



# Principles of Mentoring for Adults Facing Disruptive Technology

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**Abstract.** The rapid development of technology has triggered the era of disruption. the impact of technological disruption including communication and information technology must be faced by all age groups. The adult age group that begins to decline physiologically needs to be accompanied. Mentoring for them needs to be tailored to their psychological, spiritual dimension and with a special approach for them. Research on mentoring for adults amid technological disruption needs to be done. This study was conducted for information related to the impact of technology on the adult group. This research uses an approach to do document studies on research sources. It can be found that there are guiding principles for adults in dealing with technological disruptions. Facilitators or facilitators need to apply these principles by respecting their status and wisdom, helping to give, encouraging roles, and supporting spiritual priorities.

**Keywords:** Adult Education, Adult Learning, Adult Guidance, Technology Disruption, Christian Education

## 1 Introduction

The leap in technological development determines the occurrence of technological disruption. Technological development is not a disruptor but is a trigger for changes in the era of disruption [1]. Thus, observing technological disruption is a very important effort in a study of the era of disruption.

The discussion about technological developments is so broad and deep. Technology that is directly related to the humanities [2], and education [3] is communication and information technology. Some parties give the term digital technology [4]. Practically, the notion of technological development is understood quickly as the development of communication technology.

The impact of technology disruption is felt by all age groups. Studies of education in the pre-adult age group have been carried out, including the group of children [5], [6] as well as adolescents and youth [7]. Their study concluded that to educate, teach and assist them, intensive, open-ended efforts and a more progressive approach are needed.

On the other hand, related to these efforts, the adult age group also needs to be accompanied. The approach and strategy are certainly different from that of the younger age group. Adults have their own psychological characteristics that are different from the age group of youth, adolescents, especially children [8]. Similarly, there are special concepts and approaches in adult education [9], [10]. According to Knowles, there are assumptions in learning for them, namely self-concept, experience, readiness to learn, and learning orientation [11, pp. 55–59]. Mentoring for them needs to be adapted to the psychology, concepts, unique approaches, and assumptions of the specific adult age group.

Meanwhile, studies on the disruption of communication technology and its impact on the adult group are still limited. Several studies related to this topic have indeed reported the results. Research on parental behavior on the impact of mobile phones reports positives as well as negatives [11]. Research by Halim found that adult education in the era of disruption needs to pay attention to their learning characteristics [12]. Other studies produce recommendations that learning for them needs to be with strategies that are in accordance with their learning psychology [13]. Researches conducted in the conceptual and normative areas.

More practical oriented research has not been carried out. The study of education for adults, more specifically practical for the readiness of adults in the midst of communication and information technology disturbances, still needs to be done. Information regarding the impact of technological disruption on adulthood needs to be added. The principles of practical assistance for them in dealing with technological disruptions are also important to obtain. With these purposes, this research needs to be done.

## 2 Method

This study uses a qualitative approach [14]. Because the sources are obtained from literature and journal papers, this research is a document study [15]. The sources referred to are, of course, studies in journal articles and books that are relevant to the topic and can be trusted. Research results and findings become data and information. After going through processing, information, data, and phenomena will be presented descriptively.

The subject of this research is the adult age group. The adult age group is still divided into several categories. Hurlock divides it into adulthood starting at 18 years old, middle age, and old age starting at 60 and sixty years [8, p. 14]. While Chickering and Havighurst divided into six categories, from the youngest aged 16-23 years to the category of elderly adults aged 65 years and over [9, p. 46]. The attention of this research is limited to the discussion of those who are in the middle to upper adult category, namely those aged 45 years and over.

Mentoring for adults is meant in this research, more specifically in the Christian Education environment. Therefore, relevant biblical passages are also examined to base and strengthen the findings as well as to support implicative suggestions in the context of the church. Several important books mainly contain psychological thinking

and knowledge, education and learning for adults as a source of basic information. Furthermore, magazine articles and books related to the disruption of technology and information were also analyzed.

These literary sources will be studied and understood. More specifically and the focus is on the principles of mentoring for adults. All of them are investigated, analyzed, and related to the situation and characteristics of technological disruption until the era of disruption. The analysis effort is continued by synthesizing to draw conclusions and obtain some findings. Everything is processed sequentially or alternately to produce convincing findings.

### 3 Findings and Discussion

Mentoring which is one form of education for adults needs to pay attention to the characteristics and principles of learning that are unique to them. From various sources that have been researched, it can be found several important things that form the basis for proposing the principles of mentoring for adults.

First, the conception of learning andragogy proposed by Carl Rogers quoted by Mark Tennant in "Psychology and Adult Learning" [9]. The mentor as an adult facilitator pays attention to three things, namely: 1) Realness and Genuineness (genuine and natural attitude), 2) Prizing, Acceptance and Trust (appreciation, acceptance, and trust attitudes), 3) Empathic understanding. These three things really need to be considered by the mentors or adult mentoring facilitators.

