

# **THE EFFECTIVENESS OF GUIDANCE AND COUNSELING ON THE EMOTIONAL AND INTELLECTUAL MATURITY ASPECTS OF IX GRADERS STUDENTS OF MTs**

## **02 RENSING**

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### **Abstrak**

Guidance and counseling, as an integral part of the educational process, also contributes to achieving national goals. In its implementation, guidance and counseling is related to students' affective development. It aims to help students achieve optimal development for a happy life. The problem was How effective is guidance and counseling on the emotional and intellectual maturity aspects of ninth-grade students at MTs 02 Rensing in the 2024/2025 academic year? Based on the problem formulation stated above, the aim of this study is to determine the effective handling of guidance and counseling in schools to improve the fulfillment of developmental tasks in the emotional and intellectual maturity aspects of class IX students of MTs 02 Rensing. This type of research is classroom action research. This collaborative research is based on problems that arise in students' interpersonal empathy tendencies. The implementation of classroom actions yielded the following conclusions: 1) In emotional maturity, the self-protection level increased by 1 student (4.52%), while the conformism level increased by 2 students (9.87%). Furthermore, in self-awareness, the self-protection level increased by 13 students (51.23%) in cycle I and 13 students (85.59%) in cycle II, bringing the total to 39 students. 2) In intellectual maturity, the self-protection level increased by 1 student (5.31%), and the conformism level increased by 3 students (17.39%). Then, at the self-awareness level, in cycle I, the number increased to 14 students (56%), and in cycle II, it increased to 10 students (77.29%), for a total of 38 students.

### **BACKGROUND OF STUDY**

Quality education enables students to achieve academic standards and fulfill their personal development tasks in a healthy and productive manner. This is emphasized by the principle that quality education is education that leads students to achieve the expected academic standards in a healthy and optimal state of personal development.<sup>1</sup> Elsewhere, it is also emphasized that it is highly inappropriate and inappropriate to prioritize students' affective and psychomotor aspects, or to simply be complacent about developing cognitive aspects.

Quality education, in its implementation, requires a strong collaboration between educational administrators or management, teaching, and guidance, as all three are key areas in achieving educational goals. In its implementation, quality education encompasses the

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<sup>1</sup> Achmad Juntika Nurihsan dan Akur Sudianto (2005: 1)

implementation of a teaching process to develop cognitive aspects, a guidance process to develop affective aspects, and a training process to develop students' psychomotor aspects. All of these are implemented collaboratively and in a balanced manner, without being dominated by any one of the three. However, imbalances still exist in the implementation of these teaching, guidance, and training processes. Schools still focus solely on teaching, without balancing it with other activities. This results in an unbalanced educational process. This results in students not achieving optimal development, despite numerous warnings from experts concerned with this issue. One example is the inadequacy of considering knowledge acquisition as the endpoint of the learning process.<sup>2</sup>

Guidance and counseling, as an integral part of the educational process, also contributes to achieving national goals. In its implementation, guidance and counseling is related to students' affective development. It aims to help students achieve optimal development for a happy life. Essentially, guidance and counseling, as a component of education, provides support services to individuals in their efforts to optimally develop their potential or achieve developmental tasks.<sup>3</sup> Developmental tasks represent social expectations, which are social expectations for each specific stage of development.<sup>4</sup>

As a promising school, MTs 02 Rensing can be considered quite successful in implementing national education. However, fundamental questions remain that need to be addressed. Based on observations of each ninth-grade student, interviews conducted outside of counseling sessions, and the application of the Developmental Task Inventory (ITP) instrumentation, fundamental problems were identified that must be addressed immediately: 1) The achievement of students' developmental tasks, particularly in the areas of emotional maturity and intellectual maturity, is still suboptimal. 2) Many students are still not achieving their developmental tasks optimally due to a lack of understanding of their developmental tasks. 3) Students who are not achieving their developmental tasks optimally have not received effective guidance and counseling support.

