

Development of Counseling Program Online Resilience in the Face of the Digital Age

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Abstract-*The development of digital technology is a challenge in life, especially for students. Digital technology in addition to its many benefits for the learning process also provides information and examples of a moral behavior and is contrary to values, social norms and religion. Student interaction is no longer with others but more with digital. As a result, empathy attitudes increasingly depleted, and the development of individualist attitudes and the like. For that strategic effort is needed, systematic and programmed through counseling services. The aim of this study is to develop resilience online counseling programs in the digital era. This research method is research and development using the Plomp model. The results of this study indicate that student resilience is very low in utilizing digital technology. An online resilience counseling program was developed to address the digital era which includes four program components, namely; (1) basic guidance services to facilitate student growth positively in the digital era, (2) responsive services to address and manage various digital world problems and risks (3) individual planning services to train students to master communicative and proactive coping, and (4) system support services to optimize appropriate support and control in student development.*

Keywords: counseling program, online resilience, digital age

I. INTRODUCTION

The digital age is an era that is inherent in the millennial generation. Communities in this generation no longer only interact face-to-face directly, but have been connected by digital technology so that it happens to face the camera, face book, cellphone, whatsapp, instagram, view twitter and the like. According to Hidayat, (2015) the community is now moving towards a unification of digital culture that makes the world population in a universal village (global village). There are no more traditional barriers that separate communities, all interacting across cultures, across space and across time. In addition, digital technology has made all types of media integrated into all human life. Not only in the context of physical technological advances, but also the media has influenced widely the ways of communicating, interacting, transacting and socializing (Hidayat, 2015).

The era of digital technology has brought enormous social challenges behind all the conveniences offered (Hendriani, 2017). For example, accessing the internet does not always have a positive impact on students, but also has a negative impact. The results of the research by Hakim & Raj, (2017) show that the negative impact of the internet for teenagers is the reduction in social interaction directly with friends because when they gather together the subject feels their friends play more mobile than chatting, procrastinating, delaying doing assignments, experiencing insomnia or insomnia, disrupting the subject's eye health, decreasing the subject's learning achievements because when he is engrossed in playing the internet the subject feels lazy to learn. In addition, the results of Rachmaniar, Prihandini, & Janitra (2018) found that the development of digital media was also inseparable from the negative impact. One of them is related to the production, distribution and consumption of pornographic content.

In order for students not to fall prey to the negative effects of digital technology, online resilience is urgently needed. Online resilience is an individual's ability to adapt accurately to various environmental conditions that are full of influences, so that with this ability individuals will be more empowered in filtering and responding to various things encountered when interacting with digital technology (Hendriani, 2017). With these capabilities, students are able to manage themselves well and not easily affected by negative content that is presented in the digital world. Because it must be realized that; 'Skills in using technology are not just knowledge and skills to use technology, but also the ability to become active and critical individuals in the entire process of digitizing social life' (Setiawan, 2017: 176).

Growing online resilience in children cannot be done by sterilizing children to avoid contact with digital technology at all. Keeping children away from risk will only widen their distance from their social environment (Hendriani, 2017). But on the other hand, students still do not fully understand the use of relevant technology, so that negative impacts include cyberbullying. Students are also easily influenced by other negative things and cause students to be lazy, having the character of being quickly bored, impatient, solving problems in an instant way, all of them want to be very practical. Although there is a good impact, students become more creative and can lead to stronger self-confidence, want to be recognized and always intersect with technology (Sudarmiyati, 2018: 160).

In order to help guidance and counseling teachers or counselors to form an online resilience counseling program in addressing the digital era in accordance with scientific rules, the researchers consider it necessary to develop an online resilience counseling program, so that counseling services can facilitate the development of students in addressing the digital era. In addition, it is based on the belief that counseling as an aid profession is one of the strategic efforts to facilitate the development of students in facing the challenges of change.

II. METHOD

This research method is research and development with the type of research design research model Plomp. According to Plomp (2013: 15) design research is a systematic study to design, develop a product such as programs, models, teaching materials, learning strategies and others as solutions to complex answers that occur. Plomp's development procedure (2013: 19) consists of three stages, namely; (1) preliminary research stage, (2) prototype stage (development or prototyping phase), and (3) assessment phase. Product development activities carried out by researchers only reached the prototype stage (development or prototyping phase).

