KONSELOR

Challenge and opportunity for the millennial school counselor

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Abstract
This research is based on millennial performance needs in guidance and counseling services in Palembang. Millennial is a dynamic generation and skilled in technology, but also afraid of loyalty and commitment. Also, millennial school counselors are expected to be able to overcome the gap between the majority of school counselors who belong to Gen X by the way students as generation z solve problems. Therefore, swot analysis is important to obtain an overview of the opportunities and challenges of millennial school counselors that will be the basis for the development of the counseling profession in the current era. Research using survey methods. Surveys are used to obtain an accurate and clear picture of the strengths and weaknesses shown by the millennium, as a basis for mapping challenges and opportunities. The results found that the challenge of millennial school counselors was in the use of technology, and they had the opportunity to develop professionalism consistently. Study recommendations for optimizing the strength of Millennial school counselors are 1) maximizing digital literacy, 2) using design thinking in innovation, 3) Habits as consumers must be changed with more critical and creative application of process technology.

Keywords:Millenial, challange, opportunity

Introduction

Millennial generations are a potential resource for educational practice (Otiji-Spizler, 2020). Nowadays, the availability of educators, especially school counselor increasingly reduced. Based on data in 2018, the Education Departement of South Sumatera reported that 2,300 teachers from a total of about 13 thousand teachers who will retire . That vacancy will be filled by the millennial,exactly the fresh graduate.

As a millennial, they are expected to be able to create services relevant to the educational process in the 4.0 era (Arfandi, 2020; Septiana, 2020). Some last educational concept emphasizing as an activity to bequeath the old Generation value with the new generation, both intellectual value, moral, social, aesthetic and so on, all of it is Human culture (Masturi, 2015). Meanwhile, Assistant of the Minister of Education and Culture (Mendikbud) for innovation and competitiveness, argues that the current condition is the students are 21st century generation, the teacher is still in the 20th century (Liauw, 2018; Lubis, 2019). This means that the generation gap will impact the inconsistency of the established educational culture, even more, likely to be forced to be followed by the subsequent generation.

In the context of guidance and counseling services, generation gaps impact the way of perspective and how to resolve problems (Nurlela & Surtiyoni, 2020; Suryahadikusumah & Nadya, 2020). School counselors in the X generation group tend to be textbooks on old theories, as well as life experiences. This group may need educational strategies to monitor their children (Amai, 2020; Riedy, 2018). In addition, they needs to be assisted in utilizing technology and information.

On the other hand, learners as Z and Alpha generation (Junior high school) have the confidence to succeed, tend to be practical and want to be free (Wei, Lin, Meng, Tan, & Kong, 2020) . Generation Z is a unique and diverse cohort and will have a significant impact on the world if given the opportunity to optimally develop (Riedy, 2018; Suryahadikusumah & Sari). However, the misperception that occurs

between school counselors and students is a lot of happening (Zyromski, Baker, Betters-Bubon, Dollarhide, & Antonides, 2020). Also, much of the wrong view appear such as school counselor is not be preferred, counseling devoted to problematic students, learners do not want to follow teachers advice, and etc (Mullen, Newhart, Haskins, Shapiro, & Cassel, 2019; Yablon, 2020) .

The Millennial school Counselor is essentially a mediator between the two generations (Goodman-Scott & Eckhoff, 2020). Millenial is referred to as a dynamic group of change, quickly adaptable, rapidly accepting diversity, and inclusive in a working environment because it is easy to feel has been part of the organization (Blake, 2020; Harvey & Clark, 2016). Besides, with technological skills owned by Millennial generations will greatly help them to understand the needs of students as digital natively, which can subsequently be communicated to school leaders (Evans & Robertson, 2020; Șchiopu, Pădurean, Țală, & Nica, 2016).

On the other, millennials are knowing they have a bad performance at work. The loyalty and attitude of millennials be a problematic aspect. Only 25% of millennials were fully involved with the agencies they were working with (Qatrunnada & Parahyanti, 2019). The issue is reinforced by the findings of Gallup which shows only 29% of the millennials involved in work and organization, both emotionally and in behavior (Gallup, 2016; Muñoz-Martínez, Monge-López, & Torrego Seijo, 2020). Meanwhile, 16% of millennials do not get involved at all and tend to be in the same way and often give problems to agencies.