Based on the above issues, the root cause is the suboptimal achievement of developmental tasks, particularly in the areas of emotional maturity and intellectual maturity. While all students

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<sup>2</sup> Sujadmoko ( dalam Prayitno dan Erman Amati, 1994:28)

<sup>3</sup> Nurhudaya. (2004). *Penggunaan Inventori Tugas Perkembangan (ITP) dan Analisis Tugas Perkembangan (ATP)* MPBK 09 SMP. Jakarta: Depdiknas dan ABKIN.

<sup>4</sup> Hurlock (dalam Syamsu Yusuf dan Ahmad Juntika Nurihsan, 2006: 196)

have been educated in the path of God, many problems still arise. Based on the above description, the research problem is formulated as follows: How effective is guidance and counseling on the emotional and intellectual maturity aspects of ninth-grade students at MTs 02 Rensing in the 2024/2025 academic year? Based on the problem formulation stated above, the aim of this study is to determine the effective handling of guidance and counseling in schools to improve the fulfillment of developmental tasks in the emotional and intellectual maturity aspects of class IX students of MTs 02 Rensing in the 2024/2025 Academic Year.

## **LITERATURE REVIEW**

### **Effective Management**

Effective management is implemented as a process of organizing and managing guidance and counseling in schools, aimed at assisting students in overcoming obstacles and difficulties in learning and in fulfilling their developmental tasks. With effective management, students experiencing obstacles and difficulties in learning (lower class) can be addressed and saved.<sup>5</sup> The term management means process, action, method of handling, or cultivation.<sup>6</sup>

Effectiveness comes from the word "efektif," which means having an effect, influence, consequence, impression, efficacious, and efficacious. (WJS. Doerwadarminta, 1984, p. 266). The general definition of effectiveness indicates the extent to which a predetermined goal is achieved. In the curriculum book for improvement efforts in the field of educational administration, it is stated "The level of adjustment between the goals to be achieved and the results achieved is called effectiveness. Effectiveness is the extent to which what is planned or desired can be implemented or achieved.<sup>7</sup> Effectiveness is doing the right thing, or effectiveness is the extent to which we achieve the target. Achievement of output targets is measured by comparing budgeted or supposed output (OA) with actual or actual output (OS), if  $(OA) > (OS)$  it is called effective.<sup>8</sup>

### **Guidance and Counseling**

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<sup>5</sup> Ridwan M.Pd. (2008:20)

<sup>6</sup> (Pusat pembinaan dan Pengembangan Bahasa; 1990 :897)

<sup>7</sup> (Departemen pendidikan dan kebudayaan, Tahun 1977:27).

<sup>8</sup> Schemerhon John R. Jr. (1986:35)

Guidance is a continuous process, not a one-time or coincidental activity. It is a series of systematic and planned stages of activities directed toward achieving a goal.<sup>9</sup> Guidance is the process of providing assistance by an expert to one or more individuals, including children, adolescents, and adults, so that the individuals being guided can develop their own abilities and become independent by utilizing individual strengths and existing resources, which can be developed based on applicable norms.<sup>10</sup>

Meanwhile, guidance, according to Article 27 of Government Regulation Number 29/90, "Guidance is assistance provided to students in the context of self-discovery, understanding their environment, and planning for the future." (Ministry of Education and Culture, 1994). Counseling is the process of helping conducted through counseling interviews by an expert (called a counselor) to an individual experiencing a problem (called a client), resulting in the resolution of the client's problem.<sup>11</sup>

Combining the definitions above, guidance and counseling services represent a process of helping from competent individuals to students experiencing problems, provided systematically and methodically, and continuously, so that students can understand themselves and their abilities to adapt to their family, school, and community environments, ultimately leading to happiness and well-being in the present and future.

### Guidance and Counseling Goals

The general goal of guidance and counseling services aligns with the educational goals stated in the 1989 National Education System Law (UUSPTN) (Law No. 2/1989), namely, the realization of a holistic, intelligent Indonesian person who believes in and is devoted to God Almighty and possesses noble character, possesses knowledge and skills, is physically and mentally healthy, has a strong and independent personality, and has a sense of social and national responsibility.

