

Emotional Maturity Development Model in Formal Education of Indonesia

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Abstract

This research aims to determine the emotional maturity development through intra-curricular, co-curricular, and extracurricular activities as well as guidance and counseling (BK) service program at formal educational institutions from elementary to higher levels. This research uses a method of literature study research. Sources are documents related to intra-curricular, co-curricular, and extracurricular programs as well as guidance and counseling. Sources of data come from the 2013 curriculum documents for primary and secondary education, the curriculum for independent and independent learning campuses, signs for the implementation of guidance and counseling on formal education, as well as relevant documents. Data were analyzed using descriptive qualitative analysis. The results show that emotional maturity development is conducted through 3 curricular programs. The intra-curricular and co-curricular programs are carried out through a scientific approach at the primary and secondary education levels as well as an independent learning curriculum and an independent campus for college students (PT) with curriculum formulations that are implemented on and off campus through online and offline learning. Emotional maturity is built up in intra- and co-curricular activities in the form of learning a scientific approach that trains students' five senses to practice sensitive and scientific thinking methods. The extracurricular program is carried out through activities organized in the fields of professional organizations that are relevant to the study program, reasoning, talents, interests, and special activities. Indicators of emotional maturity development include teamwork, sportsmanship, leadership, and others. Guidance and counseling (BK) service program in the emotional maturity development through assistance according to aspects of development through the stages of introduction, accommodation, and action.

Keywords: emotional maturity, intra-curricular, co-curricular, extracurricular, guidance and counseling

Introduction

Education in Indonesia is organized into 3 channels, namely formal, non-formal, and informal. The three of them are held at the pre-school, elementary, middle, and high school levels. All of them are held at most under the coordination of 2 ministries, namely the Ministry of Religion and the Ministry of Education and Culture. These two ministries carry out a comprehensive range of education levels and pathways and serve 45,299,800 school-age people. The details are as follows. (Table 1)

This large number, in daily management, is relatively heavy and difficult because each educational age has 6 dimensions, namely: physical, intellectual, psychological, social, mental, and spiritual. Management that must be put forward at that age is emotional maturity.

One of the management above is in guidance and counseling services, and is even considered a determinant of the emotional maturity of students. This has become even more evident after the issuance of the Minister of Education and Culture Regulation No.111 of 2014 which has provided provisions for reorganization of the guidance and counseling program. The different and important parts of the program so far are the four program components that must be implemented, namely basic services, individual planning, responsive services and support system which cannot be separated from one another. Organizing a program

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with these four components can provide more space in working not only to deal with problem students, but also for prevention and development efforts. In addition to having implications for certain tasks and competencies in program

implementation, the Comprehensive Counseling Guidance Program also mandates the fulfillment of the demands for accountability in the program carried out by BK teachers, because BK counselors / teachers are educators like most teachers who assess learning outcomes (Riskiyah, 2017).

Table 1. Number of Students All Levels of Education

Educational institutions	Total
College	7,300,000
Islamic Senior High School (MA)/Vocational Islamic Senior High School (MAK)/Senior High School (IA)/Vocational High School (SMK)	9,687,600
Islamic Junior High School (MTs)/Junior High School (SMP)	10,125,700
Islamic Elementary School (MI)/Elementary School (SD)	25,486,500
Total	52,599,800

(Databoks, 2019)

Apart from the Guidance and Counseling program, another interesting activity is extracurricular activities where it also plays an important role in students' school life. In this case, even though each program is also more closely related to student academic reviews as the results of research conducted in public schools in Azerbaijan with the main objective of analyzing the effect of extracurricular activities on student academic performance. The researcher investigated three groups of extracurricular activities: sports, fine arts and student clubs. For data on academic achievement, they used the results of centralized public school examinations that assess students in two subjects: the language of instruction (either Azerbaijani or Russian) and mathematics. The results of his research (Abizada, Gurbanova, Iskandarova, & Nadirzada, 2020) show that some extracurricular activities have a positive effect on student academic achievement, while others have no effect. In addition, the authors consider the number of different extracurricular activities students participate in and analyze the significance of these numbers in predicting student success.

Considering that the position of Guidance and Counseling is very important, including various intracurricular, co-curricular, extracurricular activities in schools that directly or indirectly intersect with students' emotions, thus this study aims to determine the development of emotional maturity of students through the Guidance and Counseling program and the intracurricular, co-curricular, extracurricular programs in formal educational institutions. This study is expected to reveal emotional maturity from a point of view outside of formal activities in schools that we often know is teaching and learning in class, including complementing the research above where various

activities are more related to students' academic intelligence.

