasks in a certain phase negatively affects the next phase of life (Zulaifi & Zainuddin, 2023). On the other hand, success in completing developmental tasks in a particular phase will facilitate the implementation of developmental tasks in the next phase. One phase of individual development is the adolescent phase.

One of the tasks of adolescent development is learning (Octavia, 2020). Adolescents are at the secondary school education level. Education at high school is the last level that every student must take before they enter college or return to society (Murisal *et al.*, 2022). This situation means that not achieving developmental tasks during high school can affect success in subsequent education (Zulaifi & Zainuddin, 2023). Thus, the education system needs to be oriented towards individual development.

The education curriculum in Indonesia (independent curriculum) currently focuses on student-centered learning to achieve optimal development and complete independence (Pusat Kurikulum & Pembelajaran, 2022). The Indonesian education system was designed into three

educational scopes (Nst *et al.*, 2023). The first part is the instructional and curriculum area. This field is responsible for teaching activities and aims to provide knowledge, skills, and attitudes. The second part is administration and leadership. Part two is an area of activity that concerns administration and leadership activities. The final part is guidance and counseling. This last field is responsible for providing services so that students obtain physical and mental well-being.

However, according to the research results of Nurhasanah & Ningsih (2023), many adolescents still experience obstacles in completing their developmental tasks. In fact, according to Zulaifi & Zainuddin (2023), failure to complete adolescent development tasks will affect future development achievement. This research aims to determine the achievement of developmental tasks for high school students in Serang City. Knowledge about achieving developmental tasks is the first step to help students overcome obstacles. With this kind of research, guidance, and counseling, teachers, subject teachers, homeroom teachers, and school stakeholders can see the success of educational activities that have been implemented. This supports students' achievement in completing their developmental tasks optimally to enable them to have a happy life in the future (Putri, 2019).

METHOD

This research uses a quantitative descriptive approach. The method used is a survey. The instrument used in this research is the Developmental Task Inventory for high school students, which was developed by Kartadinata *et al.* (2020). The High School Developmental Tasks Inventory has 77 statement items. Gumilang (2017) and Khairun & Nurmala (2020) define the meaning Developmental Task Inventory as an instrument used to understand an individual's level of development. The preparation of the is primarily intended to support guidance and counseling activities in schools. Still, it can also be used to determine the general level of student development.

The research was conducted on high school students in Serang City, Banten Province, Indonesia. The population in this study was high school students in Serang City. The research sample selection was carried out using random cluster sampling. Each sub-district in Serang City is represented by one randomly selected school. So, there are six schools involved. To maintain confidentiality, the name of the school is not mentioned. Table 1 is details of the research sample based on sub-district areas.

Table 1. Research Sample

Subdistrict	Number of samples
Cipocok Jaya (SHS 1)	55
Curug (SHS 2)	54
Kasemen (SHS 3)	54
Serang (SHS 4)	55
Taktakan (SHS 5)	53
Walantaka (SHS 6)	54
Total	325

*SHS: Senior High School

Data analysis in this study used Developmental Task Analysis software. The data that has been tabulated is then processed using Developmental Task Analysis software. The Developmental Task Analysis results are the development level in each aspect of development.

RESULTS AND DISCUSSION

The results of the analysis of the development of Serang City High School students are divided into eleven aspects of development. These eleven developmental aspects were adapted from Leovinger's developmental theory, which later became aspects of the developmental task inventory instrument (Kartadinata, 2020). Table 2 is the results of the analysis for each aspect.

Table 2. Student Development Level

Aspect	SHS 1	SHS 2	SHS 3	SHS 4	SHS 5	SHS 6
Foundations of Religious Life	4,204	4,432	5,861	6,055	6,108	4,694
Foundations of ethical behavior	4,636	4,538	5,703	6,183	5,961	4,708
Emotional maturity	4,419	4,506	5,850	5,982	5,775	4,403
Intellectual maturity	4,537	4,487	5,561	5,982	5,853	4,549
Awareness of responsibility	4,630	4,487	5,823	5,829	5,667	4,340
Social roles as men and women	4,315	4,558	5,995	5,567	6,939	4,688
Self-acceptance and development	4,586	4,577	5,667	6,116	5,912	4,618
Independence of economic behaviour	4,586	4,647	5,981	6,110	5,882	4,458
Career insight and preparation	4,630	4,654	6,00	6,024	6,010	4,729
Maturity of relationships with peers	4,481	4,423	5,980	6,012	5,912	4,542
Preparing yourself for marriage and family life	4,549	4,523	5,943	5,997	5,928	4,596
Developmental Average	4,506	4,530	5,851	5,987	5,995	4,575