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<sup>9</sup> Syamsu Yusuf dan A. Juntika Nurihsan (2006:6)

<sup>10</sup> Prayitno dan Erman Amti (2004:99)

<sup>11</sup> Prayitno dan Erman Amati (2004:105)

## Guidance and Counseling Principles

The basic principles are considered the foundation or foundation for guidance services. These principles stem from philosophical concepts of humanity, which form the basis for helping and guidance services, both in and out of school.<sup>12</sup>

## Development and Developmental Tasks

Achieving and attaining happiness in life, both in this world and the hereafter, is the desire of every human being on this earth. When born into this world, humans possess no abilities, but must be nurtured, guided, educated, taught, and trained to reach maturity. They must transform from ignorance to knowledge, from lack of understanding to understanding, from lack of development to development, from inability to ability, from small to large, from difficulty to easy, and so on.

Growth refers more to individual changes in a physical and quantitative sense, such as an increase in height, etc. The term "maturity" indicates a phase of an individual's readiness to perform a function in accordance with their level of development and growth. The term "learning" refers more to efforts to achieve behavioral change.<sup>13</sup> These four concepts are interrelated in the term "change," and the level of development can be defined as the level of change that (must or can) be achieved by an individual. It is strongly believed that the level of change an individual achieves is greatly influenced by the diverse demands of maturity, growth, development, and the environment. These demands are referred to as developmental tasks.

Developmental tasks represent social expectations. A developmental task is a set of competencies that an individual must possess at each developmental stage, arising from environmental demands (society, family, social environment, etc.), physical development (maturation of physical organs), and the aspirations, ideals, or personal characteristics of everyone. In individual development, tasks arise at specific stages of life.<sup>14</sup> Successful completion of these developmental tasks will lead to happiness and success in carrying out subsequent developmental tasks. Failure, on the other hand, will lead to unhappiness and difficulty in facing subsequent tasks.

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<sup>12</sup> Syamsu Yusuf dan A. Juntika Nurihsan (2006:17)

<sup>13</sup> (Nurhudaya, 2004: 33)

<sup>14</sup> Hurlock (dalam Syamsu Yusuf, 2006: 196)

These tasks will arise for everyone according to their developmental stage. Therefore, each individual faces numerous developmental tasks from the beginning to the end of life.<sup>15</sup>

The emergence of these developmental tasks is influenced by several factors, namely: (1) Physical maturity, (2) Cultural demands of society, (3) Demands from individual drives and aspirations, and (4) Demands of religious norms (Syamsu Yusuf and Achmad Juntika Nurihsan, 2006: 197). According to Havighurst, developmental tasks are structured according to a specific pattern and are interrelated. These developmental tasks are shaped by biological, psychological, and cultural elements present within the individual and their environment (in Prayitno, 1994: 161). Developmental tasks are the goal of guidance and counseling services and serve as criteria for the success of guidance and counseling services. Thus, it can be concluded that developmental tasks are a set of tasks that emerge during a specific developmental period. Success at the previous stage will lead to happiness and success at the next stage, while failure will result in unhappiness and failure in achieving tasks at the next stage.

### Emotional Maturity

This aspect of developmental tasks is one of the most influential aspects of human behavior. Along with the other two aspects, cognitive (thinking) and conative (psychomotor), emotions, often referred to as the affective aspect, are determinants of attitudes and predispose to human behavior.<sup>16</sup> Emotional maturity is the ability to express one's feelings confidently and boldly, balanced with consideration of the feelings and beliefs of others. Emotional maturity is characterized by emotional development and the emergence of appropriate behavior appropriate to adulthood, rather than childlike behavior. As individuals mature, they are expected to be more able to view things objectively, distinguish between feelings and reality, and act based on facts rather than feelings.<sup>17</sup>

The emotional maturity achieved by adolescents is achieved through cognitive processes. During this process, adolescents gain insight into situations that can trigger emotional reactions. One way to do this is by discussing personal problems with others. Openness about feelings and personal problems, along with a sense of security in social relationships, can help adolescents

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<sup>15</sup> (Nurhudaya, 2004: 33)

<sup>16</sup> Covey (2005)

<sup>17</sup> Wolman (1973)

better understand their own circumstances.<sup>18</sup> Adolescent emotional maturity is characterized by: a) emotional adequacy, namely the presence of love, sympathy, altruism (enjoying helping others), respect (an attitude of respect or appreciation for others), and friendliness. (b) Emotional control is characterized by not being easily offended, not being aggressive, being optimistic and not pessimistic (despairing), and being able to deal with frustrating situations appropriately.