Literature Review

Several studies have revealed various things about emotional maturity in students ranging from elementary to high levels. The results of the study (Arasteh & Seyedoshohadaei, 2018) reveal that emotional intelligence has a significant relationship with emotional maturity. This is in line with the results of research (Arora & Sharma, 2018) which at that time used a sample of 100 students, which revealed that emotional intelligence is needed to understand the nature of the social world they live in. There is a significant interaction effect between psychological well-being & emotional intelligence on social maturity score. High psychological well-being is important for social commitment, social tolerance, and openness to change. Emotional intelligence is important for work orientation, self-direction, and the ability to take in stress, communication, enlightened trust, cooperation, social commitment, social tolerance, and openness to change. There is a significant difference in the personal adequacy and social adequacy of senior high school students in relation to psychological well-being and intelligence. As the results of other studies (Joy & Mathew, 2018) also reveal emotional maturity has a significant relationship with the welfare of adolescents in general.

Research results from (Pertegal-Felices, Marcos-Jorquera, Gilar-Corbi, & Jimeno-Morenilla, 2017) show that working in interdisciplinary teams increases emotional skill levels without hindering the achievement of academic goals. The results of the study also revealed that participation in co-curricular activities such as sports, playing drama, music had a positive impact on students' self-concepts with different significance from each of

these co-curricular activities (Kamau, Rintaugu, & Bulinda, 2020). Meanwhile, a study at the university level (Majeed & Bala, Emotional Maturity among College Students, 2020) found that a teenager who grows up emotionally is easy to get along with others and does not care less about aggression and outbursts of anger, typical of childhood. They are more interested in happiness, pleasure, contentment and contentment than are removed with worry, anxiety and frustration. An individual who is growing emotionally may not have severed all relationship conditions and factors that led to threats, nervousness and feelings of resentment or resentment. However, he continued to think of himself in clear perspective. therefore it is constantly associated with an extraordinary effort to live a mature, adjusting, balanced and strong emotional life.

Meanwhile, the results of other studies highlight the relationship between emotional maturity and family climate of adolescent students. One study (Bala, Majeed, & Gupta, 2020) revealed that the family environment has more impact on student academic resilience compared to emotional maturity. However, another study found (Kaur, 2017) that the attitudes of parents significantly accompany the development process of adolescents. Parents should be made aware that a healthy family climate is of utmost importance for the development of healthy children and the establishment of healthy behaviors. The failure of this type of climate can lead to various forms of mismatch and stress among adolescents. Therefore, it is the responsibility of institutions, teachers and parents that adolescent behavioral problems should be identified in a timely manner and immediate corrective action given to them for their future progress. Mechanisms such as counseling can motivate parents as well as students to develop skills to adapt and deal with stress or problems in any situation in their life (Thiek, Borah, & Begum, Emotional Maturity Of Post Graduate Students, 2019).

Meanwhile, at the worker level, a study aims to determine the emotional maturity level of secondary school principals in Kerala. The results of the study (Rafeedali, 2016) show that from a total sample of 15 percent of high school principals only show a high level of emotional maturity, the remaining 85% are in the medium category and the emotional maturity level is not good. The study also found that variables such as gender, experience, type of school management did not affect the emotional maturity of middle school principals, whereas their age contributed to their emotional

maturity. Research on workers in other sectors found (Chavda, 2018) a positive correlation between emotional maturity and mental health, which means that emotional maturity decreases, mental health decreases and emotional maturity improves mental health.

From the various studies above, it is known that emotional maturity has a very vital position, and it will even underlie various other activities. Studies ranging from elementary school to university level and even advanced levels of work, emotional maturity is very important and must get a portion for guidance.

Emotional maturity is an individual assessing a situation critically before reacting emotionally, no longer reacting without thinking beforehand (Walgitto, 2005). This understanding shows that the act of emotional maturity must be based on rational considerations. This statement is further emphasized (AEDC, 2018) that **Emotional maturity refers to a set of abilities that enable children to understand and manage how they respond when faced with situations that elicit an emotional reaction.** Both opinions can be stated that a person's emotional maturity is characterized by having the ability to meet and deal with discomfort, fear, and unknown things, react according to developments or circumstances, be able to understand oneself and others and be able to make good decisions.

