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Analysis of Adolescent Developmental Task Mastery and Its Implications for Information Service Materials

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Abstract: This study aims to describe the mastery of developmental tasks of MAN Curup students and their implications for the preparation of information service materials. The method used is quantitative with a population of 75 students from MAN Curup majoring in Social Sciences. The sampling technique used is saturated sampling. Data were collected by using a questionnaire using the Guttman scale and analyzed by descriptive analysis. The results showed that some of the tasks of adolescent development have been mastered and some have not been mastered by students. Some developmental tasks that have not been mastered are maturity in establishing relationships with peers, economic independence, choosing and planning careers and understanding and implementing value systems and ethics in behaviour. Some aspects of developmental tasks that have not been mastered by students must be prioritized to be used as a basic reference in program preparation and implementation of counselling guidance services including in compiling information service materials.

Keywords: Developmental Task; Information Services; Teenager

Introduction

Adolescence is a period of transition from childhood to adulthood (Batubara, 2016). At this time, on the one hand, teenagers are in a very beautiful and fun time (Hafiza & Mawarpury, 2018). Teenagers are starting to get something that has never been obtained before, starting to have close friends, sharing friends, getting experiences and colorful life stories (Mustofa, 2017). But on the other hand, adolescence is also considered the most vulnerable and vulnerable period with problems (Katharina & Yuliana, 2018). From a physical point of view, adolescents experience growth and development, so that it can trigger anxiety in adolescents (W. R. Pratiwi et al., 2020). In terms of behaviour, adolescents still have a childlike nature even though their physical form has grown and developed like adults, there has been a change in behavioural relationships and an interest in the opposite sex has begun (Fhadila, 2017).

Adolescence in Latin is termed adolescence, which means "to grow or develop" (Fellasari & Lestari, 2017). This development includes mental, emotional, social, and physical development (Marwoko, 2019). The same view also states that adolescence is basically a period of development towards adulthood (Ali & Asrori, 2014). Primitive nations view individuals as mature if they are able to reproduce (Nessi Meilan et al., 2019).

Development in adolescence is a very important phase in individual development (Diananda, 2019). Because physical development and will have a direct effect on attitudes and behavior (Fatmawaty, 2017). There are four universal changes that occur in adolescents, namely heightened emotions, body changes, changes in interests and changes in behaviour patterns (Marwoko, 2019). Hurlock explained that teenagers are mostly ambivalent about the changes they experience (Hurlock, 2016).

Adolescence is a period of searching for an identity to shape their personality by trial and error, as a result can cause unpleasant things for adults (Kusuma, 2017). On the other hand, adolescence is a time of "storm and stress" or storm and stress (Khasanah & Mamnuah, 2021). This is because adolescence are often faced with problems that are difficult to overcome, have internal problems that are difficult to express with others, adolescents insist on solving their own problems according to what they believe and refuse help from others (Y. A. Saputro & Sugiarti, 2021).

Theoretically, Hurlock limits that adolescents are in the age range of 13 to 18 years (Hurlock, 2016). Teenagers according to traditional schools are at the age of 13 to 18 years, while the contemporary flow is between the ages of 11 to 22 years (Lestari, 2017). The World Health Organization (WHO) provides a limit for adolescents aged 10 to 20 years (Wahidin, 2017). Meanwhile, the Ministry of Health of the Republic of Indonesia sets a limit for adolescents between the ages of 10 to 19 years and not yet married (Sebayang et al., 2018). In this period, adolescents are faced with various changes and are often associated with stereotypes of deviance and delinquency (Karlina, 2020). Therefore, in the study of adolescent development theory, many theories are found that discuss emotional disorders, behaviour, disharmony and pressure as a result of the changes that occur to him, both physical and psychological changes (Yasipin et al., 2020).

Along with these changes, adolescents are also faced with developmental tasks that are very different from previous developmental tasks or childhood (Zonya & Sano, 2019). However, adolescents are required to be able to understand and master developmental tasks (Putri, 2017). If developmental tasks can be mastered well, adolescents will feel happy, satisfied, accepted by the environment and can easily fulfil further developmental tasks (S. Y. Sari, 2017). Adolescent failure in mastering developmental tasks will lead to feelings of disappointment, frustration, feelings of failure, inhibited achievement, confusion, aggressive behaviour, compensation, identification, rationalization, projection, forming reactions, egocentric, withdrawing and experiencing impaired physical growth (Hurrelmann & Quenzel, 2018).

