Original Article

Cyber counseling in responding to educational challenges in the society 5.0 era: a literature review study

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Abstract: *The Society 5.0 era sparks industrial activities that integrate advanced automation technologies with cyber technologies. It will affect every aspect of human life, especially in industry, health transportation, agriculture, and education. Education in the realm of guidance and counseling needs to innovate in adapting to the demands of the society 5.0 era. One form of innovation is the existence of cyber counseling services. A literature review study was used as a method in this study. The data collection process by examining various relevant reference sources related to cyber counseling from 28 articles published over the last 10 years. This study aims to examine the evolution of cyber counseling, as well as the innovation of guidance and counseling services required to address the challenges in education during the Society 5.0 era. The results show that in the implementation of cyber counseling services, there were several advantages and disadvantages that can be used as evaluation material in the development of cyber counseling service programs so that guidance and counseling are maintained in their existence in responding to educational challenges in the Society 5.0 Era.*

Keywords: *Cyber Counseling, Society 5.0, Guidance And Counseling*

Abstrak: *Era society 5.0 memicu kegiatan industry yang menggabungkan kecanggihan teknologi otomatisasi dengan teknologi cyber. Pada era Society 5.0 akan berdampak pada semua aspek kehidupan mulai dari kesehatan, tata kota, transportasi, pertanian, industri dan tidak terkecuali pada aspek pendidikan. Pendidikan dalam ranah bimbingan dan konseling perlu berinovasi dalam menyesuaikan dengan tuntutan era society 5.0. Salah satu bentuk inovasinya yaitu adanya layanan cyber counseling. Metode penelitian ini menggunakan kajian literatur yang dilakukan dengan menelaah berbagai sumber referensi yang relevan terkait dengan cyber counseling dari 28 artikel berdasarkan rentang waktu 10 tahun terakhir. Penelitian ini bertujuan mengkaji perkembangan cyber counseling, serta inovasi layanan bimbingan dan konseling yang perlu dilakukan dalam menjawab tantangan pada aspek pendidikan di era society 5.0. Hasil penelitian menunjukan bahwa dalam pelaksanaan layanan cyber counseling masih memiliki kelebihan dan kekurangan yang dapat menjadi bahan evaluasi dalam pengembangan program layanan cyber counseling agar bimbingan dan konseling tetap terjaga eksistensinya dalam menjawab tantangan pendidikan di era society 5.0.*

Kata Kunci: *Konseling Siber, Masyarakat 5.0, Bimbingan Dan Konseling*

Introductions

The society 5.0 era triggers industrial activities that combine the sophistication of automation technology with cyber technology. The use of technology has massively permeated various activities of society, including cyber-physical systems, Internet of Think (IoT), cloud computing, and cognitive computing have permeated various activities of society (Saputra et al., 2020). Society 5.0 can be interpreted as a concept of a human-centered and technology-based society. The basic principle in society 5.0 is a balance in business and economic development with the social environment. In this era, having an impact on all aspects of life; health, urban planning, transportation, agriculture, industry, and education (Law of the Republic of Indonesia on the National Education System).

In the education sector, this era has a potential for students to interact directly with robots designed to either replace educators or be remotely controlled by them during the learning

process (Faulinda & Aghni, 2020). It is possible that the teaching and learning process can occur anywhere and anytime, with or without an educator. The educators must be able to adapt and continue to improve competence in the Society 5.0 Era. It is in line with the statement of Faulinda & Aghni (2020) state that the one way that the world of education in Indonesia can do to face society 5.0 is through the aspect of human resources who act as educators who must have skills in the digital field and are able to think creatively (Faulinda & Aghni Rizqi Ni'mal, 2020). In the 21st century it is also a challenge for a guidance and counseling teacher to be able to synergize with various conditions and various parties to prepare competent students with various skills (Nita et al., 2020). The students especialy in 21st century need to develop their competencies in responding to the change of era. The communication, emotional intelligence, partnership, being problem solver, and group-working, must be mastered by the students.

Guidance and counseling teachers who involved in the education system also have an important role in facing this era. The guidance and counseling teachers are the frontline with the task of providing services to students in order to achieve their developmental tasks. One of the characteristics of the millennial generation is shown by high school students in Indonesia by making technology a lifestyle and more explorative (Sutijono & Farid, 2018). Thus, guidance and counseling teachers need to approach and use media that are more easily accepted by the millennial generation, namely in the form of online (cyber). The purpose of this study is to examine the development of cyber counseling, as well as innovations in guidance and counseling services that need to be carried out in responding to challenges in the education aspect in the Society 5.0 Era.

