Creative Approach Guidance and Counseling Facing Independence Learning Policy: Minimum Competency Assessment and Survey Characters in the Industrial Revolution 4.0

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Abstract

This article aims to explain how the creative approach of guidance and counseling in the face of independent learning in the era of Industry Revolusi 4.0 and preparedness counselor to minimum competency assessment and survey the characters. In principle already the task of counseling but counselors need creative approaches are required to utilize information technology as a means of supporting the counselor so that effective performance for different levels of education in the era of industrial revolution to four. The method used is descriptive qualitative study of literature. The results of several studies relevant journals obtained could be found the creative approach to guidance and counseling in facing the independent learning policy through the: first, assessment of minimal competencies which counselors provide career guidance services through ICT media. Such as "e-Guidance & Virtual career development" and "ICT for counseling and Careers Guidance Services" SMA APPEM and Delphi 7 named PLABK-SMA software as a tool in carrying out career guidance. Second, creative approach to guidance and counseling in character surveys is the application to guide by BK include: On its website ERIC Resource Center further explains that with the increasing urgency of character education, applying ICT-based constructivist approaches.

Keywords:*Creative Approach, Counseling, Independent Learning Revolution Industry 4.0*

Introduction

Currently Indonesia is facing the era of the industrial revolution 4.0. There are many fields that are transformed both structurally and systemically, one of the fields affected is education. The government is currently incessantly making several programs whose aim is to prepare human resources in the future through education. One way to improve the quality of human resources is through education. Education is a strategic sector to fix existing problems starting from the bottom. When talking about education, of course it is also not easy in the process and its operations, moreover education-related policies in Indonesia are dynamic. Of course these changes are not without reason, these changes do exist because of changing times, if they cannot keep up with the times they will be left behind from other countries. The government must prepare itself for the challenges of the industrial revolution 4.0, amidst changes in society towards smart society, as well as changes in lifestyle. The government also through the ministry of education and culture seeks to improve the quality of education through a more holistic assessment to measure children's competence. This is done by examining the portrait of education in Indonesia today. The government also through the ministry of education and culture seeks to improve the quality of education through a more holistic assessment to measure children's competence. This is done by examining the portrait of education in Indonesia today. The government also through the ministry of education and culture seeks to improve

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In fact, the era of the industrial revolution 4.0, **the quality of education in Indonesia is still low**. Based on the United Nations Educational, Scientific and Cultural Organization (UNESCO) survey, on quality education in developing countries in the Asia Pacific, Indonesia ranks 10th out of 14 countries. Based on analysis from the body education world (UNESCO, 2016), **the quality of Indonesian teachers is ranked last of the 14 developing countries** in Asia Pacific. This position places Indonesia under Vietnam, which was only an independent country a few years ago. One factor is the low quality education in Indonesia is due to the weakness of the teachers in exploring the potential of children. Educators often force their will without ever paying attention to the needs, interests and talents of their students. Weaknesses of educators, they are not creative enough to explore the problems and potential of students. In addition to the lack of creativity of educators in guiding students, a centralized curriculum makes portraits education increasingly blurred. The curriculum is only based on government knowledge without regard to community needs. Even worse,educationun able to produce creative graduates. This is wrong, the curriculum was made in Jakarta and does not pay attention to conditions in the lower classes. So, graduates are only good at finding jobs and can never create their own jobs, even though there are limited jobs available.

Even student achievement is not satisfying. Based on the results of a survey in 2018, the quality of Indonesian education fell in all areas of competence compared to the last PISA survey in 2015. Indonesian students' reading competency scores dropped the most from 397 to 371, mathematics from 386 to 379, and science from 403 to 396. (OECD 2016) While the results of the 2019 national exams obtained below the average passing grade of 55, unless the Indonesian language scores above 55 as shown in the following table (Puspendik, 2019)