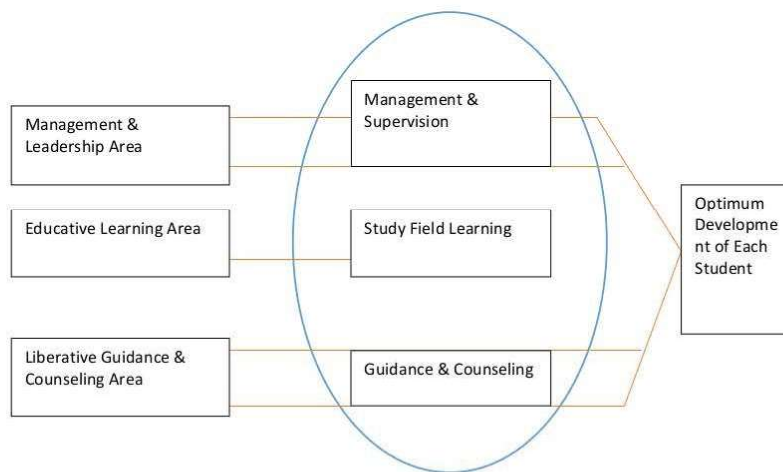
Emotional maturity is not only an effective determinant of personality patterns but also helps control the growth of individual development. All emotionally mature people will be in a position to face life's challenges that will reflect the fruits of normal emotional development. This is a very important stage in human life and hence the main aim of any good educational program is to help the learner to gain emotional maturity. Emotional maturity at all levels will help a person to lead a healthy life (Kalaiselvan & Maheswari, 2016). Besides, Emotional Maturity refers to a person's ability to control emotions and how well a person can respond to situations when dealing with other people and facing difficulties (Thiek, Borah, & Begum, Emotional Maturity Of Post Graduate Students, 2019).

Emotional maturity is very important for all levels of education because the number of brawl cases in 2017 was only around 12.9 percent, but in 2018 it became 14 percent (Metro Tempo, 2018). That way there is an increase of 1.1 percent. This must be handled by all education stakeholders so that there is no failure in this sector considering that there are many findings which state that

emotional maturity is the main basis for living a happy and satisfying life (Nuzhat, 2013), besides that the higher the emotional maturity, the higher the academic achievement (Kumar, Ahmad, & Nazli, 2020), and all dimensions of emotional maturity are

positively related to a person's openness (Nehra & Rangnekar, 2018).

The most important part of emotional maturity development can be seen in the following figure.



(Depdiknas, 2007)

Figure 1. The service area of the formal education pathway

Figure 1 shows that a concerted effort for emotional maturity should be made by educational institutions at all levels. The most dominant effort that can be done is through the area of Guidance and Counseling and extracurricular activities. As stated by Anies Rasyid Baswedan (Shihab, 2016) that a high Achievement Index only leads a person to an interview call, but the emotional maturity gained while being active in extracurricular activities in educational institutions will achieve brilliance in the future.

Research Method

This research method uses a literature study. Sources of literature include curriculum implementation documents that were in effect at the time this research was conducted, Guidelines for Implementation of Study Orientation Periods for primary, secondary and tertiary education, Extracurricular Program Guidelines, and documents for Guidance and Counseling Implementation Guidelines on the Formal Education Path. Data were analyzed using descriptive qualitative analysis.

Results

Emotional Maturity through Intra and Co-curricular Activities

Implementation of the curriculum at the primary to secondary education levels uses a scientific approach to the learning model (Kemendikbud, 2014). This model trains students to carry out 5 M activities, namely: observing, asking, exploiting, associating, and communicating. These steps are carried out inside and outside the classroom, thereby training students to process. Acquiring knowledge requires time, effort, and thinking individually and collectively. Students are trained to work together and are ready to receive knowledge from teachers (formal and non-formal) and their friends. Besides, students and teachers are trained to be patient in their search for knowledge. The process that is exceeded is as follows:

Observing activity. Students individually and collectively observe phenomena outside and inside the classroom according to the object of the lesson theme. In this process, students indirectly optimize their five senses. If the observation is not optimal,

it is necessary to ask questions about the object being observed. Observation and questioning are not optimal. Further activities are carried out in the form of exploration in the context of deepening the results (observing and questioning). The results of the exploration were carried out by associating activities between findings from 3 activities (observing, questioning, and exploring) through group discussions. After the discussion is made, the results of the report in writing and orally are made as a form of communicating process. These five processes students indirectly learn according to the subjects being followed as well as train language skills (listening, reading, writing, and speaking) properly and properly and learn good manners in communication. Besides, students are trained to use scientific thinking methods as preparation for when they later study in college.