Method

The literature review study was conducted in this research. The literature review study deals with theoretical analysis and references from relevant scientific literature. The various relevant reference sources related to cyber counseling was used in this research. The sources of literature obtained are from articles of proceedings, national journals, and international journals that have been published and are relevant to the focus of this research. Then juxtapose it with various theories and research results and provide findings of thought that can be used as a reference in further research.

Result and Discussions

Developments and changes have caused implementation, innovation, and services to develop and change from time to time. Including the impact on aspects of education, especially guidance and counseling services. One of the innovations in guidance and counseling services that is able to adjust and optimize its utilization in the Society 5.0 Era is cyber counseling services. This statement is in line with Santoso's opinion (2019) that in terms of effectiveness, cyber counseling is the right choice and can be done at this time and the existence of society 5.0 can support cyber counseling to optimize the use of technology without reducing or eliminating the main component, namely human quality (Saputra et al., 2020). Cyber counseling is a counseling service by utilizing electronic media with an internet connection that can be done anywhere and anytime with the agreement between the counselor and the counselee without having to meet in person (Fadhilah et al., 2021; Fakhriyani et al., 2021; Gading, 2020; Saputra et al., 2020).

Guidance and counseling teachers need to optimize cyber counseling to continue to show their existence towards educational change towards society 5.0. The existence of guidance and counseling is one of the three main components in schools (Dina et al., 2016; Saputra et al., 2020) required to be adaptive to all changes that exist. One innovation in providing guidance and counseling services is cyber counseling, commonly referred to as online counseling. In the context of society 5.0, the innovation of guidance and counseling services must certainly have the latest in particular from the innovation aspect of guidance and counseling services in the era of the industrial revolution 4.0.

In its development, cyber counseling has several terms such as online counseling or e-counseling (Yaniasti & Setiawan, 2021). Starting in the 1960-1970 decade, e-counseling was carried out through the Eliza and Parry software program (Fadhilah et al., 2021; Nor Zainudin & Mohamad Yusop, 2018; Yaniasti & Setiawan, 2021). The ELIZA program was developed by Joseph Weizenbaum at the Massachusetts Institute of Technology, USA and was first introduced at an international conference on Computer Communication in October 1972 (Nor Zainudin & Mohamad Yusop, 2018). The program was successful and has led to another program; the Logic Program for Automatic Teaching Operations (PLATO) (Nor Zainudin & Mohamad Yusop, 2018).

On the other hand, "Tanya Uncle Ezra" as E-Counseling program was developed by Cornell University, which resembles the ELIZA and PLATO programs in 1986. In 1993, Ivan Goldberg started the evolution of cyber counseling services through the internet. Goldberg offers counseling sessions by providing chat rooms (online) and being able to get sessions with actual counselors. Then in 1995, John Grohol offered special Cyber counseling services for mental health by using chat rooms in his service offering. In the same year, David Sommers also offered paid cyber counseling services. Individual sessions take place within a schedule mutually agreed upon by the counselee and the counselor. Fees are charged refers to the length session conducted. The development of cyber counseling is based on the results of literature reviews from abroad. In Indonesia, there is no clear information regarding the exact origin of the term e-counseling. However, it was previously referred to by other names such as cyber counseling, virtual counseling, and similar terms (Ifdil & Ardi, 2013).

As for some of the media used in the implementation of cyber counseling; whatsapp, email, video conference, chat rooms, and websites (Bastomi, 2019; Budianto et al., 2019; Dina et al., 2016; Hidayati et al., 2021; Holmes & Foster, 2012; Kirana, 2019; Mishna et al., 2013; Resti Okta Sari, 2021). The development of cyber counseling which continues to increase today will certainly bring up new innovations related to cyber counseling. This is evidenced by the existence of research from (Yaniasti & Setiawan, 2021) who created a cyber counseling system in which there are several features such as online counseling, parent consultation, career/advanced study information services, video conferencing and so on. The counseling service features in general usually contain several developed service menus such as video conferencing, web messaging, and bulletin boards. However, the online counseling website that was developed a Scheduling feature which is useful for students to arrange face-to-face counseling schedules at school. In addition, in research (Hidayati et al., 2021) which develops cyber counseling cognitive behavior based on cyber counseling applications designed using Android, Adobe XD studio, and Corel draw with several interesting features in it.

At this time, cyber counseling continues to develop in the realm of guidance and counseling in Indonesia. This is due to the increasing number of enthusiasts in using cyber counseling services (Sutijono & Farid, 2018). The advantages of cyber counseling are that it can provide flexibility for counselors to serve counselees in a way that is more time-saving, accessible 24 hours, and more practical because it can be done anywhere and anytime without having to meet in person (Fadhilah et al., 2021; Haryati , 2020; Hidayati et al., 2021; Mishna et al., 2015). In addition, the risk of partiality is also smaller because age, gender, race, ethnicity, and socioeconomic status are often more difficult to see in a separate environment (Situmorang, 2020), making it easier for counselors to store counselee's administrative data (Prasetiawan, 2016) , helping individuals reflect on their experiences with the art of typing (Fadhilah et al., 2021; Hidayati et al., 2021), and motivating students to study and stay at home and develop life skills during the online pandemic (Musdalifah, 2021).