Table 1. Achievement of National Examination Score for 2019 School Year

Score	Achievements Of Year 2018/2019		
	Middle School (SMP)	High School (SMA)	Vocational School (SMK)
Number of Unit School	56500	14564	13498
Number of Participants	4234956	973286	1509552
Average of Indonesian	64.54	68.89	65.72
Average of English	49.19	52.37	41.78
Average Mathematical	45.52	38.6	35.26
Average Science	47.77	-	44.12
Average Physics	-	45.79	-
Average Chemistry	-	50.29	-
Average Biology	-	49.91	-

Source: https: //puspendik.kemdikbud.go.id/hasil-un/2019

Based on the Table above, it can be seen that the average achievement value below the value of 55 is mathematics at various levels**.** The data that the government has from the implementation of the National Examination so far is only cognitive or knowledge level. So far, they have never known the condition of the school ecosystem as a place of learning for their students. Agus Salim's research results (2018) on the presentation mentioned that the influence of the development and progress of this millennial era, indeed has positive and negative values. It's just that not all students are able to filter to take lessons and positive values   from the development of science and technology that continue to accompany their lives.

The results of another study by Husen Hasan (2019) involved 11,287 students as respondents from 1,151 schools in 34 provinces with details of 465 public schools, and 686 private schools concluded that the Student Character Index (IKPD) at 2019 Secondary Education was 70 with the category 'high', although not yet categorized as 'very high'. "Student Character Index (IKPD) based on dimensions, including 71.63 religions; nationalism 72.65; independence 69.48; mutual cooperation 67.26; and integrity 70.14. In addition, there are 12 provinces that have a participant character index students above the national character index and 22 provinces that have a character index below the national character index. From this research, the impact on policy steps in line with the changes being made by the Ministry of Education and Culture issued a policy namely the Independent Learning or" Merdeka Belajar" policy. It will be

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manifested in the policy of eliminating the national examination (UN) to begin in 2021. However, this is faster than planned, in 2020 the Minister of Education and Culture excludes the implementation of the UN because the Covid Pandemic 2019 (SE Mendibud March 24, 2020) on the Implementation of Education in the Emergency Coronavirus Disease (Covid-19). "After we have considered and discussed with President and also outside agencies, the Ministry of Education and Culture has decided to cancel the national exam in 2020. Nothing is more important than the safety and health of students and their families," Nadiem Makarim said in Jakarta, Tuesday, on 24 March 2020.

The challenges in the form of the above problems as much as possible accompanied by solutions to overcome existing problems. The world of education is now busy to prepare a generation that is able to survive in competition in the era of the industrial revolution 4.0. Of the various problems and challenges both conceptually and operationally the implementation of guidance and counseling services in the concept of free learning, the urgency of government policy regarding free learning is important to be studied more deeply at the level of actualization of a more real reality. Regarding the policy concept of the Minister of Education and Culture Nadiem Makarim on "Merdeka Belajar" in terms of guidance and counseling (BK),

BK teacher as one of the educational actors have a big hand in preparing human resources who are ready to compete in the era of the industrial revolution 4.0. As a direct educator in schools, having duties and responsibilities in preparing students to become a generation that is smart, competitive, innovative and creative and has character. In carrying out this task, currently in an era that already uses technology, BK teachers are also required to be creative to use it as a performance support tool. For that reason, the problem in this article that arises in dealing with situations in the era of the industrial revolution 4.0 is how is the creative approach to guidance and counseling to deal with the policy of independent learning through assessment of minimal competence and survey of character?.

Method

This article uses qualitative and library research methods. Qualitative research is a kind of research that rely on unstructured and non-numerical data. Based on the foregoing, the collection of data in research is carried out by examining and/or exploring a number of journals, books and documents (both printed and electronic) as well as other sources of data and/or information deemed relevant to the research or study. (Sugiyono, 2015). Literature study or literature can be interpreted as a series of activities relating to the method of collecting library data, reading and recording and processing research material (Zed, 2008). The data may take the form of field notes written by the researcher in the course of observation, interviews carried out by the researcher in natural settings or documents of various kinds (publicly available or personal; paper-based or electronic; already available or elicited by the researcher)

