

The Development Task of Students in Islamic Boarding School

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Abstract—Guidance and counseling service based on need assessment is very useful for students in Islamic Boarding School. This research aims to describe the results of *Inventori Tugas Perkembangan* or Development Task Inventory (ITP) to help students find developmental tasks that have not been achieved, hereinafter referred to as ITP. This research used survey method. The instruments of research used ITP that the validity and reliability has been tested. The respondents of this research were six classes with the amount of 217 students in Islamic Boarding School of Yogyakarta. The results showed that the achievement of development tasks students above the average growth rate of 3.79. The task of development is not yet achieved (<3.79). Five aspects of the developmental tasks that have not been achieved include: 1) The foundation of religious life 3,475; 2), the cornerstone of ethical behavior 3,745; 3), awareness of responsibility 3,67; 4), social roles as men or women 3,638; 5), insight and career preparation 3,722. The result of ITP, students in each class is different from the overall results class and should be able to complete through the organizing of guidance and counseling services in accordance with the needs of each class.

Keywords—guidance and counseling, *inventori tugas perkembangan*, *islamic boarding school*.

I. INTRODUCTION

The education system in Indonesia has three types, which are formal education, non-formal education and informal education. It reveals that the formal, informal and non-formal education process is a pillar to create a new generation in Indonesia with strong character [1]. Islamic Boarding Schools provide education in dormitories and *madrasah* (islamic schools), in the dormitory students learn to be independent, responsible, and socialize with other students who have different backgrounds whereas in *madrasah* students study like in general schools. Teenagers who study at boarding schools prepare to grow and learn to take care of themselves in circumstances that are very different from those who live at home with their families [2]. Students at school face various problem areas that are seen as common problems covering the fields of language, financial, social, psychological, health, recreation and academic problems [3,4, 5, 6, 7].

Students who have just entered the boarding school environment must be able to adjust to life in the Islamic boarding school, but that is not an easy thing for students. The transition from the family environment to the Islamic boarding school environment will lead to significant changes for students. It revealed that students choose to leave home at the age of thirteen, the transfer of students from the home environment of the dormitory environment can make them feel marginalized in both environments [8]. The tight schedule received by students has another impact on his life. That boarding high schools are expected to be able to implement guidance and counseling services to help students adjust to the school environment [9].

Studying lessons in Islamic Boarding School cannot be separated from the task of development. The task of development must be resolved in order to not affect the teaching and learning process at boarding school. However, not infrequently students have difficulty in completing the developmental tasks they are facing. This will be a problem for the students and make students difficult to achieve the task of further development. The development of tasks junior high students, such as faith and piety god by loving others, humble, honesty, discipline, emotional independence consists of emotional atmosphere facing disappointment, social interaction, threats and appreciate parents without being dependent on it, intellectual maturity consists of critical thinking, making decisions, deliberation (democratic), understanding the rights and obligations of learners [10].

Guidance and counseling have a service strategy that can help students in facing obstacles or problems they experienced. The guidance and counseling strategy includes: classical guidance, group guidance, large/cross-class guidance, individual counseling, group counseling. Guidance and counseling services at the school level, including in the area of tutoring, are directed to meet student needs [11,12]. Relate to that, an accurate assessment needs to be very important, so that guidance and counseling program is really relevant to the student [13]. The condition of

students is very necessary to be disclosed in order to determine whether the developmental tasks that have been passed students already achieved or not. ITP an instrument of guidance and counseling services have been widely used by school counselor in order to reveal aspects of the developmental tasks of students, particularly for the purposes of guidance and counseling services. That quality of guidance services will get recognition if guidance and counseling service is able to meet what is expected by the counselee [14].

Assessments guidance and counseling in Indonesia are standardized by Alat Ungkap Masalah Umum (AUM Umum), Alat Ungkap Masalah PTSDL (AUM PTSDL), Inventori Tugas Perkembangan (ITP), Daftar Cek Masalah (DCM), Analisis Kebutuhan Peserta Didik (AKPD), etc. ITP is an instrument used to understand individual and group developmental levels, identify problems that impede development and assist troubled students in solving the task of its development [10,15]. ITP is an instrument that has already been tested the validity of and reliability. Preparation is intended to support guidance and counseling activities in schools. By knowing the level of achievement of the learners, it is expected that the school counselor has awareness that the program and guidance and counseling services in the school should be based on the needs and development of learners. Instrument developmental refers to the self-development theory of Loveinger which consists of seven levels [16]. Data obtained from ITP instruments were then analyzed using ATP. Loveinger's theory was once used to measure ego development that reflects the attitude of an individual in looking at themselves and social reality [17].

