
Optimizing the Role of Guidance and Counseling Teachers in the Transformation of 21st Century Education

Tiara Maiza Dianti^{*1}, Firman², Riska Ahmad³

^{*1,2,3}FIP Guidance and Counseling, Padang State University, Padang, West
Sumatra, Indonesia

* tiaramaizadianti11@gmail.com, firmam@konselor.org, ra5402945@gmail.com

DOI : <https://doi.org/10.56480/jln.v3i1.809>

Received: October 19, 2022

Revised: November 12, 2022

Accepted: November 26, 2022

Abstract

In the era of globalization, it has had quite a broad impact on various aspects of life, including demands on the implementation of education. So that education has a very important role in producing human resources who have complete competencies, known as 21st century competencies. The progress of science and technology is recognized as an implication of the results of educational development as well, has become a challenge in the implementation of education itself which produces competent human resources. Various efforts have been made in the field of education in transforming education that is capable of giving birth to human resources with character in the 21st century. Improving the quality and quality of guidance and counseling services in the 21st century is very important to be broken in order to produce quality counseling teacher professionalism as a service provider. So that it can realize good quality guidance and counseling services in the process of transforming education in the 21st century.

Keywords– Transformation; Education; 21st century



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

1. Introduction

In essence, humans always experience changes that occur in their lives that originate from internal drives within themselves and external or the influence of the surrounding environment. Advances in science and technology today have affected the order of life where the various information we need is available anywhere and anytime for us to access, there is the implementation of the use of machines (computing), being able to reach all routine work (automation) and can be done from anywhere and anytime (communication). This happened because of modernization in all aspects of life, especially in the field of education. According to Dianti, Neviyarni, & Firman (2022) very fast changes in science and technology require us to be ready to face changes in the world, especially in the field of education.

The impact of scientific and technological progress on the one hand has changed the mindset and even lifestyle of humans and eliminated the characteristics of a culture, this has happened as the impact of scientific progress triggered by the birth of highly sophisticated science and technology. In Indonesia, modernization has shown very rapid progress, we can feel so many benefits from this. In the field of education there have been changes starting from the use of modern technology and infrastructure as a means of supporting education, the many studies in the field of education conducted by experts resulting in many ways and methods in advancing education, the many accesses to learning via online, learning that is interactively using IT, so that with this modernization the quality of education will actually increase if it is implemented as well as possible.

Things that need to be considered with this educational transformation must be in line with educational goals and the changes that occur must be relevant and effective in improving the quality of student achievements, so as to produce human resources who are able to compete in the era of society 5.0. With this transformation, it has an impact on the freedom of each individual to do various things and the world is felt to be smaller because the virtual space is so wide open, giving birth to human morals that are sometimes out of control. As a result,

humans bring progress to their lives but behind that achievement leaves moral and behavioral problems.

Therefore, to reduce the level of moral decline, the transformation in the field of education that takes place in the midst of society, it is necessary to think together to find a new format for education so that the benefits, goals and roles are clear so as to provide added value to the development of human resources who have good ability in the field of technology and strong religious ability. So it is hoped that with education humans will be more wise and prudent in living their lives. Educators in schools play a very important role in instilling morals and values in students so that they do not fall into a decline in morals and values adopted from the West. This can be instilled by an educator at school, one of which is the BK teacher.

According to Dianti, Neviyarni, & Firman (2022) educators in the era of society 5.0, must have skills in the digital field and think creatively and teachers are required to be more innovative and dynamic in teaching in class as well as guidance and counseling teachers. In providing counseling services to students, they must be innovative, creative and dynamic following developments in the era of society 5.0 but not leaving Eastern Culture. To prevent the entry of Western culture which can damage student morale, it is important for guidance and counseling teachers/counselors to update their knowledge, improve competence and improve quality in accelerating educational transformation without damaging morals and ancestral values.

Based on a brief background, the problem posed is "optimizing the role of guidance and counseling teachers in the transformation of 21st century education". The purpose of this study is to find out how the role of guidance and counseling teachers is in transforming education that is able to give birth to human resources with character in the 21st century.

2. Method

This article discusses "Optimizing the Role of Guidance and Counseling Teachers in the Transformation of 21st Century Education". This type of research method is literature review analysis (literature research). This article will present an analysis of scientific journals that are relevant to selected discussions that have also been published, sourced from reference books and research results that have been published through journals or the ideas of experts. The main material in the analysis of this literature review is about the competencies that counseling teachers must possess to maximize counseling services in schools. The form of the analysis is descriptive with an educational science approach.