Results and Discussion

1. "Merdeka Belajar" Policy

Minister of Education and Culture Nadhim Makarim revealed that there are four episodes of the policy known in independent learning. Episode I of "Merdeka Belajar" was December 2019 regarding the ease of preparing lesson plans, the National Standard School Examination, changing the UN format, and changing the admission of new students to the achievement path to 30 percent. Episode II of "Merdeka Belajar" about changes in tertiary institutions known as merdeka campus, namely internships of up to three semesters, the ease of PTN becoming PTNBH, automatic re-accreditation, and the ease of opening new study programs. Episode III of "Merdeka Belajar" about changing the format of the School Operational Assistance (BOS). Episode IV of "Merdeka Belajar" regarding the program of mobilizing organizations that aims to improve the competencies of principals and teachers. (Ministry of Education and Culture 2019)

In this effort to liberate, including one of them was the abolition of the National Examination System (UN) which was planned for 2021 but was realized in 2021 due to the Covid 19 Pandemic. It is known that the discourse on the elimination of the UN itself is not new. The policy that began in the era of the United Indonesia Cabinet was initiated by Minister of National Education Bambang Sudibyo in 2005. But then the policy was evaluated by his successor, M Nuh. Minister of Education and Culture M Nuh removed the implementation of the National Examination for elementary school level and equivalent, at the end of 2013. The policy contained in Government Regulation (PP) Number 32 of 2013 concerning Amendments to PP Number 19/2005 concerning National Education Standards was signed by President Susilo Bambang Yudhoyono on May 7, 2013. With these changes, since 2014 there has been no more elementary school UN implementation. Noah mentioned, Even though there is no national examination in elementary schools, evaluation can still be carried out by the provincial government as has been done so far. In 2020, Nadiem emphasized that the policy to be carried out was not merely about removing the UN. rather, it completely improves the student's graduation system. "So it's not just a discourse to erase, but also a

discourse to improve the essence of the UN. Whether assessing student achievement or assessing system performance," he said, at the Ministry of Education and Culture, at the end of November last. In accordance with the development of the 4.0 revolutionary era, counselor should always be updated with the development of means of communication at this time to facilitate client consultation to alleviate the problem. (H Nirwana, 2019)

2. Minimum Competency Assessment and Character Survey
   a. Minimum Competency Assessment
   The Ministry of Education and Culture will implement a new assessment system in place of the national examination (UN). The system, called the Indonesian Student Competency Assessment (AKSI), is claimed to be more effective so that it is appropriate in measuring student abilities. According to education observers, Indra Charismiadji said that if the National Examination was replaced by AKSI, but the purpose was the same as mapping, meaning that the government would only change the name, the students' ability assessment scheme using tests or grades was not suitable to be applied in the Industrial Revolution 4.0 era. The right evaluation scheme to assess the ability of children in the 4.0 era, he continued, is a description scheme. Because, the value is considered to be inconsistent because even though they both got the value of eight, but not necessarily have the same level of intelligence. He expects the government to issue policies that are relevant to the needs and changing times, not just to change names. AKSI has more impact. Because the National Exam aims to measure the competency of students while studying at each level, while the AKSI is more for diagnosing student weaknesses, "he said. The presence of AKSI in accordance with the government's commitment to improve the quality of national education,

   AKSI is a survey that oversees monitoring activities in the education units SD/MI, SMP/MTs, SMA/MA, and SMK. AKSI aims to obtain data and valid evidence about the achievement of student abilities and the factors that influence them. The data and evidence are used as a basis in the formulation of policies and programs to improve the quality of education. The AKSI survey sampled class IV, VIII, and XI students from elementary/MI, SMP/MTs, SMA/MA and SMK levels in all provinces in Indonesia. Determination of grade IV elementary school to measure basic abilities: reading, writing, and arithmetic (calistung) that must be mastered to learn lessons in the next class, while the determination of grades VIII and XI to measure students' readiness in achieving graduate competency standards and having life skills).