### Intellectual Maturity

The word intellectual literally comes from the English word intellectual which is an adjective. Intellectuals are members of society who dedicate themselves to developing original ideas and are involved in creative intellectual endeavors.<sup>19</sup>

### Relevant Studies

1. L. Makripuddin (2008) conducted a survey of efforts to fulfill children's developmental tasks at SMPN 6 Mataram, a school meeting National Standards. He concluded that the achievement of developmental tasks for all schools is essentially the same, but there is still no benchmark for achieving children's developmental tasks. b) Ridwan, Musifuddin, and Marjan (2007) conducted research on the development of a guidance and counseling network management model for junior and senior high school students to correct misconceptions and optimize their development. The sample size of 17 public junior high schools and 10 public senior high schools in East Lombok concluded that: (1) The overall level of student developmental task achievement was close to level IV, namely Self-Awareness. Therefore, it was one level below societal expectations, namely level V, the Saksama level. (2) The aspects of religious life foundations and ethical behavior foundations were located between levels III and IV, namely between the Conformist and Self-Awareness levels.
2. L. Moh. Thurmudzi (2009) conducted research on the use of guidance and counseling service support units to improve the fulfillment of developmental tasks in students at HAMZANWADI Pancor Laboratory Junior High School and concluded that the fulfillment of student developmental tasks could be positively improved.
3. Ridwan, Musifuddin, and Marjan (2007) conducted research on the development of a guidance and counseling network management model for junior high and senior high school students to

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<sup>18</sup> Yusuf (2004)

<sup>19</sup> George A. Theodorson dan Archiles G. Theodorson

correct misconceptions and optimize their development, with a sample of 17 public junior high schools and 10 public senior high schools in East Lombok, concluding that: (1) The level of achievement of students' overall developmental tasks is located close to level IV, namely the Self-Awareness level. Thus, it is one level below the expectations of society, namely level V, the Saksama level, and (2) For the aspects of the foundation of religious life and the aspects of the foundation of ethical behavior, it is in the range of levels III – IV, namely between the Conformist Self Awareness levels.

## **METHODLOGY**

This study took place at MTs 02 Rensing, East Lombok Regency. The study lasted for three months. The subjects were ninth-grade students of MTs 02 Rensing, East Lombok Regency, in the 2024/2025 academic year. The subjects were 42 students, consisting of 32 males and 10 females. Research design is a necessary process in planning and implementing research, consistent with the type of research. This type of research is classroom action research (CAR). This collaborative research is based on problems that arise in students' interpersonal empathy tendencies. Classroom action research is an observation of learning activities in the form of actions that are intentionally initiated and occur simultaneously in a classroom. These actions are provided by the teacher or, under the teacher's direction, carried out by students.<sup>20</sup>

## **RESULTS AND DISCUSSIONS**

Before conducting the action research in the classroom, the researcher first assessed the initial conditions of ninth-grade students at MTs 02 Rensing in the 2024/2025 academic year, particularly regarding their low level of developmental task achievement. The level of developmental task achievement of the students who were the subjects of the study before the action was administered can be seen from the results of the Developmental Task Inventory Application. Recording achievement levels for each aspect of the students' developmental tasks was done manually and supported by a special program using Developmental Task Analysis (ATP).

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<sup>20</sup> (Suharsimi Arikunto, Suhardjono, Supardi, 2008:3)

## Implementation Process and Results of Cycle I

Cycle I was implemented from January 20, 2024, to March 20, 2024. The implementation of Cycle I focused on students whose scores were still at the self-protection level (Level II) and conformity level (Level III). Each action administered was implemented based on class hours for information services. Individual counseling services and other supporting service activities were carried out outside of class hours. The detailed implementation of the interventions will be outlined as follows: Meeting I was held on Thursday, January 20, 2024, covering the Developmental Tasks aspect of Emotional Maturity, with indicators of Freedom of Expression, Lack of Anxiety, Emotional Control, and Ability to Maintain Emotional Stability. This material was delivered through an information service for two hours of lessons (2 x 45 minutes). This information was supported by data collection activities and the application of non-test instrumentation in the form of observation guidelines.