Guidance and counseling services have several functions including the function of understanding, prevention, distribution, adjustment, improvement, development and maintenance [18]. Guidance and counseling services at Islamic Boarding School are very beneficial to students, teachers and stakeholders at Islamic Boarding School. School counseling programs that effectively use data to determine program components, measure student learning, monitor the impact of interventions, and inform stakeholders about the impact of the work being done have the accountability system components essentially in place. Ensuring that students, parents, teachers, and administrators all know the many ways that the school counseling program is supporting and promoting student success creates program accountability and future viability [19]. The difference of this research, researchers did not focus the research to the program guidance and counseling but only on aspects of student development tasks which required the cooperation of all parties. The main purpose of guidance and counseling services in schools is to provide support to the achievement of personal maturity, social skills, academic ability, and

lead to the formation of individual career maturities that are expected to be useful in the future[20]. In line with the opinion above to be able to provide the services in accordance with the needs of students of teacher guidance and counseling, it can use instruments that have already been standardized. Guidance and counseling services have several functions including the function of understanding, prevention, distribution, adjustment, improvement, development and maintenance [18].

II. METHOD

Collecting data in this study conducted by spreading instrument of ITP given to students at Islamic Boarding School. The total respondents consist of 217 in class VII at Boarding School. This research used survey method. surveys are not solely carried out to collect data or information, such as opinions or attitudes, but also to make a comprehensive description and to explain the relationship between the various variables studied [21]. Data collection techniques for survey research methods can be done with interviews, questionnaires and observations. Survey research was conducted to draw general conclusions or generalizations of the specified samples [22]. Meanwhile, [23] survey used to collect data or information about a large population by using a relatively small sample. In line with the above expert opinion, [24] argues that survey is a research method that aims to achieve generalization, by making a quantitative comparison of data collected by uniform questioning procedures. [25] descriptive survey research is one of the most common types of quantitative research education. There are different types or design of survey studies. The most common design is the one-shot design, in which researcher after piloting the survey, administers it once to the sample. Follow-up studies and longitudinal survey studies are designs that follow the same sample over time. Designs that select different sample over time include trend and cohort surveys. Design that follow the same or different samples over time both require surveys to be administered multiple times. Survey researchers need to be concerned about the response rate or number of surveys that participants fill out and return.

III. RESULTS AND DISCUSSION

Basically, students in Islamic Boarding School are in the development period. [26] suggested that adolescence is a transitional period involving physical, cognitive, emotional, and social changes with various forms of different social, cultural and economic backgrounds. [27] adolescence period of development is a transition from childhood to adult maturity involving biological, cognitive, and socio-emotional changes. The task of student development comes from physical maturity, emotional maturity, community or cultural demands, and individual values or aspirations. The process of development

does not always go smoothly without any problems or in line with expectations, potential, and values adopted. Therefore, many things must be completed during the development period. Successful students in completing developmental tasks will make it easier to complete the development tasks in the next phase, but otherwise if students have not been able to complete the task of development then it will hamper and become a problem in him. Obstacles or problems that often occur in students of Islamic Boarding School include: difficult to adapt to new surroundings around the dwelling, difficult in socializing with peers, and difficult in concentrating for learning. Obstacles or problems that occur due to unfinished student development tasks, during the process of achievement of developmental tasks take place will be more optimal if students are facilitated by guidance and counseling teachers because the achievement of developmental tasks is one of the goals of guidance and counseling services. The task of individual development will be great influential in his life in the future. Based on survey results conducted using the ITP instrument found five out of 10 developmental tasks that have not been achieved. A total of six classes students experience difficulty in achieving developmental tasks.

This is also related to the results of research that found that sociometry program as a medium of disclosure social relations of students got 4.26% assessment scale that is in the category of feasible and based on small group test the sociometry program on the acceptability test of 90% (very high) product is declared acceptable and the 90% (very high) usage test of the product can be used/implemented [28]. The difference with this research is that the research does not use appropriateness test and small group test because the researcher only describes the result of the ITP instrument about the developmental task of the students. Similarly, the [29] the results of his research indicates that the needs assessment of guidance counseling program in the field of tutoring in the very good category, but the guidance and counseling teachers do not know how to standardize the instrument with computer software programs. The difference with this research is the researcher is not focused only on the field of learning, but the overall aspect of the development task students that has not been achieved or not yet resolved.

