

The Role of Guidance and Counseling Teachers in Preparing Students for The Society 5.0 Era

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ABSTRACT

The development of today's human era will enter the era of society 5.0. In this era, technology and humans are made the most important center for the development of life. Students in the era of society 5.0 are required to be able to develop soft skills and abilities so that they become material in dealing with changes and human development. The purpose of this article is to determine the role of counseling teachers for student readiness in entering the era of society 5.0 by using qualitative research methods in a systematic review used to synthesize (summarize) the results of research that are descriptive qualitative in nature with sources from several international, national, and international journals. a book that will produce information in the form of notes and data in a descriptive form based on literature studies through references relevant to research. As for the results of this study, students have challenges when entering the era of society 5.0, one of the challenges is that students must be able to develop and improve their abilities in facing the era of society 5.0. In developing and improving the abilities of students. Counseling guidance teachers can provide counseling guidance services that are innovative, creative and up-to-date in accordance with the needs of students which are adapted to the times.

Keywords: *guidance;counseling;counselor; student; society 5.0 era*



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INTRODUCTION

In the 18th century, the Industrial Revolution began with the invention of the steam engine, which replaced human and animal power with machines. The second revolution occurred in 1870 when the world shifted to electricity, increasing production. The third revolution in the 1960s introduced automation. The world has since advanced to the fourth industrial revolution, or Industry 4.0, which combines digital technology and production. However, as time progresses, society is now entering the era of Society 5.0, marking the end of Industry 4.0. In this era, technology and humanity are the most important centers. Society 5.0 was created by Japan to connect humans with technology as an inseparable and ever-present force. This era requires individuals to adapt to the dynamic changes of technological progress. Failure to do so will result in individuals falling behind in various aspects of life. Society 5.0 demands that people engage in disruptive eras and make significant changes to human life.

The development of this era brings about changes and benefits to life, especially in the field of science and technology, where information can be obtained from around the world quickly, easily, instantly, and cheaply, and accessed anywhere and anytime. However, this can also create complex problems, especially for students. Students in this era face different challenges than those in previous eras, requiring them to develop soft skills and abilities to prepare for the shift in human development. Students in the 21st century are expected to have leadership skills, entrepreneurship, digital literacy, emotional intelligence, interpersonal skills,

problem-solving skills, and social skills. To prepare for Society 5.0, educators must possess digital skills and creative thinking. Guidance and counseling teachers play a vital role in schools as agents of prevention, change, counselors, coordinators, consultants, assessors, and career developers. Career planning is one of the many roles that guidance and counseling teachers play in preparing students for Society 5.0. They can help students increase career maturity, develop self-potential, and self-actualize for a better future. Therefore, guidance and counseling, as an integral part of the education program, can help students achieve their developmental tasks optimally. As professionals, guidance and counseling teachers must be able to guide and prepare students for Society 5.0 through counseling services.

Teachers must also be innovative and dynamic in their teaching methods. As stated by Zulfikar Alimuddin in Astini (2022), in Society 5.0, teachers are required to be more innovative and dynamic in their teaching methods. This means that teachers must be able to integrate digital technology into their teaching to prepare students for the challenges of the future. Furthermore, according to Fauziah et al. (2022), the role of guidance and counseling teachers is essential in schools. Counselors play a crucial role in preparing students for the skills required to face the challenges of the times. Therefore, guidance and counseling teachers must be able to develop and implement effective guidance and counseling programs that meet the needs of students in Society 5.0. The shift to Society 5.0 requires individuals to develop new skills and abilities to adapt to the dynamic changes of technological progress. This puts a significant demand on students and educators to prepare themselves for the future. Guidance and counseling teachers play a vital role in preparing students for the skills and abilities required to succeed in Society 5.0. Therefore, it is essential to integrate guidance and counseling programs into the education system to ensure that students can adapt and thrive in the ever-changing world. To further support the preparation of students for Society 5.0, collaboration between educators, policymakers, and the industry is also crucial. Collaboration can help identify the skills and knowledge that students need to thrive in the future and develop effective strategies to integrate them into the education system.

Parents also play an essential role in preparing their children for Society 5.0. They can support their children by encouraging them to develop their soft skills, providing them with access to digital technology, and exposing them to diverse experiences that promote creativity and critical thinking. In summary, the shift to Society 5.0 requires a collaborative effort between educators, policymakers, the industry, and parents to prepare students for the future. Guidance and counseling teachers play a crucial role in preparing students for the skills and abilities required to succeed in Society 5.0. By integrating effective guidance and counseling programs, educators can ensure that students can adapt and thrive in the ever-changing world.