3. Result and Discussion

Transformation in the field of education gave birth to technology that encourages people to continue to innovate with the aim of facilitating individuals to communicate, interact with each other, expand relationships between individuals, and learn about world developments. The development and use of technology supports the increase in the need for academic information management and data collection as well as the community's need for easily accessible educational services. Educators in the era of society 5.0 must have skills in the digital field and think creatively and teachers are required to be more innovative and dynamic in teaching in class as well as guidance and counseling teachers. In providing counseling services to students, they must be innovative, creative and dynamic to keep up with developments in this era of society 5.0, otherwise the teacher will not develop, not progress and even be left behind. To prevent this, guidance and counseling teachers/counselors need to update their knowledge, improve competence and improve quality in accelerating educational transformation. Educators are required to be able to manage information and knowledge to be able to make quality decisions and how capable teachers are of developing a mindset so that they have the ability to digest and process information and make quality decisions.

According to Somantrie (2016) competency as a concept of a set of skills or abilities consists of knowledge, skills, and attitudes. According to Hartono (2015) one of the competencies regarding high-quality work performance, can be interpreted that to achieve successful work challenges will accompany the implementation of services and fulfill the competence of the counselor. According to Ayuni et al (2021) this challenge does not only impact one profession, but all professions, including guidance and counseling counselors/teachers. Counselors are entering an important role in this era in order to be able to deal with serious impacts on the scope of their profession. Alijona (2020) counselors must do their best to broaden their competencies, not only academic and professional competencies but also technological competencies in the 21st century.

The rapid evolution of information and communication technology (ICT) is bringing drastic changes to society and industry. Digital transformation will create new value and become a pillar of industrial policy in many countries. In the era of society 5.0, we are not only welcoming changes in culture but also in the world of education, namely how we use modern-based knowledge to be used in everyday life. Education plays an important role in developments in the Society 5.0 era, namely to advance the quality of human resources. For this reason, it is necessary to develop education regarding 21st century life skills.

As educators in the era of society 5.0, teachers must have skills in the digital field and think creatively. According to Zulfikar Alimuddin (Nurani, 2021:2) Director of Hafecs (Highly Functioning Education Consulting Services) assesses that in the era of society 5.0 teachers are required to be more innovative and dynamic in teaching in class. Therefore there are three things that must be utilized by educators in the era of society 5.0. including the Internet of things in the world of Education (IoT), Virtual/Augmented reality in the world of education, Utilization of Artificial Intelligence (AI) in the world of education to find out and identify the learning needs needed by students. "Educators must also have 21st century life skills, namely having leadership skills, digital literacy, communication, emotional intelligence, entrepreneurship, global citizenship,

team working and problem solving. The focus of expertise in the 21st century education field is currently known as 4C. This 21st century competency is socialized by the Ministry of Education and Culture (2017) as 4C, namely creative thinking skills, critical thinking and problem solving, communication, and collaboration.

According to Rosyada (Achmad & Ashariana, 2021) various rigid rules and regulations position the guidance counselor/counselor teacher in a work climate that is not based on a professional attitude but rather merely carrying out routine obligations, so the guidance counselor/counselor teacher lacks professionalism in work such as being lazy, ignorant and do not care about the counseling service process and cause a lot of negative perceptions from other school personnel. According to Amalianita, Firman, & Ahmad (2021) with the presence of educational management that prioritizes a decentralized-professional approach, the space for counselors to move is free. Counselors are encouraged to have courage and get used to finding new ways that are more effective and efficient in carrying out various guidance and counseling service activities.

In the educational process which is supported by the quality of education management carried out by education, one of which is professional counseling officers who must be accompanied by learning and acculturation which is an integrated process (Waji, 2015). Guidance and counseling teachers or counselors as education managers are required to be able to provide services to students in a professional manner to improve the quality of education (Alaydrus, 2015; Amra, 2016). Efforts that can be made to improve the quality and quality of counseling services is to develop the professionalism of counseling teachers so that they can work professionally. The quality of education will be realized if it is able to empower education managers directly such as school leaders, teachers, and counseling officers in a professional manner. In addition, it must also empower local governments and their communities to participate actively according to their respective authorities and duties. In this case, in order for the management of counseling services in schools to be of good quality, the counseling teachers/counselors must improve their professionalism.

Guidance and Counseling teachers also have to adapt to these conditions, which have an impact on the programs and services provided. According to Permatasari, Neviyarni, & Firman (2021) the results of the study found that; First, Guidance and Counseling programs and services are very urgent in the 21st century, especially after the pandemic, considering that not everyone can adapt easily and quickly to new conditions and environments. Second, Guidance and Counseling teachers must carry out various innovations so that the Guidance and Counseling service program in schools continues to run according to environmental conditions by taking into account the facilities and infrastructure already available in schools. Third, Guidance and Counseling teachers can carry out digital-based Guidance and Counseling service programs such as E-Counseling which is a site or an application that can make it easier for students to carry out various remote counseling services.