Those conditions, are interesting to be examined through SWOT analysis. SWOT is one of the alternatives used in the management of education, especially in human resources development (Aghasafari, Karbasi, Mohammadi, & Calisti, 2020; Gomes, Funari, & Ferrari, 2020). Therefore, it will be interesting for analyzing the opportunities and challenges faced by the millennials school counselor in Palembang in their performances. This analysis is expected to be the basis to formulating preferences of a professional millenials school counselor.

Method

Research using survey methods ona millennial school counselor in Palembang, with an age range of 22-30 years and a minimum of one year's work period. Survey was made to 35 people samples, which were obtained purposive from each state High School in Palembang.The Data obtained is the basic informationon strengths and weaknesses felt by respondents in showing work performance as a millennial school counselor. These data used to be conducting a SWOT analysis.

The focus of this survey is 1) personal strengths and barriers, 2) social strength and barriers, and 3) mastery of technology. The table 1 below explains research focus clearly.

Table 1. Research focus

No	Focus	Explanation
1	Personal strength & barriers	The ability and habit of respondents in the face of changes in the vicinity, which affects professionalism in work, such as following the development of technology (digital user), improve the latest skills, and change rhythm work.
2	Social strength & barriers	The ability, habits, and skills of respondents in overcoming gaps or differences in generations that impact work relationships, cooperation, and social conflicts. For example, relate with students, collaborating, conflict resolution, and inclusivity.
3	Mastery of ICT	The ability, habits, and skills of respondents in utilizing technology to exploring information, share ethically and create innovative guidance service.

Each aspect is categorized into "strengths" or "weaknesses", by looking at the percentage of respondents ' answers that show "always". Furthermore, each category is mapped to the most dominant aspects, so it is found that challenges and opportunities are prioritized.

Results and Discussion

The results of the study were obtained based on the response to the questionnaire item, then the number of responses on each option was converted to percentages as in table 2.

Table 2. Survey Finding

Focus	Aspect	Respone (%)		
		Always	Often	Never
Personal Strength and Barriers	Keeping up with new technology	44	53	3
	Upgrading skill	56	54	0
	Commitment	82	15	3
	Time Flexibility	44	53	3
Social Strength and Barriers	Engage in school activities	68	32	0
	Collaboration	65	31	4
	Difficult to Connect with students (gen-z)	40	30	30
	Inclusive	52	36	22
	Difficult with conflict resolution	38	44	18
Mastery in ICT	Exploring current issue	94	6	0
	Filtering information	53	57	0
	Share information ethically	70	26	4
	Downloading guidance program	50	44	6
	Developing guidance content	3	50	47
	Developing media guidance	0	65	35

The results of the survey on each aspect are further interpreted to the two categories, namely strengths and weaknesses based on the largest percentage of each answer. Data interpretation is presented in the following table 3.

Table 3. Data Interpretation

Focus	Aspect	Response (%)			Category
		Always	Often	Never	
Personal Strength and Barriers	Keeping up with new technology	44	53	3	Strength
	Upgrading skill	56	54	0	Strength
	Commitment	82	15	3	Strength
	Time Flexibility	44	53	3	Weakness
Social Strength and Barriers	Engage in school activities	68	32	0	Strength
	Collaboration	65	31	4	Strength
	Difficult to Connect with students (gen-z)	40	30	30	Weakness
	Inclusive	52	36	22	Strength
	Difficult with conflict resolution	44	38	18	Weakness
Mastery in ICT	Exploring current issue	94	6	0	Strength
	Filtering information	53	57	0	Strength
	Share information ethically	70	26	4	Strength
	Downloading guidance program	50	44	6	Weakness
	Developing guidance content	3	50	47	Weakness
	Developing media guidance	0	65	35	Weakness