Meeting II was held on Thursday, February 20, 2014, covering the Intellectual Maturity aspect, which included indicators of Critical Attitude, Rational Attitude, Assessment Ability, and Ability to Defend Personal Rights. This material was delivered through an information service for two hours of lessons (2 x 45 minutes). This information was supported by data collection activities and the application of non-test instrumentation in the form of observation guidelines. Individual counseling was provided to students whose developmental task achievements still scored low on the levels of self-protection and conformity. In this case, 10 students were provided for the emotional maturity aspect and 7 students for the intellectual maturity aspect. This individual counseling is carried out outside of class hours for 5 days.

The Developmental Task Inventory application for cycle I was implemented. The inventory format used specifically measures emotional and intellectual maturity, taken from the Junior High School Student Development (ITP-SLTP) of UPI. Observations in cycle I were conducted to obtain data on the level of effective Guidance and Counseling implementation. Observations were conducted simultaneously with the implementation of actions provided through prepared observation guide notes. The results of descriptive statistics calculations indicated that the implementation of effective Guidance and Counseling was in the good category, but not yet optimal. The score obtained for the implementation of effective Guidance and Counseling was 16.

Based on the results of the score obtained for effective Guidance and Counseling, with a raw score of 16 in the range of 13.33–20 (Good Category), it can be interpreted that the implementation of effective Guidance and Counseling at the school is in the good category. Meanwhile, to determine the level of achievement of student developmental tasks, a Developmental Task Analysis (ATP) was conducted, both manually and with the assistance of a computer. Data and information obtained from the observations were evaluated for analysis, reflection, and subsequent action. Furthermore, the observation results obtained data from the observation guidelines regarding the level of effective implementation of Guidance and Counseling in schools and the results of the Developmental Task Inventory Application.

Cycle I can observe the level of achievement of student developmental tasks (Research subjects), specifically in the aspect of Emotional Maturity: There are 6 students at the self-protection level (16.25%), 10 students at the conformity level (32.51%), 13 students at the self-awareness level (51.23%), and no one has reached the Saksakti level. The calculation of the percentage (%) of achievement of developmental tasks in the emotional maturity aspect is by calculating the average score per developmental level divided by the total of all scores per level (the sum of scores II + III + IV + V) multiplied by one hundred.

Based on the table above, the data obtained after the implementation of cycle I can be observed the level of achievement of students' developmental tasks (research subjects), especially in the Intellectual Maturity aspect, namely: There are 3 people who are at the self-protection level (8.25%), There are 11 people who are at the conformity level (36.75%), There are 14 people who are at the self-awareness level (56%), and No one has reached the Careful level. The calculation of the percentage (%) of achievement of developmental tasks in the emotional maturity aspect is the average number of scores per development level divided by the total number of all scores per level (total score II + III + IV + V) multiplied by one hundred. Analysis and reflection in cycle I carried out in collaboration with the action consultant given. From the results of observations, the actions given in cycle I have been proven to be able to improve the achievement of students' developmental tasks, this means that the actions given are appropriate.

From the analysis and reflection above, it can be concluded that significant changes have been observed in several students. However, further work is needed to improve the results.

## Cycle II Implementation Process and Results

Cycle II implementation was a continuation of the program's reflection results from Cycle I, aimed at improving and perfecting implementation to achieve better results. Preparation for implementing actions in Cycle II includes preparing scenarios for implementing effective Guidance and Counseling, preparing service units and support units for Guidance and Counseling services, and preparing guidelines for follow-up observations. Observations in Cycle II, like those in Cycle I, were conducted to obtain data on the level of effective guidance and counseling implementation at the school. Observations were conducted concurrently with the implementation of the actions and recorded through the prepared observation guidelines.