According to Purwaningsih (Permatasari, Neviyarni, & Firman, 2021) the role of Guidance and Counseling teachers in educational units is very urgent. The presence of a guidance and counseling teacher can bridge the gap between subject teachers and children who have learning problems. The comfort of students in learning will determine the success of teaching. Comfort is closely related to students' self-confidence. This condition requires cooperation between school principals, subject teachers and guidance and counseling teachers in order to give color to the success of teaching. For this reason, it is very important for BK teachers to prioritize and improve their own competence and be able to improve students' skills by empowering all supporting facilities to welcome transformation in the world of education.

Competence is mastery of a skill task, attitude and appreciation needed to support success (E. Mulyassa, 2013: 38). Teacher competence must collaborate with the development of the revolution. The competencies possessed, of course, must follow the developments in the 4.0 revolution era and today's 5.0 society as well. P21 (Partnership for 21st Century Learning) develops a learning framework in the 21st century that requires students to have skills, knowledge and abilities in technology, media and information, learning and innovation skills as well as life

and career skills (P21, 2015). This framework also describes the skills, knowledge and expertise that must be mastered so that students can be successful in life and work.



Image 1. 21st Century Learning Framework

The Ministry of Education and Culture formulated that the 21st century learning paradigm emphasized the ability of students to find out from various sources, formulate problems, think analytically and cooperate and collaborate in solving problems (Ministry of Education and Culture Research and Development, 2013). An explanation of the 21st century learning framework according to (BSNP: 2010) is as follows: (a) Critical-Thinking and Problem-Solving Skills, able to think critically, laterally and systemically, especially in problem solving context; (b) Ability to communicate and collaborate (Communication and Collaboration Skills), able to communicate and collaborate effectively with various parties; (c) Critical-Thinking and Problem-Solving Skills, being able to think critically, laterally and systemically, especially in the context of problem solving; (d) Ability to communicate and collaborate (Communication and Collaboration Skills), able to communicate and collaborate effectively with various parties; (e) Ability to create and innovate (Creativity and Innovation Skills), being able to develop their creativity to produce various innovative breakthroughs; (f) Information and Communications Technology Literacy, being able to utilize information and communication technology to improve performance and daily activities; (g) Contextual Learning Skills, able to

undergo contextual independent learning activities as part of personal development, and (h) Information skills and media literacy, able to understand and use various communication media to convey various ideas and carry out activities collaboration and interaction with various parties.

A number of studies on the use of information technology to support 21st century learning have been carried out in various countries, as well as in Indonesia. In facing learning in the 21st century, each individual is required to have 21st century skills, one of which is critical thinking skills, knowledge and skills of digital literacy, information literacy, media literacy and mastering information and communication technology (Frydenberg & Andone, 2011). Meanwhile, according to Wijaya, Sudjimat, & Nyoto (2016) as for the concept of 21st century skills and the 3R core subject in the context of education, 3R stands for reading, writing and arithmetic, taking a strong "R" pronunciation of each word. From the subject of reading and writing, the idea of modern education emerges, namely literacy which is used as learning to understand ideas through the medium of words. From the subject of arithmetic emerged modern education related to numbers which means being able to understand numbers through mathematics.

In education, there is no single term relevant to literacy and numeracy that can express the ability to make something (wrighting). The 3Rs, which were adapted from the 18th and 19th centuries, are equivalent to the functional literacy, numeracy and ICT skills found in today's modern education system. Furthermore, to clarify the function of the 3R core subject in the context of 21st century skills, 3R is translated into life and career skills, learning and innovation skills and information media and technology skills. Explanation of skills according to Trilling & Fadel (2009:47) is as follows:

a. Life and Career Skills include, as follows.

- 1) Flexibility and adaptability: Students are able to adapt to change and are flexible in learning and doing activities in groups.
- 2) Have initiative and self-management: Students are able to manage goals and time, work independently and become self-managed students.

- 3) Social and inter-cultural interaction: Students are able to interact and work effectively with diverse groups.
- 4) Productivity and accountability: Students are able to manage projects and produce products.
- 5) Leadership and responsibility: Students are able to lead their friends and be responsible to the wider community

b. Learning and Innovation Skills include, as follows.

- 1) Critical thinking and problem solving: students are able to use various reasons (reasons) such as inductive or deductive for various situations; use systems thinking; make decisions and solve problems.
- 2) Communication and collaboration: students are able to communicate clearly and collaborate with other group members.
- 3) Creativity and innovation: students are able to think creatively, work creatively and create new innovations.

c. Information Media and Technology Skills include, as follows.

- 1) Information literacy: students are able to access information effectively (information sources) and efficiently (time); evaluate the information to be used critically and competently; use and manage information accurately and effectively to solve problems.
- 2) Media literacy: students are able to choose and develop the media used to communicate.
- 3) ICT Literacy: students are able to analyze information media; and create appropriate media for communication.