*SHS: Senior High School

*SHS 1: Cipocok Jaya; SHS 2: Curug; SHS 3: Kasemen; SHS 4: Serang; SHS 5: Taktakan; SHS 6: Walantaka

The level of achievement of individual development can be grouped into seven levels, such as levels of impulsiveness, self-protection, conformity, self-awareness, conscientiousness, Individuality, and autonomy (Kartadinata 1988; Kartadinata 2020). High school students are at the development level of conformity to Individuality or levels 3 to 6. Based on the research results in Table 2, SHS in Cipocok Jaya has an average development value of 4.506. The value indicates that SHS in Cipocok Jaya has developed Self-Awareness or level four. SHS in Curug and Walantaka also improved self-awareness because the average scores in the two sub-districts were 4.530 and 4.57, respectively.

Meanwhile, SHS in Kasemen, Serang, and Taktakan have average scores of 5.851, 5.492, and 5.995 or are at a thorough development level. It can be concluded that three schools are at the level of self-awareness or level four, and the other three are at the level of awareness or level 5. This result means that the development of high school students in Serang City has not been achieved ideally or at the Individual level.

The school with the lowest development achievement is the senior high school in Cipocok, which has an average development score of 4.506. The lowest aspect is the foundation of religious life. Meanwhile, the school with the highest student development achievement is the senior high school in Taktakan.

Let's look at each aspect of the development of Senior High Schools in Kasemen, Serang, and Taktakan. They have reached level six development or the Individuality level. Aspects that have reached the level of Individuality at Kasemen High School are insight and career preparation. Then, at Serang High School, the foundation of religious life, ethical behavior, self-acceptance and development, independence in economic behavior, career insight and preparation, and maturity in relationships with peers. Meanwhile, at Taktakan High School, it is the foundation of religious life, social roles as men and women, and career insight and preparation. Let's look at the number of aspects that reach the highest level of Individuality. Serang School is the school with the highest developmental achievements.

The research results show that Senior High School (SHS) students in Serang City are at the level of self-awareness and awareness. According to Kartadinata (2020), the characteristics of students who are at the level of self-awareness are being able to think alternatively, being able to see hope and various possibilities in situations, caring about taking advantage of existing opportunities, being able to solve problems, interpreting ways of life, resolving situations and roles. Meanwhile, the characteristics of students who are in thorough development are acting based on internal values, being able to see themselves as choice makers and action-doers, being able to see the diversity of emotions, motives, and perspectives of themselves and others, being

aware of the responsibility, being able to carry out criticism and judgment. Self-care about mutualistic relationships has long-term goals, tends to see events in a social context, thinks more complexly, and is based on analytical patterns.

Compared with the development assignment achievements of high school students in other areas, the level of development of Serang City students is still categorized as the highest because there are three schools with an average score above five. For example, the research results of Wathan *et al.* (2023) show that the average score for student development in Nagari Sungai Rumbai Timur and Nagari Sungai Sariak Padang is 4. Research by Resti *et al.* (2023) in West Sumatra shows an average of 4,60. Studi Rahma *et al.* (2022) found the average is 4.48.

The developmental aspect with the smallest value is the foundation of religious life at the Cipocok Jaya District Senior High School. The foundation of religious life for students has minimum standards, such as learning about religious affairs, developing thoughts about religious life, and carrying out worship based on one's own beliefs, accompanied by an attitude of tolerance (Ministry of Education and Culture, 2016; Karadinata, 2003). This result means that developments in the basic aspects of religious life in high school need to be the focus of educational activities.

These activities can be accommodated through guidance and counseling services. Guidance and counseling are integral to the education system, which focuses on achieving optimal developmental tasks (Ramdani, 2020). In the context of Guidance and Counselling, it is known as Student Independence Competency Standards (Ministry of Education and Culture, 2016). In this Student Independence Competency Standards, there are also eleven aspects of development, which both adopt Leovinger's development theory. By implementing good guidance and counseling, developmental tasks that are still not ideal can be optimized. Aspects of development that are less than ideal can be used as a needs analysis and programmed into guidance and counseling services. Then, it is completed by providing service strategies such as classical guidance, group guidance, group counseling, and individual counseling.

CONCLUSION

The research results show that three of the six schools in Serang City, Banten, have reached the Self-Awareness level of development. The other three schools have reached the Sesama level of development. This level of development has not yet reached the ideal level because the level of development of high school students is the level of individuality. The religious basis of life is one aspect with the smallest average value. Guidance and counseling services can accommodate optimizing development aspects that are still not ideal.

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