

## Profile of Student Self-Identity and Its Implications for Counseling Services to Prepare Students for the era of Industrial Revolution 4.0

(Exploration Research on Madrasah Aliyah Students in Tanah Datar District)

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### Abstract

This study aims to reveal the profile of students' identity and its implications for counseling services to prepare students to face the era of industrial 4.0. This study uses a quantitative exploratory method involving 256 samples or 25% of population from Madrasah Aliyah students in Tanah Datar District. The sampling technique is cluster random sampling. The instrument used is the scale self-identity. The research data was processed and analyzed by descriptive statistical methods. The results of the study showed that most students showed high self-identity (59%), but in particular there were still many problems with student identity, for example; embarrassed to interact with friends because they come from poor families, have not been able to play a role in maintaining the balance of nature as a gift from God, rarely thanking God for blessings, not knowing how to prepare for the future, not sure of being better with hard learning, etc. the counseling service program needed includes four components namely; basic services to improve students' understanding of self-identity and support its development, responsive services to overcome problems in self-identity, individual planning services for career preparation facing the era of industrial revolution 4.0, and system support for optimal counseling services.

**Keywords:** self-identity, students, counseling services, industrial revolution 4.0

### Introduction

Teenagers are now a millennial generation that is always developing in line with the times. The current development has reached the era of industrial revolution 4.0. The industrial revolution 4.0 gave birth to digital technology that had a massive impact on all human life (Triyono, 2018: 2-3). The emergence of the digital-based industry has changed the order of life in almost all lines connected in a network without limits. Triyono, (2018: 2) states that this industrial revolution brings opportunities and challenges especially for millennial generations. Viewed as an opportunity because the development of information technology provides the widest opportunity for everyone to access information in seconds. Someone, including children and adolescents, has become a virtual world market whose content is unlimited. They seem to live in a dimension that is very familiar and fun and interact with each other in cyberspace with their peers. On the other hand, peers and devices that connect someone to cyberspace are two forces that affect a person's personality (Iswan & Herwina, 2018: 37). The study is in line with the study (Islamiy, Sunaryanti, Rahman, & Mulawarman, 2018) where in the era of disruption, technology is not only a tool for students but also can influence student behavior. Student social development is very much influenced by the technology used every day. According to Iswan & Herwina, (2018: 36) that education in Indonesia must be able to make a more advanced leap in the era of the Industrial Revolution 4.0, through the use of digital and computational technology into the implementation of the learning process. However, at the same time Indonesia needs to immediately improve the capabilities and skills of human resources.

One of the psycho-social developments of students as adolescents is the development of self-identity. Where adolescence is a period of searching for self-identity (Friedman & Schustack, 2008); (Papalia, Olds, & Feldman, 2008); (Joseph LN. 2009); Alwisol, 2010: 98; (Geldard, K., & Geldard, 2011); (Dewi S., 2011); (Joseph LN. 2009); (Sarwono, 2012) and even confirmed by (Purwadi, 2004) in (2004: (Anggraini & Cucuani, 2014) that adolescence is a very crucial period for the process of forming self-identity. Technology can have a positive and negative effect on student identity. Among the negative effects of technology for students is the ease of accessing information through face books, instagram, whatshap, and videos that damage students' ways of thinking, attitudes and behaviors. In addition, Prasetyo & Trisyanti (2018) states that the Industrial Revolution 4.0 has various impacts negative, including the threat of unemployment due to automation, natural damage due to industrial exploitation, and the rise of hoaxes due to the easy spread of information. In order to prevent the negative impact of this industrial revolution 4.0, Iswan & Herwina (2018: 36) states that education in Indonesia must be able to a more advanced leap in this Industrial Revolution 4.0, through the use of digital technology and computing utation into the use of the learning process. However, at the same time Indonesia needs to immediately improve the capabilities and skills of human resources.

It is recognized that quality human resources will be born from quality education. Quality education will be born from dynamic synergies between various components of education with quality learning. A quality learning process does not only rely on the learning process in the field of study that is taught by subject teachers to master certain competencies. But it requires special services that are psycho-pedagogical through counseling services. Triyono, (2018: 5) explains that counseling orientation in the era of disruption of industrial revolution 4.0 is not solving problems but identifying potentials and facilitating their development according to the nature of each student. For this reason, quality counseling services must be based on the results of student needs analysis, one of which needs to be identified as a profile of the madrasah student's identity.

