

Problems in Implementation of Guidance and Counseling in Millennial Generations

Neviyani S.

Department of Guidance and Counseling
Universitas Negeri Padang, Indonesia
neviyarni_s@fip.unp.ac.id

Reizki Maharani

Department of Guidance and Counseling
Universitas Negeri Padang, Indonesia
reizkimaharani@gmail.com

Abstract: Globalization and rapid technological developments have caused various changes that have emerged in the community, one of which is a change in the generation that is better known as the millennial generation. Millennial generation is the generation that formed due to the development of science and information technology. This causes the life of the millennial generation cannot be separated from all things related to technology and information, such as gadget. This is of course a challenge for counselors or counseling teachers, where they must also be able to keep up with the development of technology and information at this time so that they can provide guidance and counseling services that can be received by millennial generations. In fact, there was still found counseling teachers who still used the old method without any renewal in providing services to students. The lack of skills of counselors or counseling teachers in the utilization of information technology makes the implementation of services seem monotonous and boring for students. This causes the purpose of implementing the service not to be fully achieved. Therefore, counselors or counseling teachers must be able to develop counselor competencies and skills in utilizing technology and information.

Keywords: millennial generation, counselors, counseling teachers

I. INTRODUCTION

At this time the internet has developed so rapidly that students can access all information very quickly. This is supported by the rapid development of Gawai (Gadgets) as a device used to access this information. On average each individual spends 129 minutes per day to use the device, with an average total data usage of 197 MB / day, around 20% of smartphone users in Indonesia mentioned consuming data with a large quota, around 249 MB / day to install applications and games on smartphones, and 19% of smartphone users are categorized as game fans by spending more than 1.5 hours per day (Rahmandani, Tinus, & Ibrahim, 2018).

Currently the device is a matter that must be owned by students, with the reason as a tool that can support the learning activities of students. However, in reality the device is more useful for things that are not related to learning activities, one of which is to play games. The dependence of students with a device causes many students who are accustomed to a fast and practical life. Students become accustomed to using the internet to solve every problem they experience, both in learning and in daily life, cannot stand the things that are slow, are used to communicating using the internet, WhatsApp, Facebook, Instagram and twitter (Bhakti & Safitri, 2017).

Based on the phenomenon found by Counselors or counseling teacher who attend lectures on master and doctoral programs in Padang State University Faculty of Education, the use of devices by students makes students become less polite and do not respect teachers, consider all problems to be easily overcome, feel better so that sometimes underestimate the teacher, give up easily when facing a problem that is difficult to deal with. In other words, the problems experienced by students today have changed.

Changes that occur require educators, especially counselors or counseling teacher, to be sensitive to

current students. The current provision of guidance and counseling services should not only focus on the problems faced by students, but also must pay attention to the environment (Subandowo, 2017) and changes experienced by students in solving their problems (Setyoningsih, 2018).

The current environmental changes also affect the characteristics of students in fact, there are still counselors or counseling teachers who are not able to keep up with the development of technology and information at this time (Hanifah, 2017) and the lack of competency of teachers (Kamaruzzaman, 2016). Counselors or counseling teacher are required to be able to keep up with current technological and information developments, such as the ability to use the device. This is unavoidable, because at this time students are more often interacting with others through social media that can be accessed through devices, including interactions with counselors or counseling teacher.

II. GUIDANCE AND COUNSELING IN MILLENNIAL GENERATIONS

Millennials are known for different characteristics from the previous generation, because the formation of the characteristics of the millennial generation is influenced by technology and information that has been very developed. The characteristics of the millennial generation are as follows (Central Statistics Agency, 2018):

- a. The interest in reading books in the millennial generation is very low, because the millennial generation prefers to read through their devices. Reading using a device is considered more practical because it can be done anywhere without having to carry a book.
- b. Millennials are required to have social media accounts as communication tools and information centers.

- c. Millennials definitely prefer cellphones to television. Watching a television program is now no longer an entertainment because anything they can find on a cell phone
- d. Millennials make families the center of their judgment and decision makers.

Based on that characteristics, It can be said that currently students are no longer interested in classical or conventional counseling services that are carried out directly, but rather services that are done without having to be face to face, such as using social media in the form of Facebook, Twitter, Instagram, blogs, e-mail, Skype, WhatsApp, and videocall (Ardika & Farid, 2018). Therefore, counselors or counseling teacher must have the skills to use social media that is widely used by students. By using social media that is the same as students, counselors or counseling teacher will find it easier to establish interactions with students and get to know students better by looking at the social media of students.

Along with the times, Counselors or counseling teacher are also required to be more observant and creative in making programs that will be given to students. Counselors or counseling teacher can also collaborate to maximize service delivery to students. The forms of collaboration that can be done by counselors or counseling teacher in dealing with millennial generations are as follows (Bhakti & Safitri, 2017):

1. Collaboration with parents in supervising the use of devices for students so that there is no abuse and addiction to the device for students.
2. Collaboration with internet service providers (providers) in carrying out guidance and counseling services, so that service delivery can be carried out according to the purpose of the service. Besides that, cooperation can also be carried out in blocking all sites that can harm students.
3. Collaboration with subject teachers in developing problem-solving skills, critical and innovative thinking by utilizing technology / information-based learning techniques / methods so that students' skills can develop better.
4. Collaboration with homeroom teachers in providing motivation and advice to students about signs for using communication and internet tools.
5. Collaboration with Deputy Principals for Facilities and Infrastructure to procure media / supporting tools for the implementation of technology and information-based services.