   There are three areas surveyed in AKSI, namely students' abilities in: (a) literacy reading, (b) mathematical literacy, and (c) scientific literacy. First, Literacy reading is the ability of students to understand text, apply text, reflect on text, and relate text content to the context of real social life. Second, scientific literacy. Science literacy is defined as the ability to understand knowledge related to science problems, and with scientific thinking can be a responsible learning citizen. Scientific literacy includes the ability to explain phenomena scientifically, evaluate and design scientific findings, and interpret scientific data and events and make scientific conclusions. This ability is contained in three cognitive domains that are measured in AKSI, namely knowing (knowing), applying (applying), and reasoning (reasoning). Domain knowing relates to knowledge of facts, processes, concepts, and procedures. The domain of applying is related to the ability to apply knowledge. The reasoning domain includes the ability to analyze information, draw conclusions, and develop understanding. Third, mathematical literacy. Mathematical literacy is defined as the ability to formulate, use, and interpret mathematics in various contexts. As with scientific literacy, the cognitive domain measured in mathematical literacy also includes knowing, applying, and reasoning. The reasoning domain includes the ability to analyze information, draw conclusions, and develop understanding. Third, mathematical literacy. Mathematical literacy is defined as the ability to formulate, use, and interpret mathematics in various contexts. As with scientific literacy, the cognitive domain measured in mathematical literacy also includes knowing, applying, and reasoning. The reasoning domain includes the ability to analyze information, draw conclusions, and develop understanding. Third, mathematical literacy. Mathematical literacy is defined as the ability to formulate, use, and interpret mathematics in various contexts. As with scientific literacy, the cognitive domain measured in mathematical literacy also includes knowing, applying, and reasoning.

   According to Nadiem's   explanation "The minimum competency assessment is the truly minimum competency which can map schools and regions based on the minimum competency. What is the material. The material is only two cognitive parts. One is literacy and the second is numeracy," at the Bidakara Hotel, South Jakarta, Wednesday (11 December 2019). Competency assessments conducted starting in 2021 are not based on subjects anymore and are not based on mastery of material content but based on minimum competencies, the basic competencies required by students to be able to learn any material. It was also explained in the official website of the Ministry of Education and Culture (gtk.kemdikbud.go.id): Literacy is not only the ability to read, but the ability to analyze a reading and understand the concept of the contents of the writing, whereas Numerization the ability to analyze using numbers. Not like math

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problems in general, later numeration is more directed at logical and quantitative abilities. The competency assessment has several benefits, namely enriching formative assessment in schools, being a tool for teachers to diagnose their students' abilities on substantial topics, and inspiring teachers to enrich context and cognitive levels in classroom level assessments. In addition to competency assessment, the Minister of Education and Culture will also apply the concept of character surveys. a tool for teachers to diagnose their students' abilities on substantial topics, and inspire teachers to enrich context and cognitive levels in grade-level assessments. In addition to competency assessment, the Minister of Education and Culture will also apply the concept of character surveys. a tool for teachers to diagnose their students' abilities on substantial topics, and inspire teachers to enrich context and cognitive levels in grade-level assessments. In addition to competency assessment, the Minister of Education and Culture will also apply the concept of character surveys.

b. Character Survey

In an effort to realize the objectives of the National Education System Law, the Government has endeavored to implement the 2013 Character-Based Curriculum. This curriculum targets student development not only on academic intelligence, but also on character, spirituality, personality and skills. Cultural and character development which is an effort to realize the mandate of the Pancasila and the Preamble to the 1945 Constitution, is motivated by the reality of the current problems, such as: juvenile delinquency, brawl, moral decadence, shifting ethical values   in the life of the nation and state; waning awareness of national cultural values; the threat of national disintegration; and weakening unity.

One alternative that can be done to overcome these problems is by organizing formal education based on culture and character. Character culture education is considered as one of the right strategies to tackle juvenile delinquency and deviant behavior in schools, workplaces, and society. The functions and objectives of national education, related to the formation of students' character so that they are able to compete, ethical, moral, polite and interact with the Ministry of National Education (BSNP, 2006). However, unfortunately the implementation of the 2013 curriculum is still limping along. To respond to a number of weaknesses in the implementation of moral education and manners, efforts can be made through educational innovations that are carried out in an integrated manner in accordance with the main policies of the Ministry of Education and Culture,

This character survey is used to find out the character of children in school. "To find out the ecosystem in the school, how is the implementation of mutual cooperation. Is the level of tolerance healthy, is the child's well-being or happiness established, has there been bullying?" said Nadiem. The survey is used as a benchmark so that schools provide feedback for their learning activities. Sustainability is marked by cultural and character inheritance that has been owned by the community and nation so that education is the process of cultural and cultural inheritance of the nation for the younger generation (Prayitno and Widyantini, 2011).

