
Guidance and Counseling Program Based on Developmental Task Analysis (ATP) for Students of SMPN 19 Bogor

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ABSTRACT

Adolescents have their own challenges in achieving their developmental tasks. In the teenage phase, many changes occur within him, both physical and psychological. So, thorough preparation is needed to be able to adapt to these conditions. Education is an important forum for teenagers to be able to achieve developmental tasks well according to their age. One of them is through a comprehensive guidance and counseling service program which is prepared based on student needs. ITP and ATP are non-test instruments used to measure students' achievement of developmental tasks and can then be used as a basis for developing a guidance and counseling program. This research uses a mix method approach. The subjects of this research were 38 class 7B students at SMPN 19 Bogor. The research results show that all aspects have been achieved and the highest level of achievement of student development tasks is at level 4, namely self-awareness. However, there are several aspects of development that are slightly below average that need to be improved, including aspect 1 (foundation of religious life) with a score of 3,467, aspect 2 (foundation of ethical behavior) with a score of 3,599, aspect 5 (awareness of responsibility) with a score of 3,566 and aspect 9 (career insight and readiness) with a score of 3,579. The results of this research can be input for teachers in developing a comprehensive BK program according to students' needs.

ARTICLE INFO

Keywords:

Developmental Task Inventory (ITP), Developmental Task Analysis (ATP), Guidance and Counseling Program.

INTRODUCTION

Humans are creatures that grow and develop. In psychology, individuals experience several phases of development which are passed gradually and continuously. Each phase of development has certain developmental tasks that must be achieved by the individual. If in one phase of an individual's development there are developmental tasks that have not been achieved, then the individual is vulnerable to encountering problems in the next phase. Education is an important place for individuals to achieve their developmental tasks as described in the Student Independence Competency Standards (SKKPD). Through education, individuals can develop personal potential, spiritual maturity, self-control, social skills and independence (Sugiyanto, 2019).

Students at the Junior High School (SMP) education level are in the age range of 12 to 15

years, this age is included in the teenage phase. The adolescent phase is a transition phase from the childhood phase, so that in this phase individuals experience many adjustments because there are many changes that occur in the individual, both physical and psychological changes in the individual. As according to Anna Freud in Jahja, changes occur in the adolescent phase, such as psychosexual development, changes in relationships with parents and changes in future orientation such as ideals (Yudrik Jahja, 2011).

The changes that occur in the teenage phase are a challenge for them to be able to adapt to their conditions. Jatmika explained several difficulties that usually arise in adolescence, such as: a) the desire to gain freedom; b) easily influenced by friends or the environment; c) variations in mental conditions (self-isolation, depression, etc.); d) high curiosity (wanting to try new things); e) anti-social behavior (aggressive, likes to lie, etc.); to f) drug abuse (Sidik Jatmika, 2010).

Furthermore, research shows that teenagers are vulnerable to experiencing stress in dealing with their development. Symptoms experienced by teenagers include difficulty concentrating, dizziness, and difficulty holding back emotions when facing problems. Stress levels in adolescents can be influenced by gender, which is related to the life roles of men and women (Khasanah & Mamnuah, 2021). Developmental tasks in the adolescent phase include emotional maturity, development of heterosexuality, cognitive maturity and philosophy of life (Saputro, 2018).

Based on the results of observations at the research location, several problems that occurred included friendly interactions between students, passivity in the learning process, and there were some students who tended to be isolated. In this environment there are still several students who form certain circles, so that other students are neglected. Apart from that, awareness of religious practices is still low, low career understanding and quite a few problems arise regarding dating.

There are many problems that arise in adolescence, it is important for guidance and counseling teachers to identify developmental problems in their students. One instrument that can be used to measure students' level of development is the ITP (Developmental Task Inventory) and ITP analysis using ATP (Developmental Task Analysis) software. With the ITP instrument, teachers can understand the level of development of students both individually and in groups. Identifying problems that hinder development and helping students who have difficulty achieving their developmental tasks. Based on the results of ITP measurements, it can be a basis for teachers in developing guidance and counseling programs that can help students achieve developmental tasks in the adolescent phase and optimize their competencies. The ITP for Junior High School instrument measures the level of development of ten aspects, namely: (1) foundation of religious life, (2) foundation of ethical behavior, (3) emotional maturity, (4) intellectual maturity, (5) awareness of responsibility, (6) social role as male or female, (7) self-acceptance and development, (8) independent economic behavior, (9) career insight and preparation, (10) maturity of relationships with peers.