The results of descriptive statistics indicate that the implementation of effective guidance and counseling at the school is in the good category, with a score of 16 (ranging from 13.33 to 20). Specifically, to determine the level of achievement of student developmental tasks, a Developmental Task Analysis (ATP) was conducted, both manually and with the assistance of a computer. The data and information obtained during the observation will be evaluated to be analyzed and given reflection and determine the next action. Furthermore, the results of the observation obtained data from the observation guidelines regarding the level of implementation of effective handling of Guidance and Counseling in schools. Cycle II can be observed the level of achievement of student development tasks (Research subjects) especially in the aspect of Emotional Maturity, namely: There is 1 person who is at the self-protection level (4.52%), There are 2 people who are at the conformity level (9.87%), There are 13 people who are at the self-awareness level (85.59%), and No one has reached the Saksa level. The calculation of the percentage (%) of achievement of the developmental tasks of the emotional maturity aspect is by calculating the average score per development level divided by the total of all scores per level (the total score II + III + IV + V) multiplied by one hundred. Cycle II can be observed the level of achievement of students' developmental tasks (research subjects) especially in the Intellectual Maturity aspect, namely: There is 1 person who is at the self-protection level (5.31%), There are 3 people who are at the conformity level (17.39%), There are 10 people who are at the self-awareness level (77.29%), and No one has reached the Careful level. The calculation of the percentage (%) of achievement of the developmental tasks of the emotional maturity aspect is by calculating the

average score per development level divided by the total of all scores per level (total score II+III+IV+V) multiplied by one hundred.

Analysis and reflection in Cycle II were conducted in collaboration with the action consultant. Observations revealed that the actions taken in Cycle II were effective in improving student achievement in developmental tasks, indicating that the interventions were appropriate.

Based on the analysis and reflection above, it can be concluded that significant changes were observed in several students. However, further research is needed to improve the results. The results of the action research show that: in cycle I, the implementation of actions to improve the fulfillment of developmental tasks by implementing effective Guidance and Counseling at school went smoothly, so that the level of achievement of students' developmental tasks showed:

In the aspect of emotional maturity, it shows that: at the self-protection level, before being given the action there were 10 people (17.53%) and after being given the action in cycle I and cycle II it became 1 person (4.52%), at the Conformistic level, before being given the action there were 19 people (44.51%) and after being given the action in cycle I and cycle II it became 2 people (9.87%), at the self-awareness level, before being given the action there were 13 people (37.94%) and after being given the action in cycle I it became 13 people (51.23%), and in cycle II 13 people (85.59%) so that a total of 39 people are at this level. 2) In the aspect of intellectual maturity, it shows that: at the level of self-protection, before the action there were 7 people (11.94%) and after being given the action there were 1 person (5.33%), at the conformistic level, before the action there were 21 people (49.58%) and after being given the action there were 3 people (17.39%), at the level of self-awareness, before the action there were 14 people (38.47%) and after being given the action in cycle I there were 14 people (56%), and in cycle II there were 10 people (77.29%) so that a total of 38 people were at this level.

In Cycle II, effective Guidance and Counseling was implemented optimally at school, resulting in the achievement of the following developmental tasks: 1) In terms of emotional maturity, it shows that: at the self-protection level, it increased by 1 person (4.52%), at the conformist level, it increased by 2 people (9.87%), at the self-awareness level, it increased from 13 to 39 people, with details as follows: before the action: 13 people (51.23%), in Cycle I: 13 people (51.23%), in Cycle II: 13 people (85.59%).

2) In terms of intellectual maturity, it shows that: at the self-protection level, it increased by 1 person (5.31%), at the conformist level, it increased by 3 people (17.39%), and at the self-awareness level, it increased from 14 people to 38 people, with details as follows: before the action: 14 people (56%), in Cycle I: 14 people (56%), and in Cycle II: 10 people (77.29%). Based on this analysis, it can be proven that: the action hypothesis, which states that effective guidance and counseling management at school can improve the fulfillment of developmental tasks in the emotional and intellectual maturity aspects of grade IX students at MTs 02 Rensing in the 2024/2025 Academic Year, can be accepted.

