Evaluating Evidence-Based Student Development for School Counseling Program Enhancement

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Abstract: This study aims to evaluate the level of developmental achievement of high school students in Gorontalo City, focusing on developmental dimensions according to the Student Independence Competency Standards. The study used a survey method with the Developmental Task Inventory instrument to measure dimensions such as ethical behavior foundation, emotional maturity, economic independence, and career preparation. The results showed that several aspects of development, such as intellectual maturity and career awareness, had good achievements. In contrast, ethical behavior, responsibility, and self-acceptance require special attention. These findings provide a basis for developing evidence-based school counseling programs to support student development holistically. Limitations of the study related to the scope of the area and quantitative approach were identified, with recommendations for further research covering a wider area and a mixed-method approach.
Keywords: Developmental Task; High School Education; School Counseling Program; Student Development

Introduction

Student development at the Senior High School level includes achieving crucial developmental tasks to prepare individuals for adulthood, academic success, and emotional. These tasks include academic, social-emotional, and career preparation dimensions that are important foundations in forming student character (Hurlock, 1980). Various studies have shown that the achievement of student developmental tasks is influenced by internal factors, such as motivation and self-readiness, as well as external factors, such as school climate and student involvement in learning activities. A positive school climate, for example, can increase student engagement, which ultimately supports academic and emotional success (Đorđić, 2020). Conversely, low student engagement is often associated with burnout, which hurts the achievement of developmental tasks (Virtanen et al., 2016).

In addition to school climate, environmental factors, family involvement, and school programs also play a significant role in supporting student development. Intellectual maturity is known to contribute to the success of student development, especially at the junior high school level (Sinne & Santosa, 2023). Technology, such as analysis software, effectively supports the achievement of developmental tasks by providing a more targeted and efficient approach (Khairun & Nurmala, 2020). Furthermore, differences in developmental achievements based on gender indicate the need for more specific programs to support the unique needs of each group of students (Nurhasanah & Ningsih, 2023).

At the high school level, students are expected to be able to develop independence, moral values, religiosity, and career planning. Differences in student developmental achievements in various regions indicate variations in educational support and counseling programs in each location (Mahyu et al., 2023). Previous research has shown that a vocational-

based approach is relevant to support vocational high school students in achieving their developmental tasks (M. M. Sari, 2021). In addition, analysis of student developmental task achievements at the elementary education level provides an important basis for understanding student developmental needs at the high school level (Dina, 2020).

Guidance and counseling services are very important in supporting the achievement of high school students' developmental tasks. Group guidance programs, such as the problem-solving method, effectively improve students' ability to identify and solve problems, supporting the achievement of developmental tasks (Resti et al., 2023). Other creative approaches, such as role-playing, help strengthen students' interpersonal skills and self-confidence (Wahyudi et al., 2021). The sociodrama approach has also improved students' interpersonal skills, especially in conflict management and social interaction (Rahma et al., 2022). The use of self-management modules as a supporting tool for personal counseling in schools has been shown to improve students' ability to manage themselves, making a significant contribution to the achievement of developmental tasks (Wantu et al., 2023), to guidance programs that focus on supporting the development of student religiosity (Saleh & Herd, 2024). In addition, a peer counselor-based approach in schools can increase students' awareness of the dangers of drugs and facilitate the achievement of developmental tasks by empowering students as agents of change (Pautina et al., 2024). Likewise, local needs-based interventions support development in preparing students for harmonious family life (Sari et al., 2023). These creative approaches support students in overcoming developmental difficulties. However, individual counseling services designed based on students' needs must complement the group approach and create a more holistic intervention (Xiong et al., 2023).

However, there needs to be more research related to student developmental achievement, especially about local needs and cultural contexts. Several studies have shown that student dropout is often caused by a lack of clear career paths and minimal adequate counseling support (Bonilla, 2020). In addition, student involvement in social and academic environments requires an approach that considers the dynamics of development and the specific needs of individuals (Upadyaya & Salmela-Aro, 2013). The development of students as individuals according to local Indonesian culture remains related to developments that have been universally known (Direktorat Jenderal Peningkatan Mutu Pendidikan dan Tenaga Kependidikan, 2008; Ditjen Guru dan Tenaga Kependidikan, 2016).

This study aims to evaluate the level of developmental achievement of high school students in Gorontalo City, focusing on the dimensions of developmental aspects according to the Indonesian *Standar Kompetensi Kemandirian Peserta Didik* (SKKPD). In addition, this study seeks to identify gaps in the achievement of developmental tasks to provide a basis for designing evidence-based school counseling programs relevant to local needs. This study offers novelty in a locally based approach by integrating empirical data to produce more targeted recommendations supporting the policies and practices of school counseling services in Indonesia.