Second, regarding the existence of technology for andragogy, Susan Imel proposes four approaches [16]. The approaches in question are: 1) technology as a curriculum; 2) technology as a learning mechanism; 3) technology as a complement to learning; and 4) technology as a learning tool. It seems that the existence of technology is still close enough for adult learning.

Third, there are several principles of service for adults. Davies proposes several things: 1) Viewing adults as lifelong learners; 2) Integrating spiritual effort into every ministry and program; 3) Emphasize relational benefits; 4) Challenge them to serve in their community; 5). Leave a legacy for the next generation; 6) Focusing on true spiritual formation [17, p. 227]. These principles need to be considered in the context of mentoring for adults who are also facing rapid technological advances.

By considering the psychological characteristics of adults, the principles of ministry for adults, several passages from the Bible and the characteristics of the era of technological disruption, the principles of Christian mentoring for adults can be proposed. These principles are:

#### 3.1 First Principle: Appreciation for keeping up with technological developments

Psychologically adults are more comfortable if appreciated. They, namely the "parents" do not know and even stupid in the field of technology. In Indonesia, people who are "gaptek" (*Gagap Teknologi*), with the meaning of *halting using technology* or

“butek” (*Buta Teknologi*), with the meaning of *not knowing technology at all* are often applied to them [18]. Such accusations and judgments make them a priori. The attitude expressed by other groups, especially the younger ones, will make them shut down and not willing to care or be interested in technological advances.

By paying attention to the principle that they need to be respected, then disparaging attitudes need to be avoided. Spiritually, respect for all people, including those who are old is a good thing (see Proverbs 17:5). With an attitude of respect, guiding to adults to response with technological advances can be done.

### 3.2 Second Principle: Guidance in utilizing technology

The middle to old age group is indeed known to be weak in understanding let alone mastering technology [19]. Therefore, in the context of education and they need to be accompanied. Spiritually too, the act of accompanying the weak is a good thing, according to the truth in Romans 15:1-5 and 1 Timothy 5:1a. Thus, while they learn on their own accord, they are also accompanied when they experience difficulties. On the other hand, for children and adolescents, learning something because they want to be knowledgeable about certain sciences. For adults, interest in learning is not only about knowing and mastering a science. They are willing to learn something for the sake of solving their problems [20]. Based on educational psychology, such learning motivation needs to be considered.

Adults who do not like being tutored can be assisted by a mentor or facilitator who is more technologically savvy. Mentoring begins with knowing their problems. Then accompany them to recognize that technology is needed by them. An example is the problem of those who find it difficult to contact their children who live outside the city. Even older adults can be assisted to be interested, understand, and use communication technology to overcome the communication problems they face.

### 3.3 Third Principle: Encouragement to participate in the community

Adults are happy when they can participate in their community. He is happy when his family, friends, group, church, or the surrounding community recognize him as a person of value and even importance to the community. By paying attention to these principles, adult companions need to facilitate the emergence of opportunities for adults to play a role and do good. Spiritually, doing good for others or for many people is a good act and is in line with Galatians 6:10. Encouragement to do good things need to be given. Facilitators can provide information or connect with specific parties. In this discussion, the intended role needs to be associated with the use of communication technology. For example, being an admin of the “WA Group” (Group Communication with WhatsApp application) for seniors or retirees' group or the Alumni Group from their former school.

### 3.4 Fourth Principle: Support prioritizing spiritual experience

With the long time that has passed, generally older adults are considered to have a lot of experience. They are believed to have learned a lot about life. They have good

wisdom. Older people are believed to have wisdom, such as the truth in Titus 2:2. Their advice needs to be heeded. They need to be trusted to give advice to the younger generation. They need to be given the opportunity to give advice and teach others, especially the younger ones. Advice in facing the progress of the times, technological developments and communication technology need to be considered [6]. The facilitator or adult companion can arrange for a forum or meeting to be held. Adults are given time to use the opportunity.

## 4 Conclusion

Disruption of technology can be well faced by the adult age group if they are accompanied. There are at least five principles in carrying out guidance to them. Facilitators need to pay attention to these principles. Attitudes and real efforts that need to be realized are to respect them, provide guidance in using technology, encourage them to play a role, support spiritual priorities, and appreciate their wisdom.

To support the goal of obtaining information on guidance for adults in dealing with technological disruption, further research is needed. Research with survey methods, even experimental can be proposed for this purpose. Contributing data related to principles in assisting adults affected by technological disruptions. The results are also useful for further research on the topic of adult education and learning or on the impact of technological disruption. In addition to research interests, it also supports mentors in developing strategies and mentoring adult groups more precisely.

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