The existence of adolescent developmental tasks demands major changes in the nature and patterns of individual behaviour (K. Z. Saputro, 2018). If this is not done, then the individual will experience a delay in maturity (Hurlock, 2016). There are nine tasks of adolescent development, namely the ability to build new and more mature relationships with peers, being able to perform social roles according to gender, being able to show affection for children and weak people, being able to accept their physical condition, achieving independence, or emotional maturity of adults, economically independent, able to prepare for a career, able to develop intellectual skills, have a desire to be responsible for social behaviour and have a set of values and ethical systems in behaviour (Havighurst, 1953; Hurrelmann & Quenzel, 2018).

Adolescents often find problems in mastering developmental tasks, ranging from mild problems to severe problems. Ardi et al., (2012), said 12.89% of adolescents tend to experience social relationship problems. Teenagers often have problems adjusting to their environment (Mataputun & Saud, 2020). Another study explains that the problems that are often experienced by teenagers can be grouped into six, namely character problems, learning problems, online game addiction problems, fighting problems, aggressive behaviour problems and self-identity problems (Netrawati et al., 2018). The occurrence of problems in adolescents, one of which is caused by the inability of adolescents to master developmental tasks (Fitri & Adelya, 2017; Octavia, 2020). Various efforts to assist students in mastering developmental tasks need to be carried out so that adolescents understand and master developmental tasks optimally.

Providing assistance in mastering developmental tasks is one of the basic services in guidance and counseling to students (Mariana, 2016). Guidance and counseling services that can be used to assist students in mastering developmental tasks are information services (Maulida, 2017). Information services are basically one type of service in counseling guidance that aims to provide various information, both for mastery of developmental tasks, career and work and health (I. Pratiwi et al., 2018). The main purpose of providing information services is to provide students with an understanding of various information related to education, work, personal and social development of students (Bahri et al., 2017; Maulida, 2017). Information

services can also be used to convey various other information that is useful for students, such as educational, employment, personal, social and cultural information (Zaini et al., 2020). Another opinion explains that some of the information that can be provided through information services includes information about the school environment, social environment, good ways of learning, how to divide time in learning, types of work and conditions for entering the world of work (R. A. Sari, 2021).

The provision of information services can be done directly, indirectly and through sources (Tumanggor et al., 2019). Direct information services can be carried out classically or in groups by utilizing various methods, such as lectures, questions and answers, discussions, interviews, panel discussions and sociodrama (Rambe et al., 2017). Indirect information services can be done by utilizing various media, both print and online, such as books, brochures, posters and various online media such as the internet, YouTube, WhatsApp, Facebook and Instagram (Hidayati, 2018). Providing information services can also be done by inviting resource persons who are experts or master the information that will be conveyed to students (Muttaqin et al., 2017).

Research related to mastery of developmental tasks has been reviewed by previous researchers. The research was carried out by Jannah, (2017), stated the importance of providing understanding to adolescents about developmental tasks in an integrative way by linking Islamic values. K. Z. Saputro, (2018) explain the importance of guiding teachers to understand and know the characteristics and tasks of adolescent development. Zakiyah et al., (2018), found that the inability of adolescents to master developmental tasks is one of them caused by bullying. Fuaddillah Putra., (2017) argues that students of Islamic boarding schools have not been fully able to master developmental tasks, especially in the aspect of establishing social relations with friends, both of the same type and with different genders. Another study also found that high school-age adolescents in Singkawang mastery of developmental tasks, especially in the aspect of religious foundations, were at the individuality level (Istirahayu & Mayasari, 2019).

Likewise, research related to information services has also been reviewed by previous researchers. Mulyana, (2017) emphasizes the importance of evaluating using the Context Input Process Product (CIPP), because by using this approach, evaluation can be carried out thoroughly through a managerial system so that information services can increase, both in terms of quantity and quality of service. M. Damayanti et al., (2018) suggests that information services using image media can significantly provide students with an understanding of sex education. Noor, (2019) Noor seeks to develop internet-based information services to encourage social inclusion.