Method

This study uses a survey design to evaluate the level of developmental achievement of high school students in Gorontalo City, collect direct data from students, and use instruments to measure various dimensions of student development systematically. The population in this study includes all high school students in Gorontalo City. The research sample consisted of grade XI students selected by stratified random sampling from 11 high schools registered in

Gorontalo City based on the Kemendikbudristek Basic Education Data. The selection of grade XI students was conducted because this age group (15–18 years) is in late adolescence, where developmental tasks become more complex and relevant to evaluate. The instrument used in this study was the Developmental Task Inventory (*Inventori Tugas Perkembangan*) (ITP), which was designed to measure the achievement of students' developmental tasks in various dimensions (Kartadinata, 2003). The dimensions measured include: (1) religious life foundation; (2) ethical behavior foundation; (3) emotional maturity; (4) intellectual maturity; (5) awareness of responsibility; (6) social roles as men and women; (7) self-acceptance and its development; (8) independence of economic behavior; (9) insight into career preparation; (10) maturity of peer relationships; and (11) preparation for marriage and family life.

The data collection procedure was carried out by distributing the ITP to students through a structured process. Students were given guidance to fill out the inventory independently in a controlled environment to ensure accurate responses. The collected data were analyzed quantitatively using Developmental Task Analysis (*Analisis Tugas Perkembangan*) (ATP) software. This analysis involved calculating the average value and distribution of scores for each developmental dimension, as well as grouping achievement levels based on Developmental Level, ranging from Conformistic (*Konformistik*) Level (Kof) to Individualistic (*Individualistik*) Level (Ind) (Kartadinata, 2003; Lakadjo, 2020; Nurhudaya, 2011). Developmental dimensions with scores lower than the average achievement of the developmental level were identified to reveal aspects of development that required special attention. The results of the analysis were used to recommend relevant school counseling programs based on student needs.

Results and Discussion

1. Evaluation of Student Development Achievement Level

Based on data processing using the Development Task Analysis software, it was found that the results of the level of development achievement of Senior High School students in Gorontalo City consisting of 238 students for class XI, the average level of development achievement was at level 4.57. The development achievement of each aspect is shown in Table 1 below.

Table 1. Level of Achievement of High School Students' Development in Gorontalo City

Development Aspects	Level of Development	Counseling Program Priority Decisions in Schools
Religious Life Foundation	4.62	Not urgent
Ethical Behavior Foundation	4.48	Priority
Emotional Maturity	4.59	Not urgent
Intellectual Maturity	4.67	Not urgent
Responsibility Awareness	4.55	Priority
Social Role as a Man or Woman	4.56	Priority
Self-Acceptance and Its Development	4.49	Priority
Economic Behavioral Independence	4.52	Priority
Career Insight and Preparation	4.65	Not urgent
Peer Relationship Maturity	4.62	Not urgent
Self-Preparation for Marriage and Family Life	4.48	Priority

Source: Adaptation of Researcher Processed Analysis based on ATP Results

The level of achievement of development of grade XI high school students in Gorontalo City shows variations that reflect progress in various aspects of development. At its peak, intellectual maturity recorded the highest level of development, with a score of 4.67, reflecting students' ability to complete academic tasks effectively. Academic resilience significantly influences students' performance, with research highlighting the need for counseling programs to develop hardiness for managing academic stress, while a supportive academic environment, effective use of school resources, argument-based approaches, and openness to new perspectives collectively enhance intellectual development and performance (Chzhen & Leesch, 2023; Godfrey & Erduran, 2023; Sari et al., 2023). Furthermore, career insight and preparation recorded a level of development of 4.65, reflecting students' awareness of the importance of mature career planning can be improved through a design-based approach, the effectiveness of career guidance programs, and direct exposure to job opportunities (Conway & Steedle, 2020; Das et al., 2024). Equally important, the foundation of religious life and maturity of peer relationships each recorded a development level of 4.62, reflecting the success of integrating religious values into education and creating healthy social relationships, where religious value-based education supports self-confidence, academic resilience and reduces incidents of bullying, while positive peer relationships improve academic performance and strengthen students' social capital (Cavendish et al., 2023; Cornwall, 2018; Cucos et al., 2023; Liu, 2023).

Moving on to other aspects, emotional maturity with a development level of 4.59 and social roles with a value of 4.56 indicate students' emotional stability and good understanding of social roles this is that students show emotional stability and good understanding of social roles, where emotion-based interventions, social norms, and behavioral observations play an important role in shaping emotional stability, while a gender-equitable approach to textbooks and culture-based education increases gender sensitivity and appreciation of inclusive social values (Cucos et al., 2023; Dannenberg et al., 2024; De la Torre-Sierra & Guichot-Reina, 2022; Upadhyay et al., 2019). However, awareness of responsibility with a development level value of 4.55 reflects the need to strengthen students' sense of responsibility further. A positive relationship between family and school, supported by character education, is a major factor in effectively supporting students' awareness of responsibility (Collins et al., 2024; Harjianto et al., 2021).