The process of developing values   that form the foundation of the nation's character impacts an ongoing process, and can be done through a variety of subjects. Planning and implementing cultural and character education can be carried out by all members of the school community and applying it to the curriculum through:

1) Personal development programs that can be done by integrating through routine school activities, spontaneous activities, exemplary, and conditioning.
2) Activities at school, carried out through various school activities participated by all students, educators, principals, and other education personnel. Planning is done since the beginning of the school year and implicit in the academic calendar and implemented in daily life as part of the real activities of the school to foster culture and character.
3) Outside school activities, can be carried out through all extracurricular activities and other activities that are participated by all or some students, designed by the school since the beginning of the school year, through documented planning in the academic calendar.
4) Industrial Technology 4.0 is used as a medium to facilitate students 'understanding in learning a material, which is in accordance with the development of students' thinking stages, and must strengthen the culture and character of the students themselves.

In addition to the process of integrating and developing values   that form the basis of character, the Ministry of Education and Culture will also conduct a survey to measure other aspects that reflect the application of Pancasila in schools. This includes aspects of student character (such as learner character and mutual cooperation character) and school climate (eg climate of diversity, bullying behaviour, and quality of learning). Using the threat of exams to encourage learning will negatively impact student character. If done continuously, students will actually be lazy to learn if there are no exams. In other words,

students become accustomed to learning just to get good grades and avoid bad grades. This makes students forget the intrinsic enjoyment that can be obtained from the learning process itself.

3. Creative Approach Guidance and Counseling Facing Freedom of Learning: Minimum Competency Assessment and Character Survey in the Industrial Revolution Era 4.0

"Merdeka Belajar"learned from the Minimum Competency Assessment (material literacy and numeracy) actually also included in the scope of guidance and counseling by using a test assessment. Assessment is an assessment of the individual to provide guidance and counseling services to suit the needs, conditions, and problems of the counselee. For the sake of knowing the literacy and numeracy skills of BK teachers usually use test techniques which are techniques for understanding individuals by using standardized test instruments. Test results that are commonly used for guidance and counseling purposes include intelligence tests, aptitude tests, interest tests, personality tests, creativity tests, attitude tests and achievement tests.

Students or counselee's self-understanding must be based on accurate and valid information about themselves. Inaccurate personal data can lead to wrong understanding. Such data should also be accompanied by observations of students or counselees. For this reason, assessment instruments are needed in the form of tests and non-tests. According to Sumardi & Sunaryo (2006) in the Ministry of Education and Culture (2013), the assessment objectives are as follows:

a. Obtain relevant, objective, accurate and comprehensive data on the child's current condition
b. Knowing the full profile of children, especially the problems and barriers to learning faced, their potential, their special needs, and the environmental carrying capacity needed by children
c. Determine the services needed in order to meet their particular needs and monitor their capabilities.

Based on the above objectives, it can be concluded that the assessment is carried out to find out the condition of the child at a certain time (when the assessment is carried out) both the potential and weaknesses of the child as material for compiling a guidance and counseling service program so that it can conduct services or interventions appropriately. For the sake of knowing the literacy and numeracy skills of BK teachers usually use test techniques which are techniques for understanding individuals by using standardized test instruments. Test results that are commonly used for guidance and counseling purposes include intelligence tests, aptitude tests, interest tests, personality tests, creativity tests, attitude tests and achievement tests.