The weakness of a millennial counselor based on respondents ' answers is the most commonly perceived obstacle or work expectations that are often unsuccessfully realized by respondents. Personally, the respondent always wants to be flexible in regulating the work time. Socially respondents have difficulties in understanding the characteristics and problems of students as Z generation, and in cooperation with the main difficulties is when facing conflicts of disagreements. In the use of information technology, the majority of respondents have difficulty in developing content and media guidance, even 50% of

respondents used to download guidance and counseling programs. The percentage of each weakness is presented in chart 1.
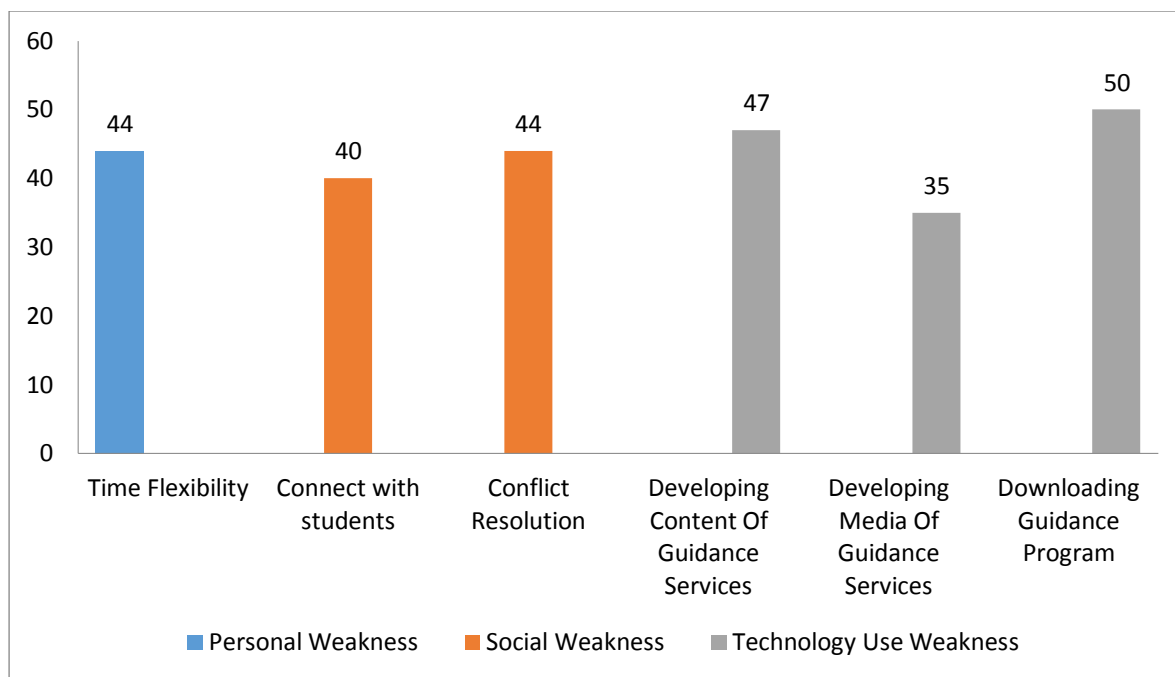

Figure 1. Percentage Of Each Weakness

Based on these findings it can be mapped that the main challenges of a millennial school counselor are in the use of technology. Millennials are called also generations Y, Netters, and Nexters is a growing generation in the full-time innovation of Information Technology Science (Fiernaningsih, 2020; Murtiningsih, 2020). Survey results showed 50% of respondents always downloaded guidance programs and another 44% only occasionally, in content innovation and media Services 45% of respondents have not been able to develop service content and 35% difficulty in developing media because Feel less informed and facilities. Contradictory to the ideal condition of a millennial.

Another impact of the lack in mastery of technology is the difficulty in understanding the behavior and lifestyle of the students, proven by 40% of respondents felt it. Technology is inseparable from the generations of millennials, and they are comfortable with diversity, technology, and online communication to stay connected. Millennial School counselors are expected to help school leaders and coordinators to understand the students more deeply as digital natively.

On the other, research finds several conditions that become strengths and opportunities for the development of a millennial school counselor. Strength is characteristic and skill that the respondent's usual value is demonstrated during the service run. According to table 3, the majority of respondents have a personal strength as a digital user, always trying to improve their skills, and commit in delivering guidance services. Socially the majority of respondents have the strength to engage in school activities, inclusive, and able to create collaborations. While in the use of technology and information respondents are accustomed to finding the latest information, filtering information, then share ethically (see chart 2).