Various researches on self-identity have been carried out by previous researchers with a diverse focus, for example research on adolescent self-identity and mental health is carried out by Chen, Lay, Wu, & Yao (2007). While Mujembari, Sharifi, &Looyeh in 2011 examined the model of identity detection among Iranian adolescents, and Keybollahi, Mansoobifar, &Mujembari (2012) conducted research on the relationship between identity status and attitudes toward intimate relationships given gender factors. In addition, Wayment, Bauer, &Sylaska, (2014) conducted research on the ego scale that measures self-identity. While this study wants to reveal the identity profile of madrasah students and their implications for counseling services to prepare students to face the era of industrial revolution 4.0. The results of the analysis of the identification of madrasah students' identity profiles in this study are used as the basis for developing counseling service programs for students in order to face the era of industrial revolution 4.0.

## Method

This research is quantitative exploratory research. The purpose of this study was to reveal the profile of self-identity of madrasah students in Tanah Datar District. The results of identification of student identity profiles are used as the basis for developing counseling service programs for students in order to face the era of industrial revolution 4.0. The purpose of exploration research is; (1) finding meaningful variables in the field situation, (2) finding relationships between variables and (3) laying the basis of work for further research (Kerlinger in Yusuf, 2013).

The population of this study were students of State Islamic Senior High Schools in Tanah Datar District. The sampling technique used is Simple Random Sampling because the population is relatively homogeneous (Sugiyono, 2017) both in terms of age, level of development, and residence and educational institutions. The number of samples is 256 students consisting of 119 students of MAN 2 Tanah Datar and 87 students of MAN 4 Tanah Datar as in the following table.

Table 1; Research Samples

No.	School	Class	Num
1	MAN 2 Tanah Datar	X MIA 1	27
		X MIA 2	28
		XI MIA 1	29
		XI MIA 2	24
		XI MIS 2	30
		XII IK	31
2	MAN 4 Tanah Datar	X MIS 1	42
		X MIS 2	45
Total		8	256

The data collection using a likertscale instrument, namely the Madrasah Student Self-Identity Scale (IDSM Scale). This scale is compiled and refined based on expert input according to the fields needed to obtain valid instruments with an average score of instrument validity of 4.4 (88%) with a very valid category and a reliability level of 0.93. Data is collected through the IDSM scale. Quantitative data is processed and analyzed using descriptive statistical analysis techniques. While qualitative data is processed and analyzed using content analysis to develop counseling service programs in order to prepare students to face the era of industrial revolution 4.0.

## Results and Discussion

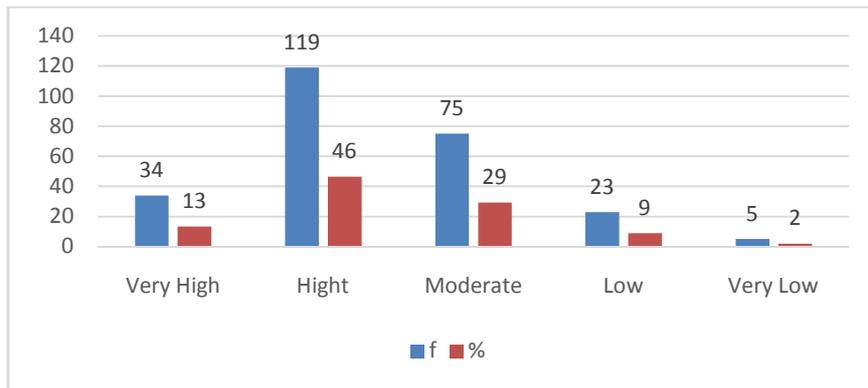
### *Research Results of the Madrasah Student Self-Identity Profile*

The results of identification of self-identity profiles of madrasah students are revealed through a self-identity scale filled by madrasa students.

Table 2; Self-Identity Profile of Madrasah Students

Interval	Category	f	%
176-190	Very High	34	13
161-175	Hight	119	46
146-160	Moderate	75	29
131-145	Low	23	9
116-130	Very Low	5	2
Total		256	100

Based on table 2 data above, it is known that the identity profile of madrasah students shows that of 256 students who were the sample of the study, 34 people (13%) had very high self-identities, 119 people (46%) were high, 75 people (29%) moderate, 23 people (9%) low, and there are 5 people (2%) students who have very low self-identity. The profile data of the madrasah student's self-identity is more clearly visually can be seen in the graph below.