The existence of this freedom of learning policy of guidance and counseling uses a creative approach in accordance with the era of the industrial revolution 4.0. The use of computers, technology and the internet is an effort to show the creativity of BK (White, 2007); Gysbers & Henderson (2006) states that utilizing technology, computers and the internet as a measure of creative BK teachers became a big challenge in the era of the industrial revolution 4.0. The basic guidance service to facilitate student growth positively in the digital age is a vital program for all students without exception.(Neviyarni,2019)BK teacher constraints of the time factor in providing services can be anticipated by utilizing technology. This is supported by (Turban, 1999; Van Horn and Myrick, 2001; Daggett 2003) that there are many advantages for school counselors using technology in their function as agents of change in schools.

For this reason, BK's creative approach discussion uses several scientific journal studies such as "e-Guidance & Virtual career development" and "ICT for counseling and Careers Guidance Services" (Cogoi, 2008; Palomba, E. 2007) where the idea of providing career guidance services to develop career through ICT media. Furthermore APPEM SMA, which is one application in the form of software, is able to provide comprehensive and effective recommendations in the process of determining specialization (Indrawan, Putu Agus. 2015; Hartono,2009) Delphi 7-based software named PLABK- SMA as a tool in carrying out career guidance. The same thing was done by Hartono (2009); Zamroni (2017) in his research, has succeeded in utilizing ICT media, namely computers to help students to improve their career decision independence.

Furthermore, research findings from Kartadinata, S, et al (2012) show that 'guidance and counseling programs in schools will be effective if they are based on the real needs and objective conditions of students' developed with the student's ATP (Task Development Analysis) software aimed at makes it easy for counselors to develop guidance and counseling programs in schools. There are two types of Guidance and counseling Assessment Instrument Application Development, namely the sample test instrument in the form of Computer-based Multiple Intelligence Scale for Talent Interest and the non-test Who Am I instrument sample. According to Mudjiran (2019) Counselor teachers in the era of industrial revolution 4.0 should be able to be creative to take advantage of opportunities in order to socialize and expose the role of guidance and counseling services, especially career guidance in schools. So that these challenges can be carried out by counseling teachers and their performance can be carried out optimally.

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Creative approach taken by BK in implementing counseling guidance services with computers, technology, and the internet in the competency assessment program requires minimal guidance and counseling for intelligence tests, aptitude tests, interest tests, personality tests, creativity tests, attitude tests and learning achievement tests of students need to be aware of by BK because according to Heru Dwi Wahana (2015) from the results of his research; characteristics that emerge in millennial generation is that making technology as a lifestyle attitude is more expressive and exploratory, and always wants every process instantly.

Independent learning policy learns from character surveys namely the strengthening of character education which is part of the realm of BK teacher duties in schools, especially in the emotional, social, and moral aspects. According to the Minister of Education and Culture that the purpose of the character survey is how to implement mutual cooperation, is the happiness of children at school established, is there still bullying at school? Strengthening character education can be implemented in the form of classical services, group guidance services or group counseling services with delivery that is felt to be very enjoyable for children. To find out the attitudes and characteristics of students directly BK teachers also use non-test techniques which are techniques for understanding individuals by using standardized and non-standardized instruments. Non-technical tests that are often used for guidance and counseling purposes include: observation, interviews, questionnaire, sociometry, documentation. Whereas data collection instruments that are often used to identify problems and BK service needs include: Problem Check List (DCM), Problem Reveal Tool (AUM), Development Task Inventory (ITP).

Meanwhile, character education is integrated into the entire school community as a strategy to help remind students to deal with conflict, shelter students to stay alert in an educational environment, and reinvest the community to actively participate as citizens (citizenship). The discussion of scientific journal studies related to the character survey conducted by BK include: On its website ERIC Resource Center (www.-eric.ed.gov) further explains that with the increasing urgency of character education, school counselors are required to understand about various ways and techniques of combining character education in the guidance and counseling program services. (Otten, 2000). Neviyarni research results, et al (2019) conclude group guidance services with more effective role playing techniques in increasing student empathy. By playing the role of students, students can see directly the character played by friends when playing the role. Automatically students will understand how the character that is portrayed impacts on themselves as feedback