LITERATURE REVIEW

A. Guidance And Counseling Programs



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Guidance and counseling services are assistance services that can be accessed by all students without certain conditions. Because guidance and counseling services are preventive (prevention) and curative (repair). Preventive efforts in guidance and counseling are expected to be able to prevent and minimize the occurrence of problems. Students are expected to be able to sort out actions and attitudes that support achieving individual development tasks according to their development phase. So the program prepared by the guidance and counseling teacher/counselor aims to meet the needs of students according to their stage of development (Bhakti, 2017).

Minister of Education and Culture Regulation Number 111 of 2014 explains guidance and counseling in primary and secondary education. The implementation of the guidance and counseling service program in Indonesia uses a comprehensive guidance and counseling pattern that focuses on individual development. implementation of the guidance and counseling program is then accompanied by program evaluation to measure the success of program implementation (Putri, 2019).

The American School Counselor Association (ASCA) states that guidance and counseling programs must be comprehensive because they are the basis for improving the learning process in accordance with academic, personal, social and career standards (ASCA, 2012). Uman Suherman further said in Bhakti that comprehensive guidance and counseling is based on developing individual potential. The comprehensive guidance and counseling service program contains several principles, including: a) the subjects of guidance and counseling services are all students; b) learning activities focus on student development; c) cooperation between guidance and counseling teachers, all school officials and parents; d) the guidance and counseling program is well organized and planned; e) focus goals on self-acceptance, self-understanding and self-improvement; f) focus on process; g) teamwork oriented and service delivery by trained counselors (refereall follow-up); h) is flexible and sequential (Bhakti, 2017).

The components of a comprehensive guidance and counseling program based on the document structuring professional counselor education and guidance and counseling services explain that there are four components of comprehensive counseling, including:

a. Basic service

Basic services include preparatory activities for providing structured experience, information and assistance through classical or group services that are systematically arranged for the development of long-term behavior in accordance with individual development tasks based on Student Independence Competency Standards (SKKPD).

b. Individual planning services

Individual planning services are designed to provide assistance to clients to have the ability to formulate or plan the future based on the individual's potential and take advantage of existing opportunities.

c. Responsive service

This service is intended for clients who need immediate assistance in solving their problems, because if they do not receive immediate assistance it could have an impact on the

achievement of their next development tasks. This service can take the form of individual counseling carried out between the counselee and the counselor, even if it cannot be resolved, a referral is immediately made to the case.

d. System support

System support is a component that is no less important in the success of guidance and counseling services. System support takes the form of management activities, governance, development of information and communication technology assistance which aims to facilitate the comfort of clients while receiving services (Departemen Pendidikan Nasional, 2007).

Based on the explanations above, it can be understood that the guidance and counseling program is an important part that must be prepared by the guidance and counseling teacher/counselor. The BK program is prepared systematically according to student needs. Analysis of student needs (need assessment) can be carried out using test or non-test instruments. Test instruments include IQ tests, aptitude tests, personality tests, etc. Meanwhile, non-test instruments such as questionnaires, interviews, sociometry, ITP (Developmental Task Inventory)-ATP (Developmental Task Analysis), AUM (Problem Revealing Tool), DCM (Problem Checklist), etc.

B. Development Task Analysis (ATP)

Developmental Task Analysis (ATP) is a medium in the form of software designed as a tool to help process data from the ITP (Developmental Task Inventory) instrument results. ITP itself is a non-test instrument that can be used to measure the level of achievement of students' developmental tasks. This instrument was developed by Prof. Sunaryo Kartadinata and his team.

An inventory is a tool for assessing and assessing the presence or absence of certain behavior, interests, attitudes, and so on, usually the inventory takes the form of a list of questions/statements that must be answered (Chaplin, 2004: 260). Referring to the definition above, it can be concluded that inventory is a method for understanding individuals by providing a number of statements that respondents must answer/choose according to their circumstances. The respondent's answers are then interpreted (understood) by the data collector regarding the respondent's condition, and the respondent understands his own situation.