Meanwhile, economic independence with a development level of 4.52 reflects that students' ability to manage finances independently still needs to be improved, where financial literacy and financial skills education have been shown to support responsible economic behavior and better financial management (Gilenko & Chernova, 2021; Varcoe et al., 2010). On the other hand, self-acceptance with a development level of 4.49 indicates the need to strengthen students' sense of self-acceptance, which can be improved through mentoring, teacher support, and social support, which overall play an important role in building self-acceptance (Çelik et al., 2023; Liang et al., 2016). Finally, the foundation of ethical behavior and preparation for family life with a development level of 4.48 reflects the need to strengthen both aspects, where the ethical climate in schools and moral identity are the main factors in the formation and strengthening of students' ethical behavior (Çayak & Eskici, 2023; Rodríguez-Rad & Hidalgo, 2018). The effectiveness of premarital counseling programs in enhancing students' readiness for family roles remains challenging, as studies suggest that while there is an improvement in readiness among intervention groups, program designs must be tailored to local student needs; additionally, education on marital relationship quality and the empowerment of adolescents, particularly women, plays a crucial role in preparing them for

healthy marriages and family life (Cuevas-Parra & Zhu, 2024; Lakadjo et al., 2022; Mustika & Herawati, 2022).

Overall, the level of developmental achievement of grade XI high school students in Gorontalo City is at an average value of 4.57. This shows that students are generally at level 4, namely the Self-Awareness (*Sadar Diri*) (Sdi), and are starting to move towards level 5, namely the Careful (*Seksama*) level (Ska), according to the developmental classification (Kartadinata, 2003; Lakadjo, 2020; Nurhudaya, 2011). At the Self-Awareness (*Sadar Diri*) level (Sdi), students can think alternatively, consider various possibilities in certain situations, and take advantage of available opportunities. Students begin to orient themselves towards problem-solving, evaluate their way of life, and adapt to their roles and situations. These characteristics illustrate early reflective abilities, where students begin to design strategic steps to overcome daily challenges more systematically. However, the average value of 4.57, close to the Accurate Level *Seksama* (Ska), indicates significant development. At this stage, students begin to act based on internal values, understand themselves as decision-makers and actors, and can recognize the diversity of emotions, motives, and perspectives of themselves. Students show concern for mutualistic relationships, have long-term goals, and can assess events in a more complex social context. The ability to think analytically and deeply begins to be integrated into how they view and solve problems. This interpretation indicates that students are in a very important transition phase. On the one hand, students have developed a strong reflective awareness, while on the other hand, students begin to integrate deeper analytical thinking patterns with social values. This transition phase allows educational institutions to strengthen support through a more targeted approach, especially in developing internal values, critical thinking skills, and understanding of social contexts.

2. Implications for School Counseling Programs

Based on the results in Table 1, six aspects of development are analyzed as priorities in the development of school counseling programs in schools for high school students in Gorontalo City. In sequence, the aspects of the Foundation of Ethical Behavior (4.48), Self-Preparation for Marriage and Family Life (4.48), Self-Acceptance and Its Development (4.49), Independence of Economic Behavior (4.52), Awareness of Responsibility (4.55), and the aspect of Social Role as a Man or Woman (4.56), and are the main focus. The aspects of development below average are displayed below the yellow line, shown in Figure 1 below.
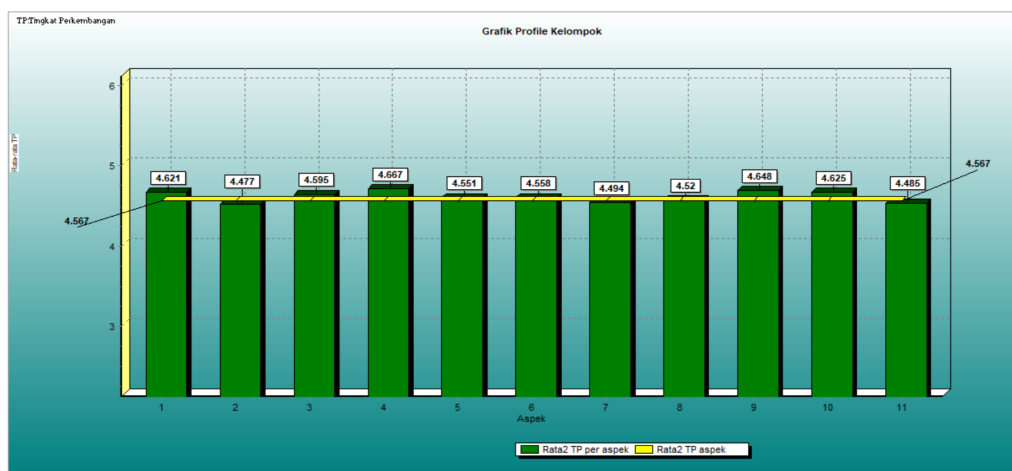