4. Conclusion

Transformation is not only welcoming changes in culture but also in the world of education, namely how we use modern-based knowledge effectively to support the ease of living everyday life. Education plays an important role in developments in the 21st century, namely to advance the quality of human resources. For this reason, the competence of an educator who has high value is needed so that he can create superior, advanced and developing human resources

so that they are able to deal with changes in the 21st century. There are various competencies that must be mastered by teachers in the 21st century which include pedagogical, personality, social, and professional. The Ministry of Education and Culture formulated that the 21st century learning paradigm emphasizes the ability of students to find out from various sources, formulate problems, think analytically and collaborate and collaborate in solving problems. The 21st century learning regarding the framework is as follows: (a) Critical thinking and problem solving skills; (b) Ability to communicate and cooperate; (c) Critical thinking and problem solving skills; (d) Ability to communicate and cooperate; (e) Ability to create and update; (f) Information and communication technology literacy; (g) Contextual learning skills (h) Information skills and media literacy. Information technology that supports 21st century learning is expected to expedite the entire educational process.

References

- Achmad, M., & Ashariana, A. (2021). The Energy Dynamics Of Decentralization From 2004 To 2020. *Al Qodiri: Jurnal Pendidikan, Sosial dan Keagamaan*, 18(3), 790-803.
- Alaydrus, A. K. (2015). Pengembangan Profesionalisme Guru di Era Desentralisasi Pendidikan. *Palapa*, 3(2), 163-180.
- Amalianita, Firman, & Ahmad. 2021. Penerapan Sistem Pendidikan Disentralisasi serta Upaya Peningkatan Mutu Layanan dengan Pengembangan Profesionalisme Guru Bimbingan Konseling. *JRTI (Jurnal Riset Tindakan Indonesia)*. Vol.6, No.1, 2021, pp. 9-14 DOI: <https://doi.org/10.29210/3003737000>.
- Ayuni, dkk. 2021. Cybercounseling sebagai Inovasi Konselor Menghadapi Tantangan Disrupsi pada Era Society 5.0. *Jurnal Bimbingan dan Konseling Ar-Rahman*.
- Dianti, Neviyarni, & Firman. 2022. Competence Development of Counseling Guidance (Bk) Teachers as Optimization of Guidance Services and Counseling In The Society Era5.0. *Literasi Nusantara*. vol.2 no. 2, March 2022– June 2022. ISSN 2746-8208 (Online) and ISSN 2746-3575.

- Kemendikbud. Penyelenggaraan Pendidikan Sistem Ganda pada Sekolah Menengah Kejuruan. Jakarta: Direktorat Pendidikan Menengah Kejuruan. Kemendikbud. No.0490/U/1992. Sekolah Menengah Kejuruan. Jakarta: Departemen Pendidikan dan Kebudayaan.
- Mulyassa, E. (2013). National Education Management. Jakarta: Balai Pustaka.
- Nurani. 2021. Menyiapkan Pendidik Profesional di *Era Society 5.0*. Departemen Pendidikan dan Kebudayaan, Riset dan Teknologi.
- Permatasari, Neviyarni, & Firman. 2021. Inovasi Program Layanan Bk Berbasis Digital pada Masa Pandemi Covid-19. *Jurnal Al-Taujih*. Bingkai Bimbingan dan Konseling Islam. Volume 7 No. 1 Januari - Juni 2021 Hal 38-44.
- Poxon, B., Coupar, W., Findlay, J., Luckhurst, D., Stevens, R., & Webster, J. 2007. Using Soft People Skills to Improve Worker Involvement in Health and Safety. Prepared by the Involvement and Participation Association for the Health and Safety.
- Purwaningsih, Heni. 2021. Peran Guru Bimbingan dan Konseling dalam melayani peserta didik di masa pandemicovid-19. *Educational: Jurnal Inovasi pendidikan dan pengajaran*. 1(1) 36-44).
- Somantrie. 2016. Kompetensi” Sebagai Landasan Konseptual Kebijakan Kurikulum Sekolah di Indonesia. *Jurnal dikbud.kemdikbud*. Article%20Text-1667-1-10-20161219.pdf
- Trilling, Bernie and Fadel, Charles. 2009. 21st Century Skills: Learning for Life in Our Times, John Wiley & Sons, 978-0-47-055362-6.
- Trilling, Bernie and Hood, Paul. 1999. Learning, Technology, and Education Reform In The Knowledge Age, (Online), (https://www.wested.org/online_pubs/learning_technology.pdf.)
- Waji. (2015). Penerapan Bimbingan Konseling Dalam Kurikulum 2013 Melalui Otonomi Pendidikan Pada Pelaksanaan Otonomi Daerah. *Pena Jurnal Ilmu Pengetahuan dan Teknologi*, 29(1).