

# Transformation of Guidance and Counselling Teacher Facing the Industrial Revolution 4.0 Era

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## ABSTRACT

Changes in the Industrial Revolution Era 4.0 took place in a revolutionary way (very fast) which had implications for easy access in all fields while creating challenges for Guidance and Counselling (GC) teachers to transform. Transformation is needed as a means of maintaining the existence of tasks and the role of GC teachers in providing the best service for students in schools in responding to change. The method used in this article is library research, namely research with data collection techniques by conducting a study of a variety of literature that has to do with the problem being solved. Strengthening the GC teacher's soft skills, lifelong learning is the basis for thinking, and being able to apply the GC media according to needs is expected to be a powerful means to deal with the Industrial Revolution 4.0.

**Keywords:** *Industrial revolution 4.0, lifelong learning, media, soft skills of guidance and counselling teachers*

## 1. INTRODUCTION

In providing services in schools, Guidance and Counselling (GC) teachers certainly need to adjust to the era of the industrial revolution 4.0. Ideally, GC teachers need to combine creativity and innovation in the nuances of service at school. One of them can be achieved by optimizing the use of technology as an educational aid, which is expected to be able to produce outputs that can follow or change the times for the better. This has implications for the importance of improving the quality of graduates according to the needs of the world of work and the demands of digital technology. The sophistication of information technology has made it possible to exchange information quickly without being hampered by space and time limits. GC teachers are very important in mastering media such as information technology with the aim of being able to compete in the era of globalization.

Several potential problems arising from the guidance and counselling services provided by GC counsellors/teachers; among others, the lack of knowledge and skills in using technology, the lack of initiative to update the information of the times and develop their abilities, and often use the lecture method in the guidance and counselling service (Egan, 2018; Dianto & Putri, 2019). If the GC teacher is able to use technology well, a lot of information can be given to

students. Facing problems like this requires seriousness, openness, and willingness to learn.

The success of GC teachers in solving these challenges can bring convenience in welcoming the era of digitalization as it is today. Ten challenges in the 21st century, namely: (1) speed, (2) convenience, (3) age wave, (4) choice, (5) life style, (6) discounting, (7) value added, (8) customer service, (9) techno age, (10) quality control (Tucker, Neely, and Belcher, 2013). Development of digitalisation technology, interaction between counsellor and counselee is not only done through face-to-face relationships but can also be done through virtual relationships (internet) through the internet in the form of "*cyber counselling*" (Surya, 2006). This guidance and counselling service is one of the innovative counselling service models in an effort to show practical services that can be done anywhere as long as there is a connection or is connected to the internet. This will not be separated from the counsellor's willingness to spend his time in an effort to provide virtual services.

This paper presents what the transformation of guidance and counselling teachers to face the development of the times in the 4.0 revolution era. This implies the urgency of adjustment to various existing developments. Increasing the capacity and professionalism of teachers, the use of media and the latest learning technology is the key to facing the 4.0 revolution era.

## 2. METHOD

The method used in this article is library research, namely research with data collection techniques by conducting a study of a variety of literature that has to do with the problem being solved.

## 3. DISCUSSION

The lifelong learning process is fully supported by the presence of the digitalization era. The development of information technology is very helpful for Guidance and Counselling teachers to be able to access and have the opportunity to learn anytime and anywhere. GC teachers can learn and improve knowledge independently or are assisted by facilitators.

Lifelong learning as a combination of processes in a person's entire life both physical (genetic, physical, and biological) and mind (knowledge, skills, attitudes, values, emotions, beliefs and feelings), situations of social experience, ideas / ideas are then transformed cognitive, affective, and practice (or through several combinations of transformations), and integrated into the biography of one's life that results in change or experience in a sustainable way (Aspin and Chapman, 2007).

Guidance and counselling media are tools that can be used to channel guidance and counselling messages. The media stimulates the thoughts, feelings, attention, and willingness of students / counselees to understand themselves, direct themselves, make decisions and solve problems they face. Guidance and counselling media consists of two important elements, namely the element of equipment and the message it carries (message). The message in this context is the guidance and counselling information itself that will be delivered to students or counselees, while the equipment is the means or equipment used to present the guidance / counselling message / material. To illustrate: a television does not contain guidance and counselling messages, it is only equipment. In order to be called as a media for guidance and counselling, it is necessary to have a message to be delivered. For example the television program "Kick Andy" can be used as a GC media because it contains elements of education, motivation (there are figures who are presented as role models in everyday life).

Waris (2019) revealed several media that can be used as a means of guidance and counselling services, including (a) WhatsApp. This media can be used in providing group guidance services to students or counselees easily without being limited by time and space. (b) Guidance website, as one of the media that

can display pages that are used to display text information, still or moving images, animations or sounds that can be accessed by anyone including students. (c) Cyber counselling, Guidance and Counselling Teachers can provide services through cyberspace by using and utilizing video calls on the social network Facebook or WhatsApp. With this counselling model, counsellors and counselees can still face to face and communicate verbally as the core of counselling. (d) Booklet, which is a small book whose contents explain about Guidance and Counselling that can be read and utilized by the counselee in finding answers or solutions to the problems encountered.

Five competencies that were considered as capital to be able to compete in the era of the industrial revolution 4.0 (Amri, 2019), among others (a) the ability to think critically. (b) Having innovative creativity and ability. (c) Good communication skills and skills. (d) The ability of cooperation (e) Having high self-confidence.

Having a good understanding of students as millennial generation, will provide many benefits to the Guidance and Counselling teacher to be able to position themselves, determine relevant approaches, and use appropriate methods in improving educational services. Following are the strengths and weaknesses of millennial generation according to (Firman, 2019); Millennial generation strengths include; (a) Multitasking, doing various activities at the same time. The development of technology makes millennial generation work fast at the same time. (b) Differences in age and social class are not a concern. The main award is given to ideas and creativity, (c) Critical and do not want to accept what they are. Millennial generation tries to compare real condition data with the virtual world, then it will give birth to new understanding that is different from before, and (d) Contribute in a unique way. On the other hand, millennial generation also has weaknesses, namely: (a) Result-oriented and instantaneous desires. Millennials are of the view that all work is made easier by technology that can be completed quickly. The millennials generation lacks respect for the process, lacks a fighting spirit and is less resilient when faced with problems, (b) Lack of compliance with existing ethics, the millennials generation holds that all activities can be accelerated by technology and ignores the ethics they should obey in society, (c) Tend permissive and open to change. Millennials are not uncommon in interpreting things that are considered taboo and eventually become commonplace, (d) Having low social skills and seeming less ethical, millennials are not trained to communicate directly and seem to care less about people who feel around them.

#### 4. CONCLUSIONS

The challenge of meeting the needs of the community in the Industrial Revolution Era 4.0, requires GC Teachers to continue learning through pre-service and in-service channels so as to be able to provide optimal service to students. GC teachers who do not develop themselves will have difficulty in equalizing student rhythms. This condition will cause the quality of guidance and counselling services in schools to lag behind. Strengthening GC teacher soft skills, lifelong learning is the basis for thinking, being able to apply GC media, and understanding student conditions can be the key to improving the quality of GC services.

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