Figure 1. Development aspects that are below average

The foundation of ethical behavior is a fundamental element in shaping the morality and integrity of high school students. As a foundation for character formation in the future, students need to be equipped with the ability to face ethical dilemmas in everyday life. Therefore, school counseling programs must be designed to integrate ethical simulation-based training, such as case discussions and role-playing. This approach helps students understand the importance of making the right decisions and strengthens ethical behavior through a local value approach relevant to the student's culture (Edwin & Hussman, 2019; Gallant & Jing, 2011; Ratts & Greenleaf, 2017). Furthermore, the preparation of high school students to play roles in marriage and family life relies heavily on developing interpersonal communication skills and understanding family responsibilities. However, this need must be addressed because counseling programs focus more on education or career issues. To address this, counselors must integrate modules related to developing interpersonal communication and conflict resolution as part of the school counseling program.

In addition, working with students' families can provide a practical understanding of the family dynamics they will face in the future (Epstein & Voorhis, 2010; Poynton & Lapan, 2017). On the other hand, self-acceptance is a key factor in reducing social anxiety and building self-confidence in high school students. Group counseling is effective in helping students understand their strengths and weaknesses. Thus, school counseling programs need to add self-reflection activities to encourage students to explore personal goals and values that support self-acceptance, helping them become more confident and resilient (Cholewa et al., 2015; Goodman-Scott et al., 2018). In addition, economic independence is an important aspect, especially for students who will enter the workforce or continue to higher education. Unfortunately, counseling programs related to personal financial management are still not widely implemented in schools. To address this challenge, schools must integrate financial literacy modules into counseling programs to teach students about financial management and future planning. Workshops involving professional practitioners can also provide students with practical insights into economic realities and the importance of financial independence (Bryan et al., 2021; Poynton et al., 2021).

Furthermore, students' sense of responsibility can develop through active participation in extracurricular activities and school organizations. Community value-based counseling instills a sense of responsibility, so school counseling programs should encourage students to get involved in community service projects or organizational activities. In addition, leadership development modules can be introduced to strengthen students' values of responsibility in various social contexts (Lapan et al., 2012; Savitz-Romer et al., 2018). Finally, high school students often face challenges in understanding gender roles amidst the dynamics of an ever-evolving society. Therefore, school counseling programs sensitive to gender issues are needed to help students identify social roles positively without being trapped in stereotypes. Open discussions on gender issues in inclusive groups and gender equality learning modules can shape students' more progressive understanding to carry out their social roles well (Bryan et al., 2023; Lapan et al., 2014).

Various aspects of high school student development show the importance of strengthening comprehensively designed school counseling programs. Simulation-based approaches, collaboration with families, and integration of local values are strategic steps to support the formation of ethical behavior, strengthening self-acceptance, economic independence, awareness of responsibility, and understanding of gender roles. Appropriate interventions, school counseling programs can prepare high school students to become morally, emotionally, and socially mature individuals ready to face future challenges.

Conclusion

This study reveals that the development of grade XI high school students in Gorontalo City is generally in a transition phase from the Self-Awareness (*Sadar Diri*) Level (Sdi) to the *Seksama* Level (Ska). This transition reflects students' ability to begin integrating reflective thinking patterns with more complex social value analysis. Developmental aspects such as intellectual maturity and career preparation insight indicate the success of learning and counseling programs in supporting students' preparation to face academic and professional challenges.

However, several aspects still require more attention, such as the Foundation of Ethical Behavior, Self-Acceptance, Economic Independence, Awareness of Responsibility, Social Roles, and Preparation for Marriage and Family Life. Weaknesses in these aspects indicate the importance of more specific and targeted school counseling programs. An ethical simulation-based approach, financial literacy training, interpersonal skills development, and leadership modules are strategic steps to help students overcome challenges in these developmental areas.

This study also has limitations, especially regarding the coverage area, which is still limited to one city and focuses on certain student groups. In addition, the quantitative approach provided a measurable picture but did not explore the contextual dimensions that influence student development. Further research needs to be conducted with a wider coverage area, covering other levels of education and using a mixed methods approach to gain a deeper understanding.

The results of this study provide important recommendations for developing school counseling programs that are more systematic, evidence-based, according to student needs, and relevant to the local context. With the right intervention, this program can support student development holistically and help students become individuals who are mature personally-socially, emotionally, academically, and career-wise so that they are ready to face future challenges.

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