For higher education, an independent learning curriculum – an independent campus will apply (Nizam, 2020). Students are trained from an early age to interact with the wider world outside the campus. Selection of courses based on their level, namely the levels of college, faculty, and study program. Other grouping, courses are divided as follows: University Compulsory Courses (31 credits), University elective course has 2 out of 6 credits, faculty compulsory courses (4 credits), faculty elective courses have 2 out of 6 credits, study program compulsory courses (44 credits), Elective Subjects for Study Programs has 4 or 6 out of 10 credits, 20 credits of free learning (on campus), 9 credits of free learning (offered through e-learning), 23 credits of free learning (off-campus) and 23 credits of independent learning (off Campus) has 4 out of 16 credits. This model shows that from the start they are trained to adapt to very fast changes outside of higher education, making it easier to gain knowledge and experience directly and be able to develop networks that make it easier to find work and have the initiative to create their jobs.

The explanation above shows that students/students are trained to interact intensely between people, knowledge, and experience both inside and outside of educational institutions making their emotional maturity build. Students practice to interact with differences in knowledge and experience patiently and are willing to respect existing differences.

Emotional Maturity through Extracurricular Activities

The abstinence of emotions is initiated from the beginning when new students enter educational institutions. Initial activities before learning SD,

SMP, and SMA, new students are given a filling form related to the potential or talents of students in the fields of arts, sports, science as well as the characteristics/behavior of students that stand out and which need to be improved (Kemendikbud, 2018). This form is validated at the level of the Introduction to School Environment for New Students (Kemendikbud, 2018). Mandatory materials include an introduction to social ethics between students and between students and teachers and education personnel, including sympathy, empathy, and mutual respect, as well as sportsmanship and introduction to extracurricular activities. This material shows that students when entering school have been introduced to develop their potential according to their needs through extracurricular activities and show new students to behave which leads to social maturity. Her classmates learn emotional maturity through the committee of these activities and become active members and administrators of extracurricular organizations.

The initial activity was when before lectures, new students were provided with orientation activities called Introduction to Campus Life for New Students (PKKMB). This activity contains two main subjects. The first material is in the form of Pre-Basic Student Management Skills Training (LKMM PD) in the form of providing basic skills in communicating, recognizing self-potential, developing critical characteristics, and positioning oneself effectively in student organizations (Direktorat Jenderal Pendidikan Tinggi, 2020). The second material relates to the introduction of cultural values, ethics, manners, norms of campus life, plagiarism, prevention of sexual harassment on campus, drug abuse, and anti-corruption, and skillful and wise communication through social media. Furthermore, the character building of students who value humanity and build the mental health of students. Lastly is the prevention and overcoming of intolerance, radicalism, terrorism, and the spread of ideas that are contrary to state ideology (Dirjen Dikti, 2020). The above explanation shows that the material for new students directs them to have emotional maturity. This competence is further strengthened when they want to be actively involved in extracurricular activities. Older students or seniors learn emotional maturity through the committee of these activities and become active administrators and members of extracurricular organizations.

The material described above in real terms can be developed optimally when students take part in the following extracurricular activities.

Table 2. Behavior development according to education level

No	Types of extracurricular activities	Behavior Development
1	Student organizations/student affairs	Leadership, Willingness to learn
2	Sport	Competitive sportsmanship
3	Academic and Professional Organizations	Assist students/students in gaining experience in their chosen field of work
4	Volunteer Activities	Critical and committed to community problems
5	Art	Teamwork
6	Religious	Development of a positive religious identity

Table 2 shows that the participation of students in extracurricular activities creates positive behaviors that lead to emotional maturity. Although the development of indicators of emotional maturity is very dominant through extracurricular activities, this field is still underestimated and is considered to have no prestige by some educational components (Munadi, Pengembangan Siswa Di Madrasah : Beberapa Usulan, 2020).