Based on figure 2 Millennial School counselors have the opportunity to develop professionalism. 82% of respondents committed to the profession and 94% of respondents were happy to find the latest issues and information. The majority of respondents were able to create collaborations in comprehensive guidance and counseling services, such as collaborating with other teachers, school staff, students, and government agencies.

When compared to weaknesses and challenges, efforts are needed to optimize the strength of millennial counselors in integrating technology against relevant guidance services. According to Chart 2, the biggest strength is 94% of respondents are happy to browse the latest information so that efforts can be focused on utilizing such information in the development of content and media services.
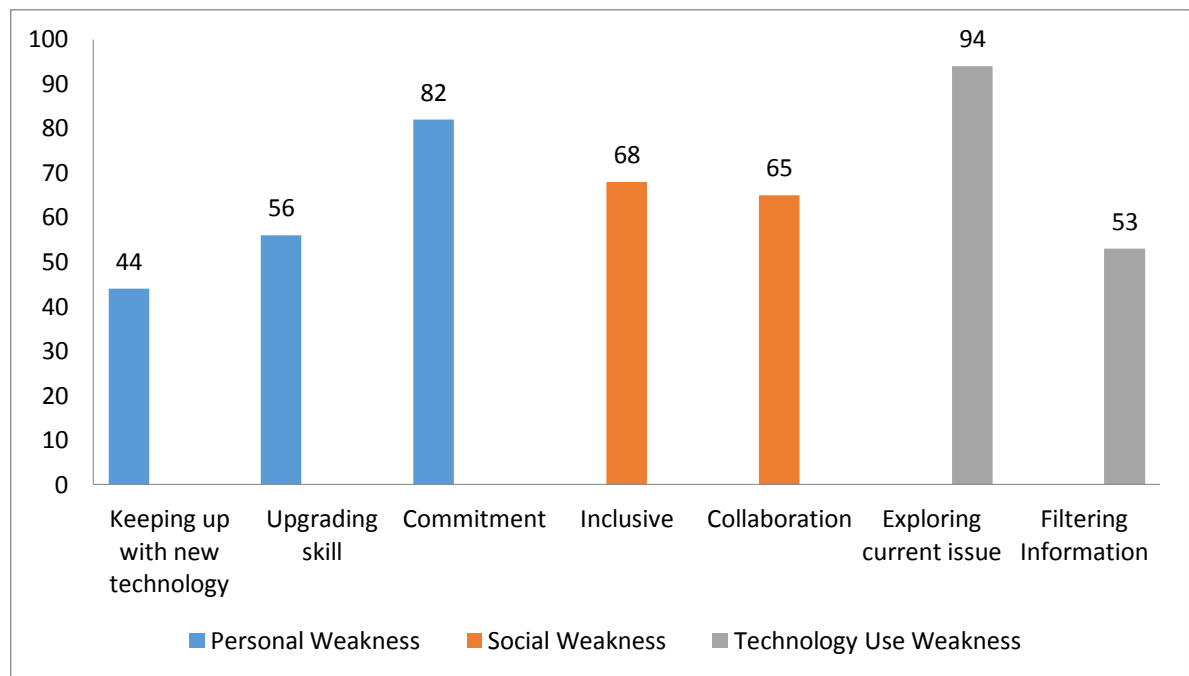
Figure 2. Percentage each strength

First, a millennial school counselor needs to optimize digital literacy, in another term called ICT literacy. ICT literacy is necessary compliance by school counselors in the disruption era, not just computer literacy, but it covers a wider dimension (Retnaningdyastuti, 2018; Roche, Hutchison, & Lemberger-Truelove, 2020). The application is done by combining and integrating technology into the practice of guidance and counseling services accompanied by a quality commitment to the concepts and practices of TPACK (Technology, Paedagogy, Content, and Knowledge) (Chen & Jang, 2014; Mouza, Karchmer-Klein, Nandakumar, Ozden, & Hu, 2014).