In taking research data, the side technique used is Simple Random Sampling because the population is relatively homogeneous (Sugiyono, 2017) both in terms of age, level of development, and residence and educational institutions. The number of research samples is 265 students from State Madrasah Aliyah in Tanah Datar District. Instruments for collecting data using a questionnaire. This questionnaire was developed and refined based on suggestions for improvement and consideration of three experts / experts according to the fields needed to obtain a valid instrument.

III. RESULTS

The results of the preliminary research show that student resilience is very low in utilizing digital technology. On that basis, the products produced in this stage of development are; Resilience online counseling program in addressing the digital era. At this stage of development, the process of designing an online resilience counseling program that includes four program components, namely; (1) basic guidance services to facilitate student growth positively in the digital age, (2) responsive services to address and manage various student problems and digital world risks. (3) individual planning services to train students in communicative and proactive coping, and (4) system support services to optimize appropriate support and control in fostering students in the digital era. With this program, the counseling service process is more focused on facilitating student development optimally and is not only aimed at alleviating the problems experienced by students (Ardimen, 2017).

The basic guidance service to facilitate student growth positively in the digital age is a vital program for all students without exception. The basic service of this guidance is also an educational process to positively utilize digital technology with all its devices for the benefit of themselves and their environment. Through this service students can learn optimally the benefits and benefits of digital technology. Through this service, students can learn digital literacy. Because 'digital literacy education for young people is important because young people are the most vulnerable in consuming media. In addition, young people are expected to be agents of change to overcome the problems of digital society (Silvana & Darmawan, 2018: 155). Plus, the digital age has made the learning environment and learning process totally change. Classrooms experience evolution with digital learning patterns that provide a more creative, participatory, diverse and comprehensive learning experience. With this basic service, students can be facilitated through proactive, creative and innovative learning experiences based on digital technology. One form of basic service that can be done to improve the learning experience of students is information services. In this case, through information services, the BK teacher / counselor can provide new understanding to students so that students can develop their control especially in smartphone use (Rambe, Mudjiran, & Marjohan, 2017). For this reason, students must be smart to take advantage of the opportunities for advancing digital technology, in various fields of life, including in the administration of education. This opportunity is quite hopeful, if it can be used optimally (Muhasim, 2017: 75). To meet these expectations, in addition to online resilience, it is necessary to develop a digital literacy culture among adolescents.

Digital literacy as a series of media literacy movements designed to improve individual control of the media they use to send and receive messages (Silvana & Darmawan, 2018: 151). Furthermore, according to Silvana & Darmawan, (2018) there are eight essential elements for developing digital literacy, namely as follows: (1). Cultural, which is the understanding of the various user contexts of the digital world; (2). Cognitive, namely the power of thought in judging content; (3). Constructive, namely the creation of something that is expert and actual; (4). Communicative, namely understanding network and communication performance in the digital world; (5). Responsible self-confidence; (6). Creative, doing new things in new ways; (7). Critical in addressing content; and digital literacy as life skills; and (8). Socially responsible. Eight essential elements for developing digital literacy are the main topics and important material is discussed and developed through basic guidance services. Basic guidance services are also designed to develop students' critical thinking skills and be able to provide independent assessment of digital media. With this basic service, students are expected to have an awareness of the impact of digital technology on individuals and society and have ethics in utilizing digital technology. This desire is also in line with the study of Silvana & Darmawan, (2018: 152). The problem is that there are three elements and the purpose of the importance of media literacy knowledge given to students, among others: A critical thinking to develop independent assessment of the media; An awareness of the impact of the media on individuals and society; and understanding of the ethical and moral obligations of media practitioners.

Responsive services to address and manage student problems and the risks of the digital world are designed to respond to and facilitate students who have problems and need immediate assistance. Through this service the problem of student resilience can be overcome so students have online resilience. Responsive services are also designed to help students be able to manage various risks in the digital world, training students to communicate effectively and be able to interact positively and proactively. Responsive service material is based on students' problems related to