Emotional Maturity through Guidance and Counseling

The curriculum, especially intra-curricular and co-

curricular activities that apply to formal pathway education, direct students to have mastery of graduate competencies according to predetermined standards. This term is more familiarly called the graduate competency standard (SKL). This is different from guidance and counseling activities that direct students to have independent competencies according to existing provisions. The term often used is the independence competency standard (SKK). This standard consists of several aspects of student development which can be seen in the following table.

Table 3. Comparison of SKK between SD/MI, SMP/MTs, SMA/MA, and PT

No	Development Aspects	SD/MI	SMP/MTs	SMA/MA	PT
1.	The foundation of religious life,	v	v	v	v
2.	The foundation of ethical behavior	v	v	v	v
3.	Emotional maturity	v	v	v	v
4.	Intellectual maturity	v	v	v	v
5.	Awareness of social responsibility	v	v	v	v
6.	Gender awareness	v	v	v	v
7.	Personal development	v	v	v	v
8.	Entrepreneurial behavior/economic behavior independence	v	v	v	v
9.	Career insight and readiness	v	v	v	v
10.	Maturity of relationships with peers	v	v	v	v
11.	Readiness for marriage and family	-	-	v	v

(Munadi & Suwarta, Pengembangan Spiritualitas Melalui Layanan Bimbingan dan Konseling di Madrasah dan Sekolah, 2020)

Table 3 above shows that the aspect of development that does not exist at the basic education level (SD/MI and SMP/MTs) but is in the secondary and tertiary education levels (SMA/MA and PT) lies in the readiness to marry and have a family. This occurs because the additional developmental tasks related to having a family and getting married are at the age of SMA/MA and PT.

All aspects of the development above will be overcome if the mastery of the development aspects of emotional maturity runs optimally. This is following the statement (Graham, 2016) that

emotional maturity can have an impact on other aspects of development. This opinion is reinforced by findings (Rajeshwari & Raj, 2015) that emotional maturity is a determinant of one's success. However, all of them must go through the existing level. The level includes an introduction, accommodation, and action.

The aspect of emotional maturity development at the introduction level is to build students' knowledge and understanding of behavior or competency standards that must be learned and mastered including:

Table 4. Introduction level

SD	SLTP	SLTA	PT
Getting to know the feelings of yourself and others.	Recognizing ways to express feelings naturally.	Learning ways to avoid conflicts with others.	Objectively assessing the feelings of self and others.

In Table 4, elementary school level students must be trained to know the feelings of themselves and others so that they can understand the existence of themselves and others. At the junior high school level, the introduction is in the form of ways of expressing feelings naturally and according to existing norms. In the process that differences in feelings of oneself and others can lead to conflict,

then at the senior secondary level are introduced to be able to learn ways to avoid conflict over the differences in feelings that arise. Emotional maturity will emerge when there is objectivity in managing feelings between individuals, which is learned at the PT level.

The accommodation level, so that students have emotional maturity, is taught as follows.

Table 5. Accommodation level

SD	SLTP	SLTA	PT
Understanding the feelings of self and others.	Understanding the diversity of expressions of self and other people's feelings.	Being tolerant of various expressions of feelings of yourself and others.	Recognizing or considering possible consequences for expressing feelings.

Table 5 directs the companion must train elementary level students to understand the feelings of themselves and others so that they are not mutually contradictory. At the junior high school level, the accommodation level is even higher in the form of understanding the diversity of expressions of self and other feelings so that at the next level high school students can be tolerant of existing differences. Emotional maturity at the PT

level, students must be trained at any time to realize or consider possible consequences for the expression of feelings.

At the action level in the aspect of emotional maturity development, the companion encourages students to realize these new behaviors and competencies in real daily actions. The form of the action can be seen in the following table.

Table 6. Action level

SD	SLTP	SLTA	PT
Expressing feelings naturally.	Expressing feelings based on contextual considerations.	Expressing feelings in free, open, and non-conflicting ways.	Expressing feelings in ways that are free, open, and do not cause conflict and can think positively about conditions of dissatisfaction.

Table 6 shows that the companion must direct students to be able to develop emotional maturity by expressing feelings naturally for elementary level students. At the next level students are trained to express feelings on contextual considerations, express feelings in ways that are free, open, and do not cause conflict at the high school level. For the PT level, students are trained to be able to think positively about conditions of dissatisfaction with expressions of feelings expressed by themselves and others.