Guidance and counseling program innovations based on digital literacy focus on the relevance and efficiency of services (Suryahadikusumah & Nadya, 2020; Suryahadikusumah & Sari).Social media is an example of an opportunity to be combined as a service strategy, without requiring huge facilities and school funding. Almost all teachers and students use social media, even schools have official social media accounts. Tillman (Rofi Suryahadi kusumah & Ferdiansyah, 2018) state that use of social media is also raising new opportunities and challenges in clinical mental health practice. As simple as can become a source of vital information in understanding the client's behavior, as well as a more intimate depiction of what the client is experiencing, through their feeds, words, emojis, and images uploaded by students. In the group counseling process, facebook can be used as a reminder tool for completing journals, do exercises, and evaluate group work, whether in the form of text, audio, or video (Hines et al., 2020; Kurniadi & Farozin, 2020) .

Secondly, millennial school counselors need to use design thinking in service management (Suryahadikusumah & Sari, 2020). Design thinking is a tool to develop cognitive processes that are holistic. Design thinking involves systematic human-centered processes as its users through a planned process resulting in a change in behavior and conditions that are as expected (Suryahadikusumah & Nadya, 2020). There are four pillars in Design thinking, namely the pillar of balance, skeletal thinking, use of tools/toolkits and pattern approaches (Glinski, 2012).

Also, design thinking is called as one of the approaches in solving problems both in the form of systems, services, and products. The focus of using design thinking is to find concrete solutions to complicated problems that are socially ambiguous and not easy or certain to understand. The use of design thinking in the problem-solving process has been well tested in finding solutions, which are feasible and new to a specific group of users (Lindberg, Noweski, & Meinel, 2010; Suryahadikusumah & Sari).

For millennial school counselors, design thinking can stimulate sensitivity to problems, and find a variety of relevant alternative solutions, in this case, is the development of programs and service media. Results of previous research show the form, format, and media content should be relevant to the context of

the life and lifestyle of learners (Rofi Suryahadi kusumah & Ferdiansyah, 2018). The sensitivity that is honed through the use of design thinking includes finding the latest issues around learners, thinking about possible issues that will arise, finding ideas and collaborates into planning, to Compliance with the plan in a service practice.

Results of the study shows the design of thinking can be referred to as a way of expressing creativity to produce innovative ideas (Pande & Bharathi, 2020; Rauth, Köppen, Jobst, & Meinel, 2010). The use of design thinking in innovating demands that one to dig in detail and depth through the process of questioning that is done by yourself, thus the intimacy and the sensitivity in understanding the situation faced will be trained. Besides, it can help to find the right problem-solving patterns that manifest in the form of real products such as working steps, strategies, and innovative media. According to (Roche, et al., 2020; Suryahdikusumah, 2018) which suggests that brainstorming is an important activity in developing creativity in developing good and relevant media.

The final result of the effort is the innovation known as Combinatorial innovation. Combinatorial innovation is new digital solutions are often created by combining existing modules with embedded digital capabilities or blending different modules with the same standard (Ciriello, Richter, & Schwabe, 2018; Suryahadikusumah & Nadya, 2020). This opens up opportunities for counselor teachers to innovate guidance service strategies. The dimensions of combinatorial innovation include 1) sensitivity to change, 2) combining the use of technology in the Guidance service 3) conducting collaborations, 4) creating a more effective service system, 5) relevant service programs.

Based on research, millennial school counselors are challenged to continue innovating with their strengths in utilizing various sources that are currently easily acquired. The habit as a consumer should be revamped with more critical and creative process technology applications. Thus, school counselor will always evolve the program in line with the technological changes that accompany it.

Conclusion

Millennials school counselors is challengingtouse technology effectively as sourcing to create innovative and relevant guidance and counseling service. Results showed 50% of respondents always downloaded guidance programs and another 44% only occasionally, in content innovation and media Services 45% of respondents have not been able to develop service content and 35% difficulty in developing media because Feel less informed and facilities. Contradictory to the ideal condition of a millennial. Beside that,they have an opportunity to develop professionalism consistently.82% of respondents committed to the profession and 94% of respondents were happy to find the latest issues and information. The majority of respondents were able to create collaborations in comprehensive guidance and counseling services, such as collaborating with other teachers, school staff, students, and government agencies. Study recommendation to optimizing millenial school counselor strength are maximizing digital literacy, use design thinking in innovation.The habit as a consumer should be revamped with more critical and creative process technology applications.

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