Development tasks that have not been achieved or resolved none of which are below from the five aspects and there are even some classes that have six aspects of developmental tasks have not been achieved. If the existing development tasks can't be solved properly then students will have difficulty in completing the task of development in the next stage. The adverse effects of non-completion of individual developmental tasks is one of which will appear to be a problem in the field of learning and the social field. After the researchers analyzed the data obtained,

found many developmental tasks that have not been achieved, in reality teacher guidance and counseling has not provided guidance and counseling services in accordance with the needs of students. The following is the inventory analysis of the developmental tasks that the researcher classifies into the class and the whole class. Figure 1 results of the overall class analysis, as follows:

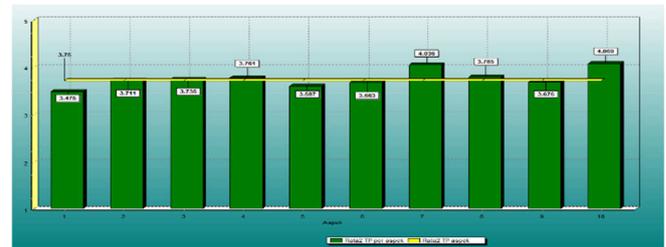


Fig. 1. Results of ITP Class VII A

The results of the analysis of the Class VII A in the figure above shows some aspects of achieved developments, the achievement of the tasks of the development of the students above the average level of development that is 3.84. A developmental task is not reached (< 3.84). The developmental aspects which are not reached include: 1) the cornerstone of religious life 3.427; 2) intellectual Maturity 3.702; 3) awareness of responsibilities 3.798; 4) social roles as a man or woman 3.702; 5) insights and career preparation 3.766.

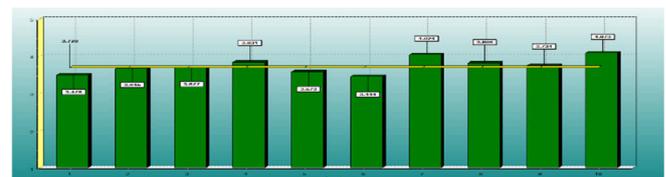


Fig. 2. Result of ITP Class VII B

The result analysis of the Class VII B listed in the figure above shows some aspects of developments already achieved, the achievement of the tasks of the development of the students above the average level of development 3.73. A development task is not reached (< 3.73). The developmental aspects of its development level are not reached include: 1) the cornerstone of religious life 3.476; 2) a cornerstone of ethical behavior 3.645; 3) emotional maturity 3.677; 4) awareness of responsibilities 3.573; 5) social roles as a man or woman 3.444.



Fig. 3. Result of ITP Class VII C

The result analysis of the Class VII C listed in the figure above shows some aspects of developments already achieved, the achievement of the tasks of the development of the students above the average level of development 3.85. A development task is not reached (< 3.85). The developmental aspects of its development level is not reached include: 1) the cornerstone of religious life 3,553; 2) a cornerstone of ethical behavior 3.75; 3) emotional maturity 3,826; 4) intellectual Maturity 3,788; 5) awareness of responsibilities 3.75.

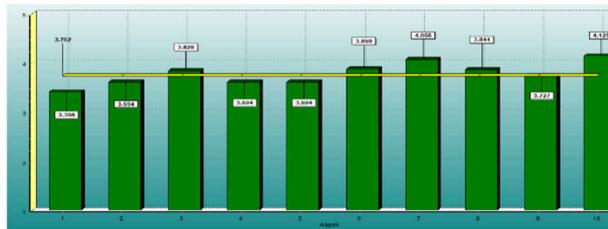


Fig. 4. Result of ITP Class VII D

The result analysis of the Class VII D are listed in the figure above shows some aspects of developments already achieved, the achievement of the tasks of the development of the students above the average level of development that is 3.89. A development task is not reached (< 3.89). The developmental aspects of its development level is not reached include: 1) the cornerstone of religious life 3,574; 2) a cornerstone of ethical behavior 3,885; 3) emotional maturity 3,851; 4) awareness of responsibilities 3,662; 5) social roles as a man or woman 3,716; 6) insights and career preparation 3.709.

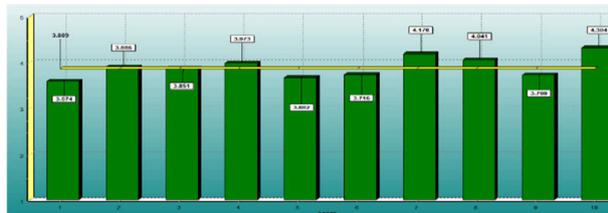


Fig. 5. Result of ITP Class VII E

The result analysis of the Class VII E listed in the figure above shows some aspects of developments already achieved, the achievement of the tasks of the development of the students above the average level of development 3.80. A development task is not reached (< 3.80). As for the developmental aspects of its development level is not reached include: 1) the cornerstone of religious life 3.47; 2) a cornerstone of ethical behavior 3.78; 3) emotional maturity 3,788; 4) awareness of responsibilities 3.5; 5) social roles as a man or woman 3,629; 6) insights and career preparation 3,765.

