

ACCOMPLISHMENT OF ADOLESCENT DEVELOPMENTAL TASKS OF TENTH GRADE STUDENT OF PUBLIC SENIOR HIGH SCHOOL 3 AT TANJUNG RAJA

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Abstract

Developmental tasks were the tasks that have to be fulfilled during periods of individual lifetime. It would bring happiness if these tasks accomplished successfully. If individual was failed to accomplish these tasks, he or she might be having troubles through his/her life and being neglected. Fifty nine of tenth grade students were chosen as subject by systematic random sampling. Applying the *Developmental Task Inventory* (ITP) developed by Sunaryo Kartadinata et.al., the data showed that accomplishment of adolescent developmental task of the students was not optimal yet. At this period, students need to achieve individuality level but they have accomplished self-awareness and carefulness levels. This research findings could be considered by school counselors in developing guidance and counseling program for the students.

Keywords: Adolescence, Adolescent Development Task, Level of Achievement of the Adolescent Developmental Task

1. Introduction

Adolescence is transition period from childhood to adulthood. In this period, individual have to be growing maturity physically, emotionally, and socially throughout developmental tasks. Fullfilment of developmental tasks would be important in individual lifetime. Research by Nurisani (2013) Zadrian Ardi (2012) found that the accomplishment of developmental tasks could influenced accomplishment of developmental tasks in the next periods. It also could be a foundation of guidance and cousing program for the students.

To develop guidance and counseling program for the students, school counselors have to considered data of developmental tasks to be accomplished. The data would be a baseline information for guidance and counseling services. In the process of develop program, school counselor have to do this step by

step. Begin with the first step in assessing student's need and their environment, the counselors considered about subject matter to help students in achieved dependency and developmental tasks. In spite of this, school counselors could help students being better in their life and having a positive attitude. The baseline data would be as preventive activities in helping students.

School counselors would apply the Developmental Task Inventory (ITP) developed by Sunaryo Kartadinata et. al., to measure developmental task accomplishment level in adolescence period. There are seven levels of developmental tasks accomplishment.

1. Impulsive level (Imp)

In this level, individual are placed themselves being apart from others, and caused by behavioral factor. They are depending on their environment for punishment and reward, and also being oriented for now, neither the past nor future.

2. Self protective level (Pld)

In this level, individual can be characterized by control and benefit when they interact with others. They lay on opportunistic and hedonistic principles. They tend to think unlogically, stick to stereotype and blame outsiders.

3. Conformistic level (Kof)

This level is characterized by (1) care about self performance and social acceptance, (2) tend to think streeotype, (3) care about external norm, (4) behave in order to be adored, (5) being calm emotionally, (6) low in self instrospection, (7) group difference based on external attributes, (8) afraid to be rejected, (9) insensitive to individuality, (10) being sin if they are not obey the norm.

4. Self awareness level (Sdi)

In this level, individual can (1) think alternative way, (2) see future and probability, (3) care in benefit and opportunity, (4) have problem solving

orientation, (5) think how to get through life, and (6) adapt to role and situation.

5. Carefulness level (Ska)

In this level individual (1) act based on internal values, (2) have self-reliance as decision maker and well behave, (3) see emotional, motive, and self perspective, (4) care about mutualistic relationship, (5) have goals, (6) tend to see things happened in social context, (7) think more complex and based on analysis.

6. Individualistic

This level indicate (1) individuality awareness increased, (2) awareness of emotional conflict between dependency and independency, (3) more tolerant to self and others, (4) existing individual differences, (5) tolerant to conflict, (6) differences between internal and external life, (7) knowing self complexity, and (8) caring about social changes and problems.

7. Otonom level (Oto)

Individu in this level (1) have a comprehensive way of life, (2) tend to be self realistic and objective, (3) care about social justice, (4) integrate contradictive values, (5) care about self-fulfillment, (6) initiative to give internal conflict solution, (7) respect to others independency, (8) awareness to interdependency, and (9) express emotion with conviction and happiness.

During adolescence periode, there are several developmental aspects that adolescent need to be achieved. The important aspects are (1) foundation of religiosity, (2) foundation of ethic behavior, (3) emotional maturity, (4) intellectual maturity, (5) awareness of responsibility, (6) social role of male and female, (7) self acceptance, (8) economic dependency, (9) preparation for career, (10) maturity of peer relationship, and (11) preparation for marriage and family life. According to Kartadinata, adolescents should achieve individuality level for those aspects.

2. Method

The data of a single variable about accomplishment of developmental tasks were collected by *Developmental Task Inventory* (ITP) and analyzed by *Developmental Task Analyzed* (ATP), developed by Sunaryo Kartadinata et. al. There were 59 students of senior high school in Public Senior High School 3 at Tanjung Raja chosen as subject used systematic random sampling. There were 23 males and 36 females.

3. Results and Discussion

Based on analyzed data, accomplishment level of developmental tasks were in the table 1 below.

Table 1 Amount of students achieved level of developmental task and developmental aspect

Developmental Aspects	Accomplishment level			
	Kof (3)	Sdi (4)	Ska (5)	Ind (6)
Foundation of religiosity	0	24	35	0
Foundation of ethic behavior	0	23	35	1
Emotional maturity	0	35	23	1
Intellectual maturity	0	23	36	0
Awareness of responsibility	2	31	26	0
Social role of male and female	0	25	34	0
Self acceptance	3	32	24	0
Economic dependency	0	33	26	0
Preparation for career	1	29	28	1
Maturity of peer relationship	2	22	32	3
Preparation for marriage and family life	0	22	36	1

On the average, accomplishment level of developmental tasks were on carefulness level (fifth level) and self awareness level (fourth level) due to more students in the developmental aspects. Accomplishment on the 5th level appeared for foundation of religiosity, foundation of ethic behavior, social role of male and female, maturity of peer relationship, and preparation for marriage and family life. In the meantime, the 4th level brought out emotional maturity, awareness of responsibility, self acceptance, and economic dependency.

The students were not in the level of individualistic yet. The accomplishment of developmental tasks contributed by individual environment. This environment would bring life to local content of developmental tasks. In this case, parents contributed the first environment to individual. Adolescents can fulfill what people demanding from them. They should otonom in that way, but social environment of the students could not trust the adolescents doing anything by themselves. Not only parents, teachers should also facilitate students to learn how to fulfill the tasks that people want them do.

Beside the social environment of family, peer, and school, the accomplishment of developmental tasks depend on physical maturity. It would influence the way students learn how to achieve developmental tasks.

Levels of accomplishment of developmental tasks as research findings could be considered by school counselor in deciding goals of guidance and counseling services. It was also considered in developing guidance and counseling program for students. Implementation of guidance and counseling program would help students to accomplish developmental tasks. The counselors teach the students how to adapt to social environment. It means that adolencents can reach social expectation. The students in adolescence period of lifetime would be happy in their lives. They might be successful in academic and social life.

4. Conclusion Remark

Implementation of ITP (Developmental Tasks Inventory) can be a part of need assessment process. The data would be a baseline information to develop program and services for the students. It would make easier for school counselors to run guidance and counseling services so that student can learn how to accomplish developmental tasks as it were expected. Research findings showed that the tenth grade students of senior high school at Tanjung Raja have been accomplished the level of carefulness and self awareness. They should be helped to reach individualistic level with good attention to social expectations.

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