The Developmental Tasks Inventory (ITP) is an instrument used to understand an individual's level of development. The preparation of the ITP is intended to support guidance and counseling activities in schools. The ITP is prepared in the form of four inventory books, each to understand the development of students at elementary, middle school, high school and college levels. Instrument development refers to Loevinger's theory of self-development which consists of seven levels (Komalasari, 2011):

- 1) Impulsive level, characterized by placing one's identity as separate from other people. Behavioral patterns that require and depend on the environment as a source of rewards and punishments, and are present oriented (not oriented to the past or future). Individuals do not place themselves as the causal factor of behavior.
- 2) The level of self-protection, characterized by concern for control and the benefits that can be obtained from dealing with other people. Following rules opportunistically and

hedonistically (self-pleasing principle). Think not in terms of stereotypes. Tends to see life as a "zero-sum game". Tends to blame and criticize others with the environment.

- 3) Conformistic level, has characteristics including (1) caring about personal appearance and social acceptance, (2) tends to think stereotypically and clichéd, (3) cares about external rules, (4) acts with shallow motives (to get praise), (5) equalizing oneself in expressing emotions, (6) lack of introspection, (7) group differences are based on external characteristics, (8) fear of not being accepted by the group, (9) insensitive to individuality, and (10) feeling guilty if breaking the rules.
- 4) Level of self-awareness, has characteristics including (1) being able to think alternatively, (2) seeing hope and various possibilities in situations, (3) caring about taking advantage of existing opportunities, (4) problem solving orientation, (5) thinking about how to live, (6) adapting to situations and roles.
- 5) The conscientious stage, which has characteristics including (1) acting on the basis of internal values. (2) able to see oneself as a choice maker and agent of action, (3) able to see the diversity of emotions, motives and perspectives of oneself, (4) care about mutualistic relationships, (5) have long-term goals, (6) tend to see events in terms of social context, (7) thinking more complexly and on the basis of analysis.
- 6) Individualistic level, has characteristics including (1) increased awareness of individuality, (2) awareness of the emotional conflict between independence and dependence, (3) becoming more tolerant towards oneself and others, (4) recognizing the existence of individual differences, (5) able to be tolerant of contradictions in life, (6) distinguish between internal life and external life, (7) recognize complexity and (8) care about development and social problems.
- 7) Level of Autonomy, has characteristics including (1) having a view of life as a whole, (2) tends to be realistic and objective towards oneself and others, (3) cares about abstract ideas such as social justice, (4) is able to integrate conflicting values, (5) care about self-fulfillment (satisfaction of one's needs), (6) have the courage to resolve internal conflicts, (7) respect for the independence of others, (8) be aware of interdependence with others, and (9) able to express feelings with confidence and cheerfulness.

In the ITP, there are 10 aspects measured for elementary and middle school students, while for high school and college students there are 11 aspects, namely: 1) religious basis of life; 2) foundation of ethical behavior; 3) emotional maturity; 4) intellectual maturity; 5) awareness of responsibility; 6) social role as male or female; 7) self-acceptance and development; 8) independence of economic behavior; 9) career preparation area; 10) maturity of relationships with peers; 11) prepare yourself for marriage and family life.

Advantages and Disadvantages of ITP Like most assessment tools, ITP has advantages and disadvantages. The advantages of ITP include:

- 1) Through the ITP score, counselors can more easily understand the individual's level

of development.

- 2) Assessment tools that can be used as a basis for determining guidance and counseling programs based on individual development.
- 3) Processing of ITP results can be done quickly because it is equipped with a computer-based ATP processing program version 3.5.

Meanwhile, the shortcomings or limitations include:

- 1) Cannot be used as a selection tool, either to determine graduation or for placement.
- 2) The ITP score has not been tested for its relationship with developmental aspects or other personality aspects, so it cannot be used to predict personality aspects completely.
- 3) ITP as a basis for developing guidance models in higher education has been tested empirically. However, the number of trial schools is still limited.
- 4) The use of ATP among the wider community is still in its early stages, so input for improving ITP and ATP is still expected from users.

C. Adolescent Phase

Adolescent development is characterized by a variety of positive and negative behaviors. Individual behavior is actually greatly influenced by the environment. Resistant, unstable, restless behavior often appears in the teenage phase because of new demands or needs that need adjustment. At this stage, teenagers really need support and understanding from the environment, especially parents, regarding the condition of teenagers who are looking for their identity (Berzonsky, 1990).

According to Mappaiare, the adolescent phase is divided into two categories, namely early adolescents aged 12-17 years (junior middle level), and late adolescents aged 18-22 years (upper middle level). Of course these two categories have different characteristics. The characteristics of early adolescents include emotional/feeling instability, changes in attitudes and morals, status that is difficult to determine between children and adults, vulnerable to identity crises, curious to try new things, very easily influenced by the environment. While the characteristics of late adolescents include: self-stability begins to form well, can take a good and realistic attitude, calmer in solving problems (Andi Mappiare, 1982).

