

Development of Self-Management Skills as an Effort to Improve the Productivity of Teenagers in Babakan Banten Hamlet

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Abstract

Purpose: This study aims to investigate productivity issues among productive-aged students in Babakan Banten within the context of Industry 4.0. It highlights the importance of self-management skills in meeting modern demands.

Method: Utilizing a mixed-methods approach, combining surveys, interviews, and observations, this study examines the behaviors and self-management practices of students. Data were analyzed using statistical techniques to identify trends.

Practical Applications: Findings inform tailored interventions for educators and policymakers to promote self-management skills. Community leaders can use insights to develop support systems for students, fostering holistic development.

Conclusion: Self-management skills are crucial for addressing productivity challenges. This study provides insights for effective interventions, enabling students to thrive in the competitive landscape of Industry 4.0. Ongoing investment in such initiatives is essential for youth success.



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Introduction

The era of Industry 4.0 and globalization demands superior Human Resources (HR) to remain competitive in various aspects of life such as economics, politics, education, and employment (Syaifurrohman & Nasution, 2021). HR plays a vital role in determining a nation's quality and progress (Yuniarsih et al., 2022). Through various efforts, the government has implemented programs to develop superior and productive HR, including training and education. According to research by the International Management Development (IMD), Indonesia's productivity ranks 35th out of 57 countries. The Indonesian population, as surveyed by the Central Statistics Agency (BPS) in 2020, is predominantly of productive age, ranging from 15 to 64 years, totaling 191.08 million (70.72%) (Asnawi, 2018). This demographic suggests Indonesia has potential demographic bonuses that can be leveraged through HR enhancement.

Teenagers are the nation's future and must have good HR quality. According to the World Health Organization (WHO), teenagers are aged 10-19 years, while according to the Regulation of the Minister of Health of the Republic of Indonesia Number 25 of 2014, teenagers are aged 10-18 years, and according to the National Population and Family Planning Agency (BKKBN), the age range for teenagers is 10-24 years and unmarried (Guhir, 2021). Adolescence is a transitional phase from childhood to adulthood, characterized by rapid physical and mental development. It is also known as a period of self-discovery, during which teenagers tend to be volatile, egoistic, follow their hearts, engage in play, and are heavily influenced by peer groups (Siagian et al., 2021). Self-management is an individual's effort to plan, focus attention, and evaluate activities (Elvina, 2019). The purpose of self-management is to reduce inappropriate and disruptive behaviors and enhance social, adaptive, and language/communication skills (Rahmadani, 2019).

In the community service program conducted in Babakan Banten, the authors explored issues among teenagers through interviews, finding that teenagers lacked self-management skills, leading to poor productivity. Their inability to plan and communicate effectively resulted in poor self-management. The daily activities of productive-aged students/teenagers are still unproductive; interviews revealed they prioritize playing games for long periods and neglect their health by staying up late to play online games. Given these issues, teenagers need to understand how to manage their time effectively. Time management aims to organize and utilize time for planned activities by scheduling predetermined time (Atmaja et al., 2021).

Additionally, mental health issues have been neglected by teenagers due to their lack of assertive behavior or expressing their feelings. Mental health is still taboo among teenagers; according to the World Health Organization, emotional mental disorders experienced by teenagers at the age of 14 go undetected due to reasons including insufficient understanding of mental health and stigma preventing teenagers from seeking help (Malfasari et al., 2020). Mental health refers to a person's well-being, allowing them to realize their strengths, cope with life's challenges, work productively, and contribute to their community (Melizsa et al., 2021). Assertive behavior is an individual's ability to express opinions, feelings, attitudes, and rights without hurting others. Someone with good assertive behavior can set life goals, have high self-confidence, and make decisions (Purwandari, 2017).

Based on these issues, the authors decided to create a community service program titled "Development of Self-Management Skills as an Effort to Improve the Productivity of Teenagers in Babakan Banten Hamlet," aiming to help teenagers organize themselves effectively to become superior and productive human resources.

Method

Methods that can be used in conducting community service activities can be through socialization and training, both online and offline (Fadia et al., 2021; Lestari et al., 2022; Wijayanto et al., 2022). As for our activities, the implementation in the field is face-to-face with the following provisions:

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a. Target

The subjects in this community service are teenagers from Babakan Banten Hamlet aged 10-19 years (WHO).

b. Time and Place

The community service program is conducted on:

- 1) Date: August 28, 2022, at 8:00-10:00 PM WIB
Place: Kutajaya Village Office
- 2) Date: August 29, 2022, at 4:30-5:30 PM WIB
Place: Community Service Post

c. Program Planning

The method used to support the author's program is through training and psychoeducation. The training and psychoeducation provided will include:

1) Time Management Training

This training aims to raise awareness of the importance of time management and how to manage time effectively. The stages of the activity are:

- Introduction to time management material.
- Training in creating activity schedules.