Classroom action research was optimally used to improve guided activities. The results were very significant in each cycle implemented, with teachers acting directly as researchers increasingly challenged to develop their profession in the field of research and guidance. Classroom action research using effective guidance and counseling management at school to improve the fulfillment of developmental tasks in the emotional and intellectual maturity aspects has been empirically proven to increase in grade VIII students at MTs 02 Rensing in the 2024/2025 Academic Year.

Before the action research cycle I and cycle II was conducted, the initial assessment showed the achievement of students' developmental tasks as follows: the level of achievement of students' developmental tasks (research subjects) in the emotional maturity aspect, namely: In the emotional maturity aspect, it shows that: at the self-protection level, before being given action there were 10 people (17.53%) and after being given action in cycle I and cycle II it became 1 person (4.52%), at the conformistic level, before being given action there were 19 people (44.51%) and after being given action in cycle I and cycle II it became 2 people (9.87%), at the self-awareness level, before being given action there were 13 people (37.94%) and after being given action in cycle I it became 13 people (51.23%), and in cycle II 13 people (85.59%) so that the total number was 39 people. No one reached the Saksama level. And in the aspect of intellectual maturity, it shows that: at the self-protection level, before the action there were 7 people (11.94%) and after the action was given it became 1 person (5.33%), at the conformistic level, before the action there were 21 people (49.58%) and after the action was given it became 3 people (17.39%), at the self-awareness level, before the action there were 14 people (38.47%) and after the action was given in cycle I it became

14 people (56%), and in cycle II it became 10 people (77.29%) so that the total number was 38 people.

After the action was implemented through the implementation of cycle I and cycle II there were changes, where there was an increase in the achievement of developmental tasks from before. This means that with the implementation of class actions in both cycles I and II, there was an increase in the achievement of student developmental tasks.

In the aspect of emotional maturity, it shows that: at the self-protection level, before being given action there were 10 people (17.53%) and after being given action in cycle I and cycle II it became 1 person (4.52%), at the Conformistic level, before being given action there were 19 people (44.51%) and after being given action in cycle I and cycle II it became 2 people (9.87%), at the self-awareness level, before being given action there were 13 people (37.94%) and after being given action in cycle I it became 13 people (51.23%), and in cycle II 13 people (85.59%) so that the total number was 39 people.

In the aspect of intellectual maturity, it shows that: at the level of self-protection, before the action there were 7 people (11.94%) and after being given the action there were 1 person (5.33%), at the conformistic level, before the action there were 21 people (49.58%) and after being given the action there were 3 people (17.39%), at the level of self-awareness, before the action there were 14 people (38.47%) and after being given the action in cycle I there were 14 people (56%), and in cycle II to 10 people (77.29%) for a total of 38 people.

## **CONCLUSION**

1. In emotional maturity, the self-protection level increased by 1 student (4.52%), while the conformism level increased by 2 students (9.87%). Furthermore, in self-awareness, the self-protection level increased by 13 students (51.23%) in cycle I and 13 students (85.59%) in cycle II, bringing the total to 39 students.
2. In intellectual maturity, the self-protection level increased by 1 student (5.31%), and the conformism level increased by 3 students (17.39%). Then, at the self-awareness level, in cycle I, the number increased to 14 students (56%), and in cycle II, it increased to 10 students (77.29%), for a total of 38 students.

## SUGGESTIONS

1. Teachers at MTs 02 Rensing are expected to improve and develop their knowledge by upgrading their educational qualifications to better educate students, especially in improving their fulfillment of developmental tasks.
2. Parents are expected to be proactive in providing guidance and support to students, especially in achieving developmental tasks, as parents are the first and primary educators. This way, all parties will work according to their respective roles and functions.
3. The principal of MTs 02 Rensing is expected to use the results of this study as a guideline to motivate teachers to innovate in learning strategies in various areas of development, focusing on aspects of student development.
4. Children who are still unable to fulfill their developmental tasks should be given special attention and, if necessary, referred to more experienced individuals.
5. Other researchers are expected to explore other factors that have not yet been identified in efforts to improve the fulfillment of students' developmental tasks and optimize the role of parents in collaborating to improve the quality of education.

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