Each phase of individual development has developmental tasks that must be achieved in each phase. The following are the tasks of adolescent development according to Havigurst (Widy Setyowati, 2018):

- a. Achieve more mature relationships with peers and the opposite sex
- b. Able to accept physical conditions and able to function the body effectively
- c. Able to achieve emotional independence
- d. Able to carry out social roles well
- e. Able to behave responsibly and tolerantly
- f. Able to prepare yourself for a career
- g. Able to prepare yourself to start a family

Understand and implement ethical values and systems in society

RESEARCH METHODOLOGY

This research uses a mix method approach. According to Creswell, mix method design is a research procedure with techniques for collecting data and analyzing data using a combination of qualitative and quantitative methods, to obtain more complete results about research problems. (Creswell, 2012). The aim of this research is to design a guidance and counseling program based on the results of developmental task analysis (ATP).

This research was carried out at SMPN 19 Bogor. The subjects of this research were students at SMP Negeri 19 Bogor Class 7B with a total of 38 students consisting of 17 men and 21 women. Determining research subjects used purposive sampling, because it focused on class 7B students only.

The first stage carried out was to identify students' needs using the ITP instrument, then the data results were processed using ATP to obtain an overview of the level of achievement of developmental tasks for class 7B students at SMPN 19 Bogor. The second stage, after obtaining the results of the developmental task analysis, continues with formulating a guidance and counseling program according to student needs.

RESULT AND DISCUSSION

The aim of this research is to determine the profile of students' developmental task achievement based on the results of developmental task analysis. Then proceed with designing a guidance and counseling program. Below is an explanation of the research results:

A. Student Development Task Achievement Profile

Based on the results of the analysis using the ATP application, the results of the development group profile of class 7B students at SMPN 19 Bogor were obtained.

1. Group Profile

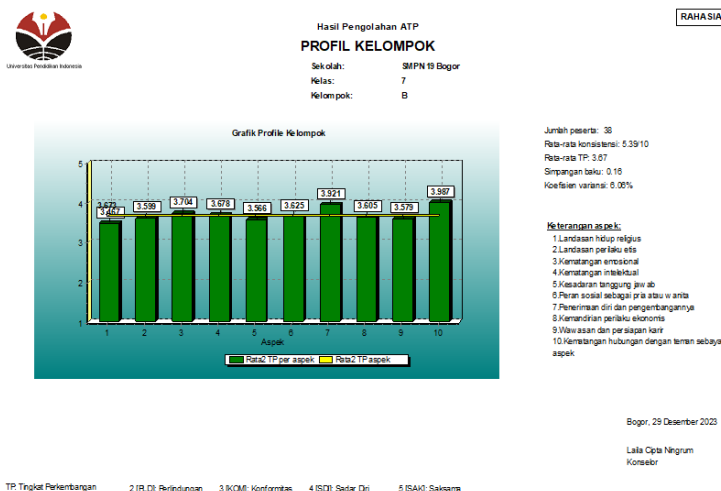


Figure 1. Group Profile of Development Task

The graph above shows that the results of group analysis can be seen to the right of the information about the group. This group profile shows the maturity characteristics of the group, including:

1. Number of Participants: 38 students
2. Average consistency: 5.39/10
3. Average TP: 3.67
4. Standard Deviation: 0.165.
5. Coefficient of Variance: 6.06 %

The group profile above identifies the level of each aspect of student development as a group, both what has been achieved and what has not been achieved. Based on the group profile graph above, in this group there is a very high aspect (exceeding the average developmental task), namely number 10 aspect of maturity of relationships with peers with a score of 3.98. Meanwhile, scores slightly below the average line for developmental tasks are number 1 (foundation of religious life), 2 (foundation of ethical behavior), 5 (awareness of responsibility) and 9 (career insight and readiness). However, overall, the development task of class 7B students at SMPN 9 Bogor was almost achieved perfectly.

