

Strengthening Student Management in Improving Students' Emotional Maturity



Muhammad Munadi*

State Islamic University Raden Mas Said Surakarta - Indonesia

Submission: June 21, 2022; **Published:** July 26, 2022

***Corresponding author:** Muhammad Munadi, State Islamic University Raden Mas Said Surakarta – Indonesia

Opinion

Educational institutions are usually more ready to be said as a place to sow and improve intellectual intelligence compared to other dimensions of intelligence such as the dimensions of social, mental, and spiritual intelligence. However, after various studies were revealed that stated that a person's success does not only depend on intellectual intelligence, educational institutions are increasingly aware of the need to fix this in a more comprehensive manner. This is considering that the other dimensions of intelligence also provide a very large contribution to one's success.

To maximize the various dimensions above, each level of education must truly understand the most important foundations in developing the potential of students from various aspects, from learning in the classroom and outside the classroom. The foundation will deliver on a measurable indicator scale to be implemented in each program, which is ultimately able to support aspects that lead to the improvement of academic and non-academic competencies. One of these foundations is emotional maturity in students, which is one of the most basic things to be understood critically and comprehensively. Various studies have revealed how important it is to manage emotional maturity in each individual, ranging from openness to change, tolerance for others, commitment, stress management, teamwork, etc. Maximum management will have a significant impact on various other dimensions, including the intelligence dimension itself [1,2].

This enormous and heavy burden is borne jointly from the macro and micro levels. The macro level refers to the policies of the ministries that oversee thousands of educational institutions at every level of education, especially in Indonesia there are two ministries that oversee this, namely the Ministry of Education and Culture and the Ministry of Religion. While at the micro level, it is at the level of the institution itself which is then continued by the lowest spearhead is the guardian of studies at the tertiary

level, while at the elementary, middle and high school levels it is managed by Counseling Guidance.

Policies and programs that can be launched at the ministerial level are through competitions in the fields of reasoning, arts and sports as well as training in leadership and management skills, for example, the National Student Scientific Week/ National Student Scientific Week (PIMNAS) which has been held since 1988. contested are the Student Creativity Program/ Student Creativity Program (PKM) for Research (PKM-P), PKM Application of Technology (PKM-T), PKM Entrepreneurship (PKM-K), PKM Community Service (PKM-M), PKM Cipta Karya or Copyright Works (PKM-KC), PKM Written Ideas (PKM-GT), and PKM Scientific Works (PKM-AI).

This will become a gathering place for various students from various universities and schools to actively participate in competing, both individually and in groups. Meanwhile, the development of student activities at the tertiary level or at each school level is through student organizations. All student organizations strive to develop soft skills according to the interests and talents of each student.

In more detail, when viewed from the micro level or elementary level to university, the development of emotional maturity can be done through 3 curricular programs. Intracurricular 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 higher education students (PT) with curriculum formulations implemented on and off campus through online and offline learning). Emotional maturity that is built up in intra and co-curricular activities in the form of scientific approach learning that trains students' five senses to practice sensitive and scientific thinking methods. Extracurricular

programs are carried out through activities organized by the field of professional organizations that are relevant to the study program, reasoning, talents, interests, and special activities. The development of indicators of emotional maturity includes teamwork, sportsmanship, leadership, and others.

As the final and even very important determinant is student management, namely through the guidance of study guardians at each university and the guidance and counseling service program (BK) at the elementary school level up. Every student has the right to get maximum guidance and face-to-face. With this closeness, the guidance will be more accurate, and students will get the right recommendations as well as the development of emotional maturity through mentoring according to developmental aspects through the stages of introduction, accommodation and action can be carried out properly.

Emotional maturity is needed by humans when living life individually or in groups, including dealing with increasingly complex problems. The process cannot be separated from human education from formal, informal and non-formal education, as well as levels of education. For formal education, making students emotional maturity requires a deliberate and planned program

through curricular activities (intra, co, and extracurricular) as well as guidance, and counseling. Soft skills development through various programs to form emotional maturity absolutely must be answered and continue to be launched from the level of the ministry and levels below it. All of these things must be managed critically and comprehensively from the elementary to the university level. Even at the ministerial level, they must have the courage to provide support from policies and regulatory budgets, including up to the level of guardians of study and the guidance and counseling program must participate in controlling this. Thus, various activities that will be carried out to support emotional maturity can be measured to the maximum, and are able to increase the emotional maturity of each student.

References

1. Munadi M, F Annur, E Inderasari, N Alwiyah, A Umar, et al. (2021) Student Soft Skill Development Through Extracurricular Activities At Higher Education In Indonesia. *Psychology And Education* 58(5): 4572-4580.
2. M Munadi, N Alwiyah, A Umar (2021) Emotional Maturity Development Model in Formal Education of Indonesia. *Revista Argentina de Clínica Psicológica* 30(1): 442-451.



This work is licensed under Creative Commons Attribution 4.0 License
DOI: [10.19080/PBSIJ.2022.19.556005](https://doi.org/10.19080/PBSIJ.2022.19.556005)

Your next submission with Juniper Publishers will reach you the below assets

- Quality Editorial service
- Swift Peer Review
- Reprints availability
- E-prints Service
- Manuscript Podcast for convenient understanding
- Global attainment for your research
- Manuscript accessibility in different formats
(Pdf, E-pub, Full Text, Audio)
- Unceasing customer service

Track the below URL for one-step submission

<https://juniperpublishers.com/online-submission.php>