Graph 1; Self- Identity Profile of Madrasah Students

In general, the identity profile of madrasah students is that most madrasa students have high and very high self-identities. But when viewed in detail, it turns out there are still many self-identity problems experienced by madrasa students. These problems span the problem of the picture of himself concerning the goals to be achieved, the picture of himself about the values adopted, the picture of himself concerning his self-confidence, and the problem of self-image concerning anticipation of the challenges of the future. In detail the problems experienced by many madrasah students are presented in the following table.

Table 3; The Problem of Self Identity for Madrasah Students

N	Num. Item	Statement	f	%
1	2	Do not feel that the education being pursued is to strengthen its worship to Allah SWT.	192	75
2	7	Do not feel education in this madrasa to support career plans in the future.	112	43.75
3	8	Feeling education in this madrasa is not able to make it learn to solve various problems in life.	125	48.83
4	10	Not feeling education in this madrasa makes it learn to find new skills in facing life.	85	33.20
5	11	Feeling education in a madrasa does not make him learn to manage time in life.	86	33.59
6	12	Feeling education in a madrasa does not make him learn to respect others.	138	53.91
7	13	Feeling education in a madrasa does not make him learn to maintain the balance of nature as a blessing from Allah SWT.	157	61.33
8	14	Feeling studying at the madrasa does not make him responsible for the decisions taken.	84	32.81
9	16	Feeling studying in a madrasa does not make it able to appreciate differences.	97	37.89
10	17	Feeling that education in a madrasa does not make him learn to be grateful for the blessings of Allah	182	71.09
11	23	Feeling ashamed to get along with friends because he comes from a poor family.	192	75
12	24	Not sure you can change for the better by studying hard.	108	42.19
13	29	Feeling education in this madrasa does not make him learn to strengthen the foundation of his faith and devotion to Allah SWT	171	66.80
14	31	Do not know how to do it in preparation for the future.	191	74.61

Source; Research data in 2018.

The data in table 3 above are about the problems of madrasah student identity. Based on the results of the study found problems of student self-identity, namely; as many as 75% of students do not feel that the education they pursue is to strengthen their worship to Allah SWT. 43.75% of students do not feel education in this madrasa to support future career plans. 48.83% of students feel that education in madrasas is not able to make it learn to solve various problems in life. As many as 33.20% of students do not feel education in the madrasa makes it learn to find new skills in facing life. 33.59% of students feel that education in madrasa does not make it learn to manage time in life.

As many as 53.91% of students feel that education in madrasas does not make them learn to respect others. 61.33% of students feel that education in madrasa does not make it learn to maintain the balance of nature as a blessing from Allah SWT. 32.81% of students feel that learning at the madrasah does not make it responsible for the decisions taken. 37.89% of students feel learning at the madrasa does not make it able to appreciate differences. 71.09% of students feel education in the madrasa does not make him learn to be grateful for the blessings of Allah SWT. 75% of students feel shy about hanging out with friends because they come from poor families. As many as 42.19% of students are not sure they can change for the better by studying hard. 66.80% of students felt that education in this madrasa did not make him learn to strengthen the basis of his faith and devotion to Allah SWT, and as many as 74.61% of students did not know how to do it in preparation for the future.

The results of the study generally indicate that most madrasah students already have high and very high self-identities. However, if viewed in detail, it turns out that there are still many students who have self-identity problems related to their self-image concerning the goals they want to achieve, their self-image of values, self-image concerning self-esteem and anticipation of future challenges. . These conditions require systematic, programmed and sustainable handling through education and training to prepare students to face the era of industrial revolution 4.0.

Quality education and training is seen as a solution to prepare competitive and intelligent students who are intelligently comprehensive in this millennium, which of course is also taught by qualified educators. Because of the industrial revolution 4.0, through education has the potential to increase the level of quality of life for the world community, and be competitive, improve efficiency and productivity, reduce transportation and communication costs (Iswan & Herwina, 2018). On the one hand the key to the success of entering the industrial revolution 4.0 is a mental revolution to improve the character of the nation. Mental revolution is a joint movement to realize how important it is to improve self-competence through education and increasing self-potential through training. Education and training in every discipline can lead the Indonesian nation to successfully enter the strategic era (Suwardana, 2017: 108). One form of educational movement that needs to be integrated in educational efforts is counseling services. Because BK or counseling is one component of education services in the national education system (Ardimen, 2018). For the realization of quality counseling services in this industrial revolution 4.0 era, the demands of the performance of school counselors is to make systematic, logical, programmed and sustainable efforts in order to facilitate the development of students optimally and be able to control themselves in the face of the industrial revolution era 4.0. Because Industrial Revolution 4.0 fundamentally results in changing the way humans think, live, and relate to one another. This era will disrupt various human activities in various fields, not only in the field of technology, but also in other fields such as economics, social, and politics (Prasetyo & Trisyanti, 2018).