METHOD

This research uses qualitative research in systematic review, which is used to synthesize descriptive qualitative research findings. The method of synthesizing qualitative research findings is called "meta-synthesis". The sources used in this study are based on references from several international and national journals and books relevant to the research topic. The data collected will be analyzed and will result in information in the form of notes and descriptive

data. This study is a literature review that uses several relevant journals and books as sources. According to Abdullah (2015), library research is conducted in a library setting and uses library materials as the object of research. In addition, Melfianora (2019) defines library research as a search for literature that is not only for the first step of research design preparation, but also as a research study. Finally, according to Hasan (2002), the stages of literature review research involve several steps.

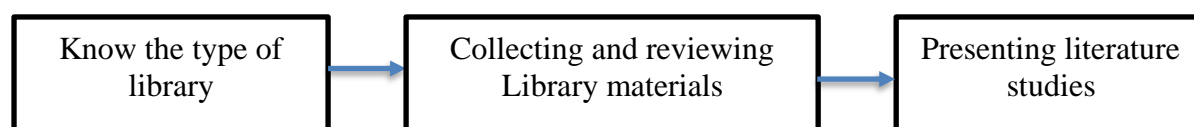


Figure 1. Literature review process

RESULT AND DISCUSSION

The History of the Industrial Revolution Journey

The Industrial Revolution 1.0 introduced a historic change where all activities based on animal and human power were replaced when the steam engine emerged. The Industrial Revolution 1.0 first emerged in England in the 1750s. A great revolution took place in mining, agriculture, transportation, production, and technology that had significant implications for politics, social, cultural, and economic development. The revolution was marked by the discovery of the steam engine in the late 18th century, which ensured development in the industrial sector (Prasetyo & Sutopo, 2018). History tells us that this industrial revolution occurred between 1800 and 1900. The main factor in the change of the industrial revolution was the emergence of the Scientific Growth Revolution that developed from the 16th century. During the Industrial Revolution 2.0, there was a tremendous industrial growth, especially in colonial countries such as Germany, France, America, England, and Japan. The revolution then spread to all countries in America and Europe. The era is also called the technological revolution because there was a significant change in cultural and technological development of society at that time. The changes that occurred were the result of the previous industrial revolution. The Industrial Revolution 2.0 occurred between 1900 and 1960. The Industrial Revolution 2.0 was marked by the creation of large-scale production tools. Then, for example, it was the beginning of the birth of power plants and combustion chambers. This invention led to the emergence of more advanced technologies, such as telephones, cars, and several other objects.

The Industrial Revolution 3.0 began with the emergence of the internet and digital-based technologies. During this period, there was a great change. At that time, industrial tools did not use human power but were controlled by machines whose systems also used computerization. The Industrial Revolution 3.0 occurred between 1960 and 2010, and many innovations emerged during this era, one of which was the development of software that utilized electronic hardware (Suwardana, 2018). During the Industrial Revolution 3.0, space and time had no distance because everything could be done using digital technology. The Industrial Revolution 3.0 also brought about changes in the patterns of relationships and communication in society. In the business sector, this era brought about changes that made businesses have to keep up with the

development. However, this could have other consequences as the technologies created would make human labor irrelevant. The technologies that emerged during this era include computerized technology systems and internet network access.

The Industrial Revolution 4.0, or the digital revolution, is marked by many fields that use automated systems that require computer systems (Ristiandy, 2020). An example of the progress that occurred during the 4.0 era was the creation of artificial intelligence. At that time, robots were created to be similar to humans (Julianto, 2019). The Industrial Revolution 4.0 began with an idea created by Germany to sell computerized goods in the manufacturing industry (Dobrzański & Dobrzańska-Danikiewicz, 2019). In the 4.0 era, everything was related to the internet. With the advent of the 4.0 revolution, there are opportunities and risks for humans. In the 4.0 era, job opportunities will be difficult to find as all areas of work in companies can be done by computerized systems or robots (Anggraeni, 2018).

Society 5.0 is an era that complements the shortcomings of previous eras. Society 5.0 focuses on the idea that all technology is a part of humans. Society 5.0 is a creation formulated by the Japanese government, and this era means that humans and technology are inseparable and work together (Sugiono, 2020). In this era, society is human-centered and technology-based, which leads to a good quality of life. The internet is not just for information but also serves to run people's lives. Technological development is created to reduce the differences among humans, such as economic problems that often occur in daily life. This era makes things easier and more difficult if people cannot adapt to technological developments. Sasikirana, V & Herlambang (2020) state that in the field of education, the Society 5.0 era enables students to use distance learning in the learning process. This era makes it easier for students to learn because it is more flexible and does not depend on place and time. Teachers can teach from a distance, which makes students more independent.