The creative approach used by counselors in responding to character surveys in guidance and counseling in the era of the industrial revolution 4.0 is; according to research results Jacobs in Rahmadian (2011); Wibowo (2017); (Schimmel, 2007) explains that creative counseling techniques help counselees make concepts more concrete, help focus sessions when the counselee starts off track, and help speed up the counseling process for counselors who have limited time. The application of guided imagery in creative counseling can be an effective strategy for counselors to serve counselees in the disruptive era. prop interventions namely creative counseling approaches using teaching aids. The use of teaching aids can have a strong impact on the counselee and can be a useful way to engage the counselee to participate in counseling. This is a solution for high school students who are addicted to playing online games (Herman Nirwana, 2019) which concluded the students' understanding of the risks of online gaming based on the average category with a level of achieving a score of 55.14%. This means that school counselors must improve the understanding of the risk of addiction to online games. This is confirmed by the results of research Mudjiran et al (2017) concluded that the information service module to develop student self-control in the use of smartphones can be used as a medium in implementing information services. Thus it can be concluded that the information service module to develop students' self-control in the use of smartphones compiled can be utilized by counselors to help students develop self-control in the use of smartphones. This means that school counselors must improve the understanding of the risk of addiction to online games. This is confirmed by the results of research Mudjiran et al (2017) concluded that the information service module to develop student self-control in the use of smartphones can be used as a medium in implementing information services. Thus it can be concluded that the information service module to develop students' self-control in the use of smartphones compiled can be utilized by BK counselors or counselors to help students develop self-control in the use of smartphones. This means that school counselors must improve the understanding of the risk of addiction to online games. This is confirmed by the results of research Mudjiran et al (2017) concluded that the information service module to develop student self-control in the use of smartphones can be used as a medium in implementing information services. Thus it can be concluded that the information service module to develop students' self-control in the use of smartphones compiled can be utilized by counselors to help students develop self-control in the use of smartphones.

According to Kemenristekdikti (2018) the characteristics of BK teachers who are able to transform themselves in the era of the industrial revolution 4.0 are as follows: (a) increasing interest in reading and increasing the collection of books; (b) able to be a facilitator, motivator and inspirator; (c) uploading his written works which contribute to efforts to improve the quality of guidance and counseling services; (d) applying hybrid learning patterns (a combination of face-to-face and online) and creative and innovative multitasking to improve the quality of guidance and counseling services; and (e) applying ICT-based constructivist approaches. Facing the industrial revolution era 4.0, the BK teacher's creative approach is demanded to be able to master digital technology,

Conclusion

The creative approach to guidance and counseling in facing the independent learning policy through the assessment of minimal competencies and the current character survey encourages all levels of education to tertiary education to take advantage of advances in digital technology and computational education in two ways namely in the assessment of minimal competencies and character surveys: Creative approaches to guidance and counseling on minimal competency assessment, counselors provide career guidance services through ICT media. Furthermore, SMA APPEM software is able to provide comprehensive and effective recommendations in the specialization process. Delphi 7 based software named PLABK-SMA as a tool in carrying out career guidance. Other software that supports minimal competency assessment. While the creative approach to guidance and counseling in character surveys is the application of guided imagery and prop interventions as a creative counseling approach using teaching aids can help counselees make concepts more concrete, help focus sessions when counselees start off track, and help speed up the counseling process for counselors who are have limited time. The implementation of a " Merdeka Belajar" policy with a creative approach from counseling guidance in the era of the industrial revolution 4.0 will realize the challenges of society 5.0. Hope the policy is specific to the success of " Merdeka Belajar" or an "Kampus Merdeka" helps focus the session when the counselee starts off track, and helps speed up the counseling process for counselors who have limited time. The implementation of a " Merdeka Belajar" policy with a creative approach from counseling guidance in the era of the industrial revolution 4.0 will realize the challenges of society 5.0. Hope the policy is specific to the success of independent learning or an independent campus helps focus the session when the counselee starts off track, and helps speed up the counseling process for counselors who have limited time. The implementation of a independent learning policy with a creative approach from counseling guidance in the era of the industrial revolution 4.0 will realize the challenges of society 5.0. Hope the policy is specific to the success of independent learning or an independent campus

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