Several previous studies have shown that information services can be used for students to develop their potential, but no studies have been found that specifically discuss mastery of developmental tasks and their implications for information service materials, especially in MAN Curup. This study is still very relevant to be discussed because not all individuals are able to master developmental tasks independently (Albarello et al., 2018). Individuals, especially teenagers, need other people to be able to master developmental tasks to the fullest (Masten & Barnes, 2018). One of the counselling services that have a very important role in helping the mastery of adolescent development tasks in schools is information services. Therefore, the information service materials provided to students must be in accordance with the needs of students to master their developmental tasks. This study aims to reveal the level of mastery of adolescent developmental tasks, especially students of MAN Curup, then explore some information service materials in order to assist adolescents in mastering developmental tasks. With this research, it is hoped that it can be used as a basic reference for supervising teachers in compiling information service materials in order to provide the understanding and help adolescents to master developmental tasks.

Methods

This research uses a descriptive qualitative approach. The population of this study was the entire class XI Social Sciences Department, Madrasah Aliyah Negeri Curup, amounting to 75 people. The sampling technique used is saturated sampling, that is, the entire population is used as the research sample. Research data were collected using a questionnaire developed based on the following sub-variables:

1. Establish new, more mature relationships with peers, with indicators; has many friends, is trusted by friends, is able to adjust to friends, is able to get along with friends and is able to understand friends.
2. Perform social roles according to gender, with indicators; participate in useful group activities with friends of various genders, able to present themselves according to gender, able to get along with friends of different sexes, able to maintain themselves in associating with friends of different sexes and able to adjust to friends of different sexes.
3. Accept the physical state and use it effectively, with indicators; able to accept their physical condition, able to maintain body hygiene, able to maintain body health, understand and maintain reproductive health and able to protect themselves from sexual violations.
4. Achieve emotional maturity in interacting with parents and other adults, with indicators; able to develop affectionate relationships, able to develop respect, have good habits in expressing emotions, able to resolve conflicts, and can communicate politely and respectfully.
5. Have the ability to be economically independent, with indicators; able to prepare themselves to be economically independent, understand some of the jobs that can be done to make money and understand how to gain work experience.
6. Choose and prepare for a career, with indicators; understand the various types of careers and how to enter them, understand how to have a determination to the chosen career and understand how to direct oneself in education according to the demands of the chosen career.
7. Develop intellectual skills and concepts to be a good citizen, with indicators; understand concepts and skills for cooperation and mutual assistance, have a positive attitude towards religious and state laws, understand things that can damage national unity and integrity, understand the importance of mutual respect in the nation and state, and be able to maintain order in the community.
8. Responsible for social behavior, with indicators; carry out duties and responsibilities at school, help people who are in trouble, have a concern for the social environment, have a sensitive attitude towards weak people and share among others in joy and sorrow.
9. Have a set of values and an ethical system in behavior, with indicators; understand religious and ethical values in associating with peers at school, understand religious and ethical values that must be obeyed in associating with peers in society, understand religious and ethical values in associating with young people, understand how to train and develop good attitudes and understand responsibility towards self, family and society.

The alternative answer used is the Guttman scale, which is a measurement scale that uses a firm answer type or two alternative answers (Sugiono, 2019), in this study using alternative answers "yes-no". The data obtained were then analyzed using the percentage technique. This technique is based on Ridwan's opinion which states that percentage analysis is carried out by multiplying the frequency quotient by one hundred percent (Ridwan, 2017). To determine the validity of the instrument, a theoretical validity test was carried out and a reliability test was carried out with an internal consistency reliability technique.

Results and Discussion

Mastery of Curup MAN student development tasks

In expressing the mastery of developmental tasks of MAN Curup students, the researchers grouped them into nine subvariables. The nine sub-variables include: the ability to establish new, more mature relationships with peers, perform gender-appropriate social roles, accept physical conditions and use them effectively, achieve emotional maturity in interacting with parents and other adults, have the ability to be economically independent, choose and prepare themselves in career, develop intellectual skills and concepts to become good citizens, be responsible for social behavior and have a set of values and ethical systems in behavior. To see the mastery of the developmental tasks of MAN Curup students, see the table as follows:

Table 1
Establish new, more mature relationships with peers

Indicator	Answer			
	Yes		No	
	F	%	F	%
Have lots of friends	47	63	28	37
Trusted by friends	45	60	30	40
Able to adjust to friends	25	34	50	66
Able to get along with friends	20	27	55	73
Able to understand friends	38	51	37	49
Average	47%		54%	

Based on table 1, it can be seen that on average (54%) MAN Curup students have not fully mastered developmental tasks related to establishing new, more mature relationships with peers. The aspect that most mastered was the ability to adjust and get along well with peers 66% and 73%, respectively. However, there are several aspects that have been mastered by students, namely having lots of friends, being trustworthy and being able to understand friends when hanging out with peers, respectively 63%, 60% and (51%).