2. Consistency Frequency Distribution

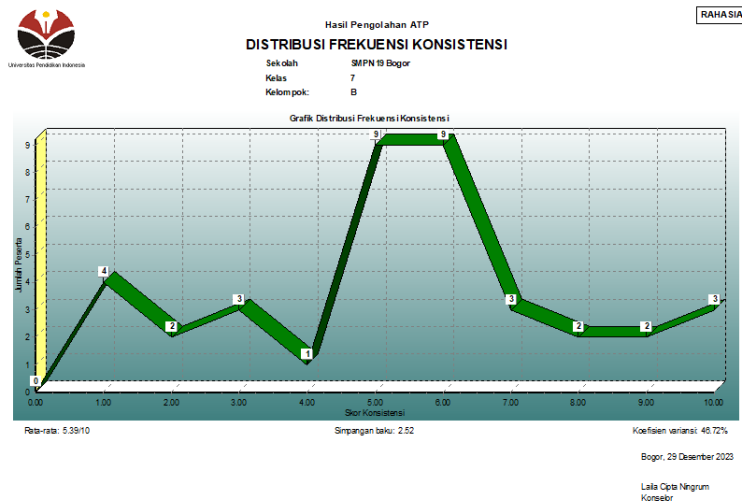


Figure 2. Consistency Frequency Distribution

The consistency frequency distribution shows the level of seriousness or consistency of students in answering the questionnaire that has been given. From this graph you can see the number of students who obtained consistency scores and at the bottom there are also group statistical calculations including an average of 5.39/10, a standard deviation of 2.52 and a coefficient of variance of 46.72%.

3. The Eight Highest Items of the Group

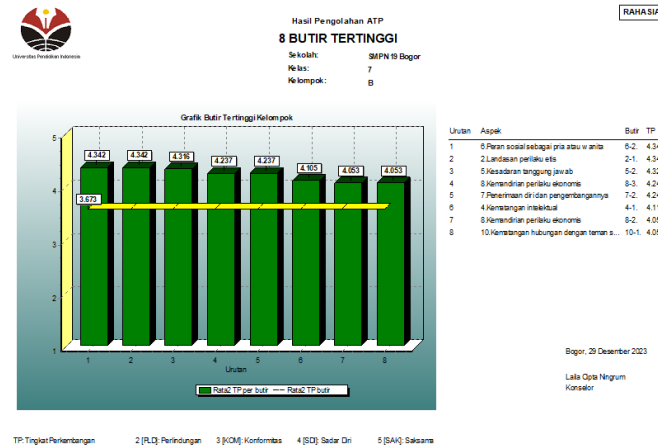


Figure 3. The Eight Highest Items of the Group

This section displays the eight highest items but not the aspects with their respective scores. On the horizontal axis is displayed the ranking of items based on scores. The item names can be seen in the table below. The vertical axis shows the score of each item. In the ATP results above it can be seen that:

- Aspect number 6 social role as a man or woman point 6-2 achieved a score of 4.34.
- Aspect number 2 Foundations of ethical behavior point 2-1 achieved a score of 4.34.
- Aspect number 5 awareness of responsibility point 5-2 achieved a score of 4.32.
- Aspect number 8 independence of economic behavior point 8-3 achieved a score of 4.24.
- Aspect number 7 self-acceptance and development point 7-2 achieved a score of 4.24.
- Aspect number 4 intellectual maturity point 4-1 achieved a score of 4.11.
- Aspect number Independence of economic behavior point 8-2 achieved a score of 4.05.
- Aspect number 10, maturity of relationships with peers, item 10-1 achieved a score of 4.05

4. Eight Lowest Items of the Group

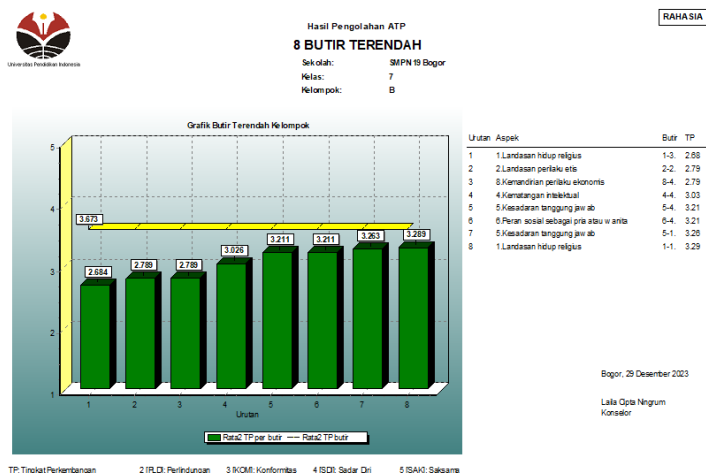


Figure 4. Eight Lowest Items of the Group

This section displays the eight lowest items but not the aspects with their respective scores. On the horizontal axis is displayed the ranking of items based on scores. The item names can be seen in the table below. The vertical axis shows the score of each item. In the ATP results above it can be seen that:

- Aspect number 1, foundation of religious life, points 1-3 achieved a score of 2.68.
- Aspect number 2, foundation of ethical behavior, point 2-2, achieved a score of 2.79.
- Aspect number 8, independence of economic behavior, point 8-4 achieved a score of 2.79.
- Aspect number 4 intellectual maturity point 4-4 achieved a score of 3.03.
- The awareness of responsibility aspect number 5-4 achieved a score of 3.21.
- Aspect number 6 social role as a man or woman point 6-4 achieved a score of 3.21.
- Aspect number 5 awareness of responsibility point 5-1 achieved a score of 3.26.
- Aspect number 1, foundation of religious life, item 1-1 achieved a score of 3.29.

The developmental tasks based on the group profile described above can be concluded that the highest developmental tasks for SMPN 19 Bogor class 7B students are at level 4, namely self-awareness, the lowest are at level 2, namely self-protection. Meanwhile, at the maximum at junior high school level, developmental tasks must reach a thorough level. The characteristics of the level of development of self-awareness are: (a) being able to think alternatively, (b) seeing hopes and various possibilities, (c) problem solving orientation.

Meanwhile, aspects of student development that are still below average are number 1 (foundation of religious life), 2 (foundation of ethical behavior), 5 (awareness of responsibility) and 9 (career insight and readiness). So that the preparation of the BK program can be based on the two results of the analysis above.

B. Guidance And Counseling Programs

According to Lovinger's theory, the development level of students aged 12-15 years or at junior high school level must reach development levels 1 to 5, namely self-protection, conformism, self-awareness and conscientiousness. Based on the ATP analysis results, most students are already at the self-aware level, but there are still some students who are at the self-protective and conformistic level. So several BK programs that can be formulated are:

Table 1. Guidance and Counseling Comprehensive Programs

Service Components	Activities	Purpose	Topic	Goal	Strategy	PJ
Basic service	Classical Guidance	Internalization of worship	The virtues of punctual fardhu prayer and sunnah prayer	All Grade 7 Students	Lectures Discussion Structured experience	BK Teacher
	Group Guidance	Internalization of the values of religiosity	Qur'an reading guidance	All Grade 7 Students	Lectures Discussion Structured experience	BK Teacher
	Classical Guidance	Internalization of human social values	Tolerance and responsibility	All Grade 7 Students	Lectures Discussion Structured experience	BK Teacher
	Classical Guidance	Able to understand the profession, duties and responsibilities	Introduction to the profession	All Grade 7 Students	Lectures Discussion Structured experience terstruktur	BK Teacher
Individual Planning	Individual and group guidance	Students are able to plan for the future and learn to make	Dream tree	All Grade 7 Students	Lectures Discussion	BK Teacher

		decisions				
Responsive Service	Individual Counseling	Explore and help with individual counseling issues	Interview individuals and those around them if needed	All Grade 7 Students	Individual	BK teachers and related parties
	Expert Collaboration	Hand over cases if the problem cannot be handled properly	Consultation with expert	All Grade 7 Students	Individual	BK teachers and related parties
System Support Services	BK program preparation	As a guideline for BK teachers in carrying out BK services	Program Development	BK teachers and related parties	Teamwork	BK teachers and related parties
	Collaboration with outside parties	As a consideration in the preparation and implementation of the program Improving the quality of BK teachers/counselors	-Comparative study - Training	BK teachers and related parties	Teamwork	BK teachers and related parties
	BK administration and management	Optimization of services to run systematically, consistently and effectively	Utilization of technology and information	BK teachers and related parties	Teamwork	BK teachers and related parties

CONCLUSION

The development task profile of students at SMPN 19 Bogor is highest at the level of self-awareness. Meanwhile, the score on the student development aspect is slightly below the average line for developmental tasks at number 1 (foundation of religious life) with a score of 3,467, aspect 2 (foundation of ethical behavior) with a score of 3,599, aspect 5 (awareness of responsibility) with a score of 3,566 and aspect 9 (career insight and readiness) with a score of 3,579.

Based on the results of the developmental task analysis above, it can be a basis for guidance and counseling teachers/counselors in preparing programs according to students' needs. Several guidance and counseling programs offered follow a comprehensive pattern which includes basic services, individual planning, responsive services and system support. The BK program offered aims to improve student development in the field of worship, internalize the values of religiosity and responsibility, as well as understanding and career decisions.

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