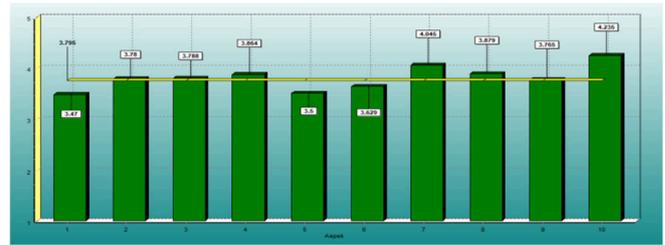


Fig. 6. Result of ITP Class VII F

The result analysis of the Class VII F listed in the figure above shows some aspects of developments already achieved, the achievement of the tasks of the development of the students above the average level of development 3.85. A development task is not reached (< 3.85). As for the developmental aspects of its development level is not reached include: 1) the cornerstone of religious life 3,313; 2) a cornerstone of ethical behavior 3,723; 3) emotional maturity 3,982; 4) awareness of responsibilities 3,786; 5) social roles as a man or woman 3,625; 6) insights and career preparation 3,938.

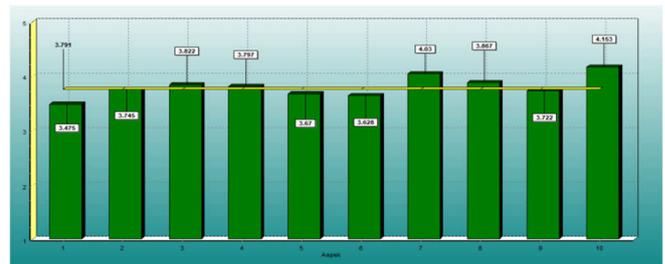


Fig. 7. Results of ITP Class VII

The results of the whole class VII, which are listed in the figure above shows some aspects of developments already achieved, the achievement of the tasks of the development of the students above the average level of development that is 3.79. A development task is not reached (< 3.79). The developmental aspects of its development level is not reached include: 1) the cornerstone of religious life 3.475; 2) a cornerstone of ethical behavior 3.745; 3) awareness of responsibilities 3.67; 4) social roles as a man or woman 3.638; 5) insights and career preparation 3.722.

The task of individual development will be great influential in his life in the future. Based on survey results conducted using the ITP instrument found five out of 10 developmental tasks that have not been achieved. A total of six classes, students experience difficulty in achieving developmental tasks. Development tasks that have not been achieved or resolved none of which are below from the five aspects and there are even some classes that have six aspects of developmental tasks have not been achieved. If the existing development tasks can't be solved properly then students will have difficulty in completing the task of development in the next stage. The adverse effects of non-completion of individual developmental tasks are one of which will appear to

be a problem in the field of learning and the social field. This is similar to the research conducted [27] in his research suggests that the achievement of the task of social development of students with peer groups in the class XI SMA Negeri 1 Padang regarding the ability to foster a more mature relationship with peers and the ability to carry out social roles according to gender in general has been achieved, although in some students still not achieved optimally. Then, there are six questionnaires responded by the students are under the classification of the level of achievement that has been set, so that can be prioritized in the guidance and counseling program. The results from these two studies would make us are concerned such as described at the beginning of the impact of not achieving or unresolved the task of development experienced by students in the field of learning and social fields. The results of this study also explain that using a problem-based instrument with a development-based instrument will be different results but all these results are the needs of students. The problem has not been achieved developmental tasks students at Islamic Boarding School in Yogyakarta would need guidance and counseling services and handling problems effectively by counselor. Given the impact of the unfinished development task is able to disrupt the process of daily activities and disrupt its duties.

IV. CONCLUSION

Guidance and counseling services provided by the teacher guidance and counseling to students should be based on his or her needs. By giving each student will have different levels of development between one another. It can be seen that one can't develop optimally is the impact of unfinished individual developmental tasks. It will make teachers guidance and counseling and parents worried if encountered students who experience the same thing. Based on the results of this research, it can find the level of development students above average 3.79 but each class will be different from the task of development is not yet achieved the necessary guidance and counseling services are also different according to the needs of students. The problem should be assisted by teacher guidance and counseling as it will hamper students in completing tasks for further development. This research is still experiencing deficiencies where a researcher is unable to describe an individually developmental task for every student. For further research, it can be done more deeply about the results of the ITP that occurred in students.

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