Several references were found, stating that there are several things behind the students' interest in cyber counseling, namely; make it easier for counselees to get services without having to wait for counseling appointments (Zainudin & Yusof, 2018), students feel more comfortable if counseling is not done directly (Suranata et al., 2020), counselees often talk more when they feel they are in an environment safe and non-judgmental and can make deeper disclosures to counselors so that their problems are responded to more quickly (Situmorang, 2020), comfort and accessibility that can be reached in all locations for people living in remote areas, and people with disabilities (Gading, 2020 ; Mishna et al., 2015; Wells, 2021). Furthermore, the characteristics of students who tend to be more interested in cyber counseling are students who have a shy

personality because they tend to be closed to expressing their problems directly to the BK teacher (Petrus & Sudibyo, 2017; Yaniasti & Setiawan, 2021), then students with male gender. -male (Zainudin & Yusof, 2018), and students who are afraid of being exposed to the image of a problem child (Yaniasti & Setiawan, 2021).

Behind the existing advantages, cyber counseling has several shortcomings that still need to be evaluated and developed such as lack of skills and knowledge about the use of technical devices and equipment (Paterson et al., 2019), internet connection and difficulties in operating systems caused by servers (Haryati, 2020; Suranata et al., 2020), cyber-counseling causes counselors to pay less attention to facial expressions and body language (Resti Okta Sari, 2021), and requires special skills to perform data analysis (Firda & Atikah, 2020). In addition, Cyber counseling in its implementation is more of a "flexible continuum" according to the stages and is more open to modification, using general techniques and special techniques, but is not carried out as a whole as the face to face counseling process (Sutijono & Farid, 2018). Although in practice there are certain situations that are not recommended for counselors to do online counseling, namely: 1) counselees have thoughts of hurting and killing others or themselves; 2) the counselee is in a life-threatening situation; 3) the counselee has a history of suicidal, violent and abusive behavior situations; 4) the counselee has delusions; 5) counselee experiencing hallucinations; 6) counselees abuse alcohol and drugs (guidance in Sutijono & Farid, 2018).

In its implementation, it is also necessary to supervise the process of cyber counseling services. The results of the study from {Formatting Citation} revealed that counselees assess that cyber counseling positively, but it turns out that guidance and counseling teachers claim to prefer face-to-face counseling. This certainly needs to be the focus of guidance and counseling supervision in monitoring the performance of guidance and counseling teachers on the implementation of cyber counseling regarding the causes of guidance and counseling teachers being less interested in this cyber counseling service. This can be an evaluation in service optimization if there were any obstacles found. This supervision needs to be done because the performance of a guidance and counseling teacher is very influential on the continuity of the service. According to (Petrus & Sudibyo, 2017) in supervising online counselors, it is not completely different from supervising counselors who conduct face-to-face counseling, especially during transcripts. However, it provides new challenges in online counseling for counselor skills. Supervisors must evaluate how online counselors (a) convey empathy, (b) understand clients' narratives, (c) address challenges, and (d) assess their own effectiveness.

Conclusions

Changes and developments of the times have caused implementation, innovation, and services to continue to grow and change from time to time which has an impact on all aspects of life, including the education aspect, especially guidance and counseling services. In guidance and counseling services, guidance and counseling teachers must be technology literate, because BK teachers are required to develop information and communication technology-based skills in guidance and counseling programs to maintain their existence towards the era of society 5.0. One form of innovation carried out is the holding of cyber counseling. Cyber counseling, as defined by the National Board for Certified Counselors, is a professional counseling practice where the counselor and counselee are located in different or remote places and communicate using electronic media, such as the internet, to deliver information and support.

In its implementation, cyber counseling has advantages and disadvantages. This is certainly an evaluation material to continue to improve the performance of BK teacher skills in the implementation of cyber counseling. Supervisors have a role in assessing the performance of BK teachers and evaluating cyber counseling services. Although the supervision remains the same as conventional counseling supervision, it is also necessary to assess it with adjustments to the implementation of cyber counseling such as; (a) communicate empathy, (b) understand clients' stories, (c) respond to challenges, and (d) evaluate their own effectiveness.

For further researchers, it is expected to do further research related to the competencies that counselors must possess in the implementation of cyber counseling, developments that need

to be carried out on cyber counseling as well as empirical data related to counselor supervision to assess how counselors are online and their implementation in the field.

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