2) Mental Health Psychoeducation

This psychoeducation aims to make teenagers in Babakan Banten Hamlet more aware of mental health for themselves and the surrounding environment. The stages of the activity are:

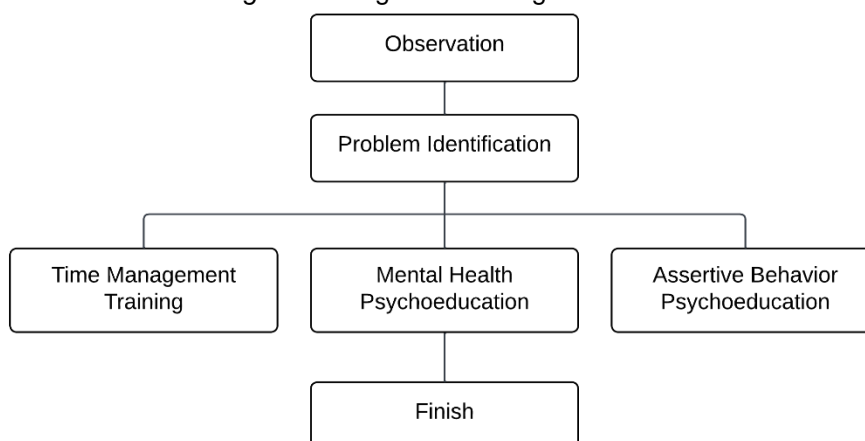
- Socialization on the importance of mental health for teenagers in Babakan Banten Hamlet.
- Counseling simulation and feedback for teenagers and their problems.

3) Assertive Behavior Psychoeducation

This psychoeducation aims to enable teenagers to implement knowledge about assertive behavior in daily life and to identify their personality and potential. The stages of the activity are:

- Socialization on understanding assertive behavior and its impact on daily life.
- Implementation of the Hippocrates test to understand individual personality types and consultation of test results.

Figure 1. Program Planning Flowchart



During the observation phase conducted on August 16, 2022, the author observed the living environment and interviewed the residents, especially the teenagers of Babakan Banten Hamlet. In the problem identification stage, the theme of the issues regarding self-management was identified, related to the lack of productivity among teenagers due to poor

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time management, lack of concern for mental health, and assertive behavior. In the subsequent stage, the implementation of the time management training program and mental health psychoeducation took place. The final stage involved a question-and-answer session and providing feedback.

Result

The community service program conducted in August 2022 by the author, located at the Kutajaya Village office, consisted of several activity stages and evidence of activities, including:

1. Participant registration

There were 18 teenagers from Babakan Banten Hamlet present at this program.

Figure 2. Attendance List

No	Nama	Nomor Telepon	TTD
1.	Zulena	0877 8400 8122	[Signature]
2.	Alva	0877 7030 4100	[Signature]
3.	Shifa	085094976490	[Signature]
4.	Melha	0851 1171 1807	[Signature]
5.	KAMILIA	085802607986	[Signature]
6.	Nayla	0857 7134 0908	[Signature]
7.	Aidil	08500089335	[Signature]
8.	Aa Rifanus	0855003372	[Signature]
9.	Hana	08574455049	[Signature]
10.	Dafri	085724445001	[Signature]
11.	Roni d	08595322098	[Signature]
12.	ZUNDA	0857141766164	[Signature]
13.	Eisa Nurrahman	08538090920	[Signature]
14.	Muhammad Fauzi	085712867400	[Signature]
15.	ADY FAZAL	0850913730101	[Signature]
16.	Azzahra	085217638819	[Signature]
17.	Ahmad	0850291302452	[Signature]
18.	Anggela Mustafa	085691858886	[Signature]
19.			
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2. Time Management Training

This activity involved delivering material on time management and training participants in creating individual activity agendas. As a result, participants were able to create daily timetables or activity agendas and set targets.

Figure 3. Delivery of Activity Agenda Training Material



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3. Mental Health Psychoeducation

This activity involved mental health awareness and counseling simulation. As a result, participants were able to express suppressed emotions and engage in good interpersonal communication.

Figure 4. Mental Health Awareness and Simulation



4. Assertive Behavior Psychoeducation

This activity involved assertive behavior awareness and self-introduction through the Hippocrates personality test. As a result, participants learned about their personality types and became confident in expressing their opinions.

Figure 5. Assertive Behavior Awareness and Hippocrates Personality Test



Based on the conducted community service program, several positive impacts were observed, including:

- a. Participants understand how to create activity agendas.
- b. Participants learn to talk about their problems.
- c. Participants understand their own personalities and recognize their strengths and weaknesses.

Discussion

Based on the discussion the critical role of Human Resources (HR) in the context of Industry 4.0 and globalization, emphasizing the need for superior HR to drive competitiveness across various sectors of society. It highlights the Indonesian government's efforts to enhance HR quality through training and education programs, alongside data indicating Indonesia's position in global productivity rankings and its predominantly youthful population. The result underscores the significance of addressing HR development, particularly among teenagers,

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who represent the future of the nation.

The focus then shifts to the challenges faced by teenagers, including issues related to self-management, productivity, and mental health. It identifies adolescence as a crucial period of physical and mental development, characterized by self-discovery and susceptibility to external influences. Self-management is presented as a key skill necessary for navigating this transitional phase effectively.

The authors propose a community service program aimed at improving teenagers' self-management skills in Babakan Banten Hamlet. The program involves training and psychoeducation sessions focusing on time management, mental health awareness, and assertive behaviour. The methodology includes a combination of face-to-face interactions and online resources to engage the target audience effectively.

In summary, this activity highlights the importance of addressing HR development, particularly among teenagers, and proposes a practical approach through community service programs focused on enhancing self-management skills to foster productivity and well-being.

Conclusion

Self-management is an individual's ability to organize themselves physically, such as managing time, and psychologically, such as maintaining mental health, supported by assertive behavior. The program conducted in this community service aims to make teenagers in Babakan Banten Hamlet even more productive.

The recommendation from the author is for participants to apply the knowledge conveyed, and the hope is that readers who come across this reference can engage in community service even more effectively in the future.

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