Challenges in Education in the Society 5.0 Era

Indonesia faces various problems, including in the field of education, which requires a systemic solution. Globally, Indonesia ranks 71st out of 77 countries in terms of average scores in math, science, and reading. In terms of the percentage of a country's population aged 25-64 who have completed higher education, there are five countries with the highest education rates in the world: Canada at 56.7%, Japan at 51.4%, Israel at 50.9%, Korea at 47.7%, and the United States at 46.5%, with the overall OECD country average at 36.9%. Indonesia is only at 11.9%. The education level in Indonesia is lower than the average education level in OECD countries (Handayani & Muliastri, 2020). In line with this situation, there are global demands from the perspective of education that make Indonesia far from the average. To improve this, Indonesia needs to improve its learning and analyze the readiness of its human resources to enter Society 5.0. There is a significant challenge facing the millennial generation in Indonesia. In 2025, Indonesia's young population is estimated to reach 75 million. Therefore, the government needs to pay special attention to this issue because the Society 5.0 era will reduce human involvement in the industry and eliminate many jobs. The fact is that even the so-called excellent schools in Indonesia have not prepared students to enter the Society 5.0 era.

In the global era, Robert (Rakhmawati, 2017) explained that there are several challenges in the 21st century, including time, emotions, generational waves, choices, lifestyles, competition, service, technology, quality assurance, and value-added. According to Robert, these challenges have led to the development of new paradigms and innovations, especially in education, including learning revolution, transformation of knowledge, megabrain, quantum learning, value clarification, learning rather than teaching, quantum quotation, accelerated learning (IQ, EQ, SQ, etc.), process approach, competency-based curriculum, portfolio evaluation, school/community-based management, life skills, and school-based quality improvement. For students themselves, there are several challenges in entering Society 5.0. Students are expected to develop soft skills and abilities to become ready to face human developments in the 5.0 era (Hadi et al., 2019). In the 21st century, students are required to have leadership skills, entrepreneurship, digital literacy, emotional intelligence, interaction skills, social skills, tolerance, and problem-solving skills (Kahar et al., 2021). In the Society 5.0 era, students not only need technology for resource development, but they also need to have a high social spirit with the surrounding environment to obtain more information to live effectively. Students can convey their ideas through good communication because communication connects life with technological progress (Ambarawati, 2018).

The Role of Guidance and Counseling Teachers in Entering the Era of Society 5.0

In the era of Society 5.0, educators or teachers have diverse tasks as they will influence the progress of science and technology. Teachers also face several changes from their environment (Ahmadi & Ibda, 2019). They are expected to teach and become agents of change in schools, establish good relationships with the community to improve the quality of the school, and prepare students for their future life. Thus, teachers must understand the challenges and opportunities in the future and how to prepare students for them (Pujiono, 2021). All teachers must recognize the challenges and opportunities in the 21st century to prepare their students for the future (Nastiti & Abdu, 2020). One of the important roles in guiding students to enter Society 5.0 is counseling guidance.

Dahir (2009) mentioned that in the 21st century, there has been a positive change in school counseling. The shift from the old way of focusing only on the implementation of services to a more proactive and programmatic approach has changed the paradigm and practice in directing students towards their profession and finding the intersection points to achieve social justice, performance, and counselor accountability. InBody (as cited in Dahir, 2009) stated that there are several critical premises about the future of school counseling: (1) the counselor's services affect the quality of counseling in school and the educational environment of students and counselors; (2) in anticipating future conditions and problems, counselors need to conduct scientific research; (3) current activities and counselor choices will affect the future of school counselors; (4) school counselors must have a moral foundation for their responsibility not only for their students but also for future counselors; (5) technology development will continue to progress, and counselors are responsible for collaborating with technology for the benefit of their services; (6) extensive studies need to be conducted to support ideas for students and school counselors. According to Dahir (2009), these premises can be used as references in

entering the era of Society 5.0. Counselors in the 21st century have an important role in effectively guiding students to achieve their goals, including academic achievements and affective development, to help them find a suitable way to develop. Counselors play a critical role in education and building education that is preparing students to meet the academic standard to make them useful members of society. Furthermore, counselors should also provide career guidance services to prepare students to enter Society 5.0. Career guidance is the basis for obtaining information on career development that suits the student's personality, interests, and talents. The purpose of counseling guidance is to help individuals make choices, adjusted and interpreted to the specific conditions. In this case, counseling guidance helps students in decision-making and developing a positive attitude towards work to help them develop and achieve their goals (Iswari & Afdal, 2020). In conclusion, the role of counseling guidance is crucial in helping students become aware of their interests, personality, and abilities to develop a suitable career choice that matches the needs of Society 5.0. Providing professional services through counseling guidance will help students develop career choices and assist them in making the right career decisions for an effective and meaningful life.

CONCLUSION

The result of this study is that the development of technology in line with the progress of time has a significant impact on human life, especially for students. The challenge for students in entering the era of Society 5.0 is that they must be able to develop and enhance their abilities to face the era where work can be done not only by humans but also by technology. The challenges that students face in entering the era of Society 5.0 require the role of guidance and counseling teachers to develop and improve the abilities that students have. The roles that can be carried out by guidance and counseling teachers include providing professional services through guidance and counseling services that can help students in career selection and enhance their abilities in accordance with their personal characteristics, interests, and talents.

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