Prasetyo & Trisyanti, (2018:22) states that the Industrial Revolution 4.0 saves a variety of negative impacts, including the threat of unemployment due to automation, natural damage due to industrial exploitation, and the rise of hoaxes due to the ease of information dissemination.

Innovation in counseling services in the industrial revolution era 4.0 demands the performance of counselors who have initiative, be proactive and creative in facilitating the development of students as service targets without being discriminatory. Counseling services are carried out to facilitate and accommodate all students without exception. For this reason, proactive counseling and creative counseling is needed by counselors who have the initiative and integrity. The counseling

service program is designed for all students or "counseling for all". The counseling service program for all or also known as the comprehensive counseling program includes four service components, namely; basic guidance services, responsive services, specialization services and individual planning services, and system support. With this program, the counseling service process is finalized to facilitate the development of students optimally and not only aimed at alleviating the problems experienced by students (Ardimen, 2017).

Basic guidance services are defined as the process of providing assistance to all students through classical or group structured experience preparation activities that are systematically designed and implemented in order to develop their effective identity in accordance with the stages and tasks of their development. This basic guidance service aims for all students to obtain optimal development in accordance with the stages and tasks of development that must be passed. With this capital students can make innovations needed to strengthen their identity in the era of industrial revolution 4.0. Because according to Suwardana, (2017: 102) the industrial revolution has changed the way humans work into automation / digitalization through innovations. The basic guidance material in this program is related to the student's identity about the goals to be achieved in this life, the values that should be followed, self-confidence and optimism, and the problem of self-image concerning anticipation of future challenges.

Responsive service is the provision of assistance to students who face problems and need help immediately, so students do not experience obstacles in the process of achieving their development tasks. Responsive service aims to meet the needs that are felt at this time, or students who are seen experiencing obstacles (failure) in completing their development tasks. Indicators of failure are inability to adjust or problematic, or maladaptive behavior (Yusuf LN., 2009). Responsive service material is based on the problems of student identity related to the picture of himself concerning the goals to be achieved, a picture of himself about the values adopted, a picture of himself concerning his beliefs, and the problem of self-image concerning anticipation of future challenges.

Individual planning services are assistance services for all students to be able to make and carry out their future planning, based on an understanding of their strengths and weaknesses (Yusuf LN., 2011). Individual planning and development services are to help students understand and develop their identity optimally. As well as system support as a management and supportive development environment so that students' identity develops in a healthy and progressive environment with the help of existing sub-systems in the environment.

## Conclusions

The conclusion of this study is first, most madrasa students already have high self-identity (59%), but when seen specifically there are still many self-identity problems experienced by madrasah students, for example as many as 75% of students are embarrassed to get along with friends because they come from poor families, have not been able to maintain the balance of nature as a blessing from Allah SWT, 71.09% of students still seldom give thanks for the blessings of Allah SWT, 74.61% of students do not know how to prepare for the future, 42.19% students are not sure they can change for the better study hard.

Second, the implication of this research is that it is very necessary to have systematic and programmed efforts and to continue through counseling services that include four components of counseling services, namely; (1) basic guidance services to improve student understanding of self-identity and everything that supports the development of self-identity, (2) responsive services to overcome student identity problems that require immediate handling, (3) individual planning services for future career preparation so as to be able to compete in the era of industrial revolution 4.0, and (4) support the system to strengthen the implementation of various components of counseling services with the support of various parties involved in the madrasa.

Third, the innovation of counseling services in the industrial revolution era 4.0 requires the performance of counselors or counseling teachers who have initiative, be proactive, and creative in facilitating the development of students as targeted counseling services without discrimination.

Counseling services are carried out to facilitate and accommodate all students without exception by synergizing the four components of counseling services mentioned above.

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