In line with the rapid development of technology and information, guidance and counseling services have also experienced good development, especially in the fields of technology and information. The emergence of several techniques and methods based on technology and information prove that guidance and counseling are also able to keep up with current developments. Cyber Counseling or online counseling is one of the new breakthroughs that can be applied in providing services to students.

Online counseling can be done without having to meet face to face directly, where counseling is done by utilizing existing social media such as WhatsApp,

Instagram, Facebook, or other social media so that it can create comfort for students and also can save costs and time (Ardika & Farid, 2018). This is because the counseling process can be done via chat, telephone, voice notes, or videocall so that the positive impact of social media can be directly felt by both students and counselors or counseling teacher.

III. DISCUSSION

The use of technology and information in good programs does not only make it easier for counselors or counseling teacher in establishing good relationships with students, but also makes it easier for counselors or counseling teacher to establish relationships with other parties. By using a social media counselor / counselor can create a separate network that can be directly connected with LPTK (Educator Institutions and Education Personnel) to facilitate communication and information for both parties in providing professional and quality BK services to students (Haniza & Iskandar, 2017).

Media Blog can also be used in providing guidance and counseling services. One study found that the provision of information services by utilizing blogs was effective in improving the career planning abilities of high school students. As we know, currently the blog has been used by many agencies in providing information.

Using a blog as a medium for providing information services proves that currently the provision of information services can not only be done through lectures, discussions, field trips, guidebooks and career conferences, but counselors or counseling teacher can collaborate in utilizing social media, namely blogs for information fulfillment for participants students, especially in the career field (Fatmayanti, 2015).

No matter how fast the development of guidance and counseling at this time will not mean if the counselor / counselor does not participate in improving his own skills. There are several ways that counselors or counseling teacher can do in an effort to improve their skills, especially in the use of technology, as follows (Rakhmawati, 2017):

1. Use the Internet to gather information and conduct assessments.
2. Understand and use software or websites in service delivery, especially in the career field.
3. Access student information such as grades, test scores, attendance, and discipline.
4. Analyze data such as graduation rates, dropout rates, and discipline patterns.
5. Using all forms of technology to support the role of counselors in conducting consultations with teachers, parents, and students and to network with other professionals

By developing self-skills, especially in the use of technology and information, counselors or counseling teacher will be easier to carry out guidance and counseling that can meet the needs of students.

IV. CONCLUSION

The rapid development of technology and information not only has a positive impact, but also has a negative impact on the current generation. This causes a

very significant change in characteristics in students. To respond to these changes, Counselors or counseling teacher are required to be able to follow these changes, one of them is by increasing the competence of counselors or counseling teacher and competencies in technology and information. Counselors or counseling teacher must have the skills, especially in the use of technology and information so that the goal of implementing counseling is achieved.

REFERENCES

- [1] Milenial. *Sosiohumanika: Jurnal Pendidikan Sains Sosial Dan Kemanusiaan*, 11(1), 19–32.
- [2] Badan Pusat Statistik. (2018). *Profil Generasi Milenial Indonesia*. (B. P. Statistik, Ed.). Jakarta: Kementerian Pemberdayaan Perempuan dan Perlindungan Anak.
- [3] Bhakti, C. P., & Safitri, N. E. (2017). Peran Bimbingan dan Konseling untuk Menghadapi Generasi Z dalam Perspektif Bimbingan Konseling Perkembangan. *Jurnal Konseling GUSJIGANG*, 3(1), 104–113.
- [4] Fatmayanti, A. (2015). Pengembangan Media Blog Sebagai Sarana Informasi untuk Meningkatkan Kemampuan Perencanaan Karir Di SMAN 1 Bulukumba. *Jurnal Psikologi Pendidikan Dan Konseling*, 1(2), 163–169.
- [5] Hanifah, U. (2017). Kompetensi Profesional Guru Bk dalam Implementasi Asessmen Bk pada Guru BK di SMA Favorit Kota Banda Aceh. *Jurnal Bimbingan Konseling Universitas Syiah Kuala*, 2(1), 16–21.
- [6] Haniza, N., & Iskandar, A. (2017). Mengatasi Hambatan Bimbingan Konseling di Sekolah Melalui Layanan Berbasis ICT. In *Seminar Konseling dan Talkshow Nasional* (pp. 1–7).
- [7] Kamaruzzaman. (2016). Analisis Faktor Penghambat Kinerja Guru Bimbingan dan Konseling Sekolah Menengah Atas. *Sosial Horizob : Jurnal Pedidikan Sosial*, 3(2), 229–242.
- [8] Rahmandani, F., Tinus, A., & Ibrahim, M. M. (2018). Analisis dampak Penggunaan Gadget (Smartphone) Terhadap Kepribadian dan Karakter (Kekar) Peserta Didik Di Sma Negeri 9 Malang. *Jurnal Civic Hukum*, 3(1), 18–44.
- [9] Rakhmawati, D. (2017). Konselor Sekolah Abad 21 : Tantangan dan Peluang. *Jurnal Konseling GUSJIGANG*, 3(1), 58–63.
- [10] Setyoningsih, Y. D. (2018). Tantangan Konselor di Era Mmilenial dalam Mencegah Degradasi Moral Remaja. *Prosiding Seminar Nasional Bimbingan Dan Konseling*, 2(1), 134–145.
- [11] Subandowo, M. (2017). Peradaban dan Produktivitas dalam Perspektif Bonus Demografi serta Generasi Y dan Z, 10 (November), 191–208.