The explanation above shows that Guidance and Counseling at all levels of education in collaboration

with all stakeholders can increase the emotional maturity of students gradually and according to their level. It begins with the process of recognition, accommodation, and finally through actions related to emotional maturity. Thus enabling students to have emotional maturity when the Guidance and Counseling program is organized optimally and is integrated with other educational programs.

Discussion

Emotional maturity is needed by humans when facing various problems. The process cannot be separated from human education from the formal,

informal, and non-formal education channels, and the types and levels of education. For the formal education pathway, making students have emotional maturity requires a deliberate and planned program through curricular activities (intra-, co-, and extracurricular) as well as guidance and counseling.

Emotional maturity development through intra- and co-curricular activities in the form of learning a scientific approach. This model can develop emotional maturity because students learn to understand differences in language skills so they must be able to work together. Besides, this learning can develop interdisciplinary and multidisciplinary science. These findings are consistent with findings (Pertegal-Felices, Marcos-Jorquera, Gilar-Corbí, & Jimeno-Morenila, 2017) that working in interdisciplinary teams increases levels of emotional maturity without hindering the achievement of academic goals. This also confirms the statement (Saimons, Smriti, Atindra, & Dey, 2016) that emotions need to be understood, taught, trained, and controlled by the mind.

According to table 2, when students have been trained in emotional maturity in the classroom, follow-up is needed on extracurricular activities. What becomes a requirement is active participation in extracurricular activities. They interact with different intra-curricular classes, skin color, religion, ethnicity, and mother tongue so that they know each character. Interaction in the form of intensity and quality of meetings makes them more and more objective towards others. This finding is in line with the statement (Kirschenbaum, 1995) that the participation of students in extra-curricular activities makes a person have emotional maturity, which is related to the development of the values of cooperation, hard work, teamwork, fairness, following rules, and others.

Emotional maturity through guidance and counseling activities in tables 4, 5, and 6 makes it easier for students to adjust to the new environment. This is in line with research findings (Sinha, 2014) that the emotional maturity level has a positive correlation with a person's adjustment.

Conclusions

The emotional maturity of students at all levels is intervened separately through intra-curricular, co-curricular, and extracurricular activities as well as guidance and counseling activities. Although emotional maturity training is most predominantly carried out in extracurricular activities as well as counseling activities and guidance, educational institutions at all levels do not care about it.

Implications

Policy makers, education practitioners, teachers must be more careful and proportionate in dividing the various priority dimensions of student competencies. Especially in this case is the dimension of the emotional maturity of students. All of that must be guaranteed in the applicable regulations, systemized, arranged in the curriculum and implemented in a variety of intracurricular, co-curricular and extracurricular teaching and learning activities. Without this, the emotional maturity of students will not reach the maximum as has been revealed in the research above. The minimum steps that must be taken can be started from the awareness of teachers and educational institutions, where they are always dealing with students directly.

Teachers who focus in the field of guidance and counseling can maximize their quality midwives, and try to be affiliated with various other fields, especially in this case curriculum makers in schools. Thus, very crucial discourses such as emotional maturity can become studies, discussions, debates that are always hot in schools. So the debate that is being held is not only about how to make students smart, but what is no less urgent needs to be studied is how to make students more emotionally mature.

In overcoming the complexity of the problems faced, teachers and school institutions can involve parents of students in supervising and providing treatment that does not conflict with the emotional maturity pattern of students. That way there will be synchronization on both sides. This will make students do not discriminate, especially in their emotional development.

Limitations and Recommendations

This research has shortcomings, one of which is the database used is limited to a literature study which is limited to the year the curriculum was implemented in Indonesia. Another limitation is that we only focus on the emotional maturity domain, while there are other domains that may be associated with various intracurricular, co-curricular and extracurricular activities as in many developed countries which always link activities outside of school with the domain of academic intelligence. In addition, the curriculum must always undergo changes and this requires further examination.

Our recommendation regarding emotional maturity is that the development of emotional maturity in students at all levels and areas needs to be done integratively with regard to material and

integrated sequentially according to the levels in the education system. Internal and external stakeholders need to be more concerned with the focal point of developing emotional maturity, namely extracurricular activities as well as guidance and counseling activities.

Suggestions for The Next Research

In this case, we provide suggestions to the next researchers to focus their studies on field-based research, starting from interviews, observations, Focus Group Discussions, etc. It can also be focused one by one, namely intracurricular, co-curricular or extracurricular activities. However, this study will be one of the foundations for conducting other large-scale studies.

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