Table 2
Perform social roles according to gender

Indicator	Answer			
	Yes		Tidak	
	F	%	F	%
Participate in useful group activities with friends of the opposite sex	25	34	50	66
Able to present themselves according to gender	75	100	0	0
Able to get along with friends of different genders	20	27	55	73
Able to maintain oneself in associating with friends of the opposite sex	30	27	45	73
Able to adjust to friends of different genders	75	100	0	0
Average	60%		40%	

The results of the study as shown in table 2 show that 60% of MAN Curup students have mastered developmental tasks related to carrying out social roles according to their gender. However, students stated that there were several aspects that had not been mastered, which were related to participating in beneficial group activities with friends of the opposite sex (66%), hanging out with friends of the opposite sex (73%) and maintaining themselves in association with friends of different types of play (73%).

Table 3
Accepting the physical state and using it effectively

Indicator	Answer			
	Yes		Yes	
	F	%	F	%
Able to accept the physical condition that is owned	74	99	1	1
Able to maintain and maintain body hygiene	74	99	2	3
Able to understand and maintain body health	73	97	1	7
Understanding and maintaining reproductive health	2	3	73	97
Able to protect oneself from sexual abuse	35	47	40	53

Average	52%	48%
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Table 3 shows that 52% of MAN Curup students are able to accept the physical condition and use it effectively. Some aspects of developmental tasks in this section that have been mastered are acceptance of 99% physical condition, maintaining and maintaining body hygiene (99%), and understanding and maintaining body hygiene (97%). While the aspects of developmental tasks that have not been fully mastered are reproductive health (97%) and protecting oneself from sexual violations (53%).

Table 4
Reach emotional maturity interacting with parents and other adults.

Indicator	Answer			
	Yes		Tidak	
	F	%	F	%
Able to develop loving relationships with parents/adults	74	99	1	1
Able to develop respect for parents/adults.	74	99	1	1
Have a good habit of expressing emotions towards parents/adults.	74	99	1	1
Able to resolve conflicts with parents/adults.	1	1	74	99
Can communicate politely and respectfully with parents/adults.	45	73	30	27
Average		54%		46%

Based on the results of the study as shown in table 4, it can be seen that about 54% of MAN Curup students already have emotional maturity in interacting with parents and other adults. The aspects of developmental tasks that are mostly mastered are developing affectionate relationships (99%), developing respect (99%) expressing emotions (99%) and being able to communicate well with parents and other adults (73%). However, there is one aspect of developmental tasks that he has not mastered, namely the ability to overcome conflicts with parents and/or adults (99%).

Table 5
Have the ability to be economically independent

Indicator	Answer			
	Yes		Tidak	
	F	%	F	%
Able to prepare themselves to be economically independent.	0	0	75	100
Understand some of the jobs that can be done to make money.	1	1	74	99
Understand how to gain work experience.	4	5	71	95
Average		27%		73%

Mastery of developmental tasks related to the ability to be economically independent, has not been fully mastered by MAN Curup students. Based on table 5, it can be seen that about 73% of students stated that they were not economically capable. Aspects of developmental tasks that have not been mastered by many students include the ability to prepare to be economically independent (100%), understand jobs that can make money (99%) and how to get work experience (93%).

Table 6
Choose and prepare for a career

Indicator	Answer			
	Yes		Tidak	
	F	%	F	%
Understand various types of careers according to talents, interests, and abilities and enter them.	15	20	60	80
Understand how to have determination in the chosen career.	9	12	66	88
Understand how to direct yourself in education according to the demands of the chosen career.	46	61	29	39
Average		48%		52%

The results of the study as shown in table 6 show that 52% of MAN Curup students have not fully mastered developmental tasks related to careers. The aspect that has not been mastered the most is 85% related to understanding various types of careers according to their talents, interests, abilities and how to enter them. 88% of students also stated that they did not understand how to have a determination about their chosen career. However, about 61% of students already understand how to direct themselves in education to suit the demands of the chosen career.

Table 7
Develop intellectual skills and concepts to be a good citizen

Indikator	Answer			
	Yes		Tidak	
	F	%	F	%
Understand the concepts and skills for cooperation and mutual assistance among others	55	73	20	27
Have a positive attitude towards religious and state laws	60	80	15	20
Understanding things that can damage the unity and integrity of the nation	29	39	46	61
Understand the importance of mutual respect in the nation and state.	74	99	1	1
Maintaining order and comfort in the community	45	60	30	40
Average		53		47

The results of data analysis as shown in table 7 show that 53% of MAN Curup students have mastered developmental tasks related to skill development and several concepts to become good citizens. Judging by the indicators, 73% of students have understood several concepts and skills to work and help each other. 80% already have a positive attitude towards religious and state laws. 99% already understand the importance of mutual respect in the nation and state. However, 61% of students do not understand things that can damage unity and unity.

Table 8
Responsible for social behavior

Indikator	Jawaban			
	Ya		Tidak	
	F	%	F	%
Carry out the duties and responsibilities given by the teacher	74	99	1	1
Helping people who are in trouble	72	96	3	4
Have a concern for the social environment	69	92	6	8
Have a sensitive attitude towards weak people.	35	47	40	53
Share with others in joy and sorrow.	37	49	38	51
Average		57%		43%

The results of the study as shown in table 8 show that about 57% of MAN Curup students have mastered developmental tasks related to responsibility for social behavior. Aspects of developmental tasks that have been mastered are carrying out the duties and responsibilities given by the teacher 99%, helping people who are in difficulty 96% and having concern for the social environment around 92%. However, about 53% do not yet have a sensitive attitude towards weak people and 51% do not yet have an attitude of sharing among others in joy and sorrow.

Table 9
Have a set of values and an ethical system in behavior

Indikator	Answer			
	Yes		Tidak	
	F	%	F	%
Understanding religious and ethical values in association with peers at school.	50	67	25	33
Understand the religious and ethical values that must be obeyed in association with peers in society	60	80	15	20
Understanding religious and ethical values in associating with young people	40	53	35	47
Understand how to train and develop a good attitude	27	36	48	64
Understanding responsibilities towards self, family, and society.	30	40	45	60
Average		41%		59%

The results of the study as shown in table 9 show that 59% of MAN Curup students have not fully mastered developmental tasks related to the ownership of values and ethical systems

in behavior. If you look at the indicators, 64% of students do not understand how to train and develop a good attitude. 60% of students do not fully understand their responsibilities towards themselves, their families and society. However, 67% of them already understand the values of religion and ethics in associating with peers. 80% of students already understand the religious and ethical values that must be obeyed in associating with peers.

Based on the results of the study, it can be seen that there are MAN Curup students who have mastered the developmental task and some have not fully mastered it. Some aspects of developmental tasks that have been mastered by MAN Curup students are performing gender-appropriate roles, accepting physical conditions and utilizing them effectively, achieving emotional maturity in interacting with adults, developing intellectual skills and concepts to become good citizens. As well as being able to be responsible for social behavior. Aspects of developmental tasks that most students have not mastered include the ability to establish more mature relationships with peers, have economic independence, choose and plan careers, and have a set of values and ethical systems in behavior.

Differences in mastery of developmental tasks between one student and another and between one aspect and another are influenced by many factors including First, Heredity. Heredity is all individual potential or the totality of individual characteristics (Mubarak, 2017; Rosmawati, 2018), both physical and non-physical factors that are brought from birth and inherited genetically (Amini & Naimah, 2020; Latifah, 2017). The results of the study show that heredity factors greatly affect a person's intellectual and personality development (Amini & Naimah, 2020). Second, Maturity or maturity. Maturity is the functioning of all body organs both physically and psychologically due to growth and development (Jackson & Goossens, 2020). Maturity means the achievement of the process of growth and development (Aridhona, 2017). Another opinion explains that maturity is the readiness of individuals in carrying out developmental tasks (R. S. Damayanti et al., 2018). Maturity in addition to influencing the mastery of developmental tasks, will also give birth to similarities in individual growth and development (Kristina et al., 2019). Third, Environment. The environment is everything that comes from outside the individual, which includes the inner environment (food eaten) and the external environment (Sutarto, 2019). The results of the study show emotional maturity (Miyanti & Ismiradewi, 2020), social support (Apriani, 2019; Y. A. Saputro & Sugiarti, 2021), parenting style (Candrawati, 2019), family environment (Andriyani, 2020; D. Safitri, 2018) and school environment (Mustikasari & Effendy, 2020) also affect the mastery of adolescent developmental tasks. In addition, the lack of optimal counseling services received by students in schools is also believed to influence the achievement of mastery of adolescent developmental tasks, such as group counseling services with Cognitive Restructuring techniques (Abdi & Mafirja, 2019).

In the past, the issue of influencing factors affecting developmental tasks was very developed, resulting in various theories, such as the theory of nativism, empiricism and convergence (K. Z. Saputro, 2018; Setyowati, 2018). The theory of nativism explains that individual development is influenced by hereditary factors and occurs naturally in line with maturity (Luin et al., 2019). While the theory of empiricism says that individual development is strongly influenced by the environment, both the internal, natural and social environment (Sholichah, 2018). Therefore, individual experience has a very important role in helping mastery of developmental tasks (Fahrizal, 2020). Pengalaman individu diperoleh melalui interaksi individu dengan lingkungan, baik family, school and community. In contrast to the convergence theory, this theory argues that individual growth and development is influenced by heredity, maturity and environmental factors that interact with each other (Arifin, 2020; Luin et al., 2019). Each individual has differences in nature, maturity and experience, the result is the mastery of individual development tasks that differ from one individual to another.

Implications of mastery of developmental tasks on information service programs

The description of the results of research on the mastery of developmental tasks of MAN Curup students can be used as a reference in preparing a counseling guidance program, especially in compiling information service materials. This is important to do, so that the information services provided to students can really help students in achieving developmental tasks. Based on the results of research conducted by researchers, important aspects that can be used as material in information services are as follows:

1. Establish new, more mature relationships with peers. This aspect includes how to adjust and get along with peers.
2. Performing social roles according to gender, including how to get along well with friends of the opposite sex and how to take care of yourself in association with peers of the opposite sex.
3. Understanding of physical conditions and how to use them effectively. This aspect includes maintaining reproductive health and protecting oneself from sexual violations.
4. Cultivate independence and emotional maturity in interacting with parents and adults. This aspect includes how to deal with conflicts with parents and other adults and how to communicate well with adults.
5. The ability to be economically independent, including how to prepare to be economically independent, the types of work teenagers can do to earn money and how to get work experience.
6. Choose and prepare for a career. This aspect includes the types of careers and how to enter them, how to choose a career and how to establish yourself in the chosen career.
7. Develop intellectual skills and concepts in order to become good citizens, including concepts and skills of cooperation and mutual assistance among others and the unity of the nation as well as things that can damage it.
8. Responsible for social behavior, including cultivating a sensitive attitude towards weak people and fostering an attitude of sharing among others.
9. Values and value systems in behavior, including responsibility for oneself, family and society, training and developing good attitudes and ethics in socializing among young people.
10. Preparation of guidance and counseling service programs in schools, including information services, based on student needs (Sumitri et al., 2017). Therefore, the first step that must be taken by the supervising teacher before preparing the program is to conduct a need assessment or identify the needs of students (Farozin et al., 2017). It is important to do a need assessment before the preparation of the counseling guidance program in schools (Afiat et al., 2021). This is so that the counseling guidance service really fits the needs of students, both to develop their potential and to alleviate the problems they face, including to help students master developmental tasks (Fadoli et al., 2020).

In fact, the counseling service program in schools has not been prepared based on a need assessment. As a result, the guidance and counseling services provided to students have less significant impact in developing their potential and assisting students in mastering developmental tasks. In providing career information services, for example, it must be in accordance with the needs and interests of students. This is in line with Hurent's opinion which explains several important aspects that need to be considered in providing career information, namely the level of interest and needs of students towards careers Hunt et al., (2017). Likewise with regard to social relations, values, value systems, developing emotional maturity and an

attitude of responsibility, establishing relationships with peers and with opponents must be designed according to what students need.

Conclusions and Suggestions

Madrasah Aliyah Negeri Curup students who are in their teens, when viewed from the nine aspects of developmental tasks, some have mastered and some have not mastered optimally. Some of the developmental tasks that have been mastered are displaying roles according to gender, accepting physical conditions, showing emotional maturity in interacting, understanding various concepts to become good citizens and being responsible for social behavior. Developmental tasks that have not been mastered include not having maturity in relationships with peers, not being economically independent, not being able to choose and planning a career properly and not understanding and implementing a value system and ethics in behavior. The existence of several adolescent developmental tasks that have not been mastered by students, has implications for the preparation of information service materials. Developmental tasks that have not been mastered by students should be made a top priority for information service materials. So that the information services provided are really useful for students, especially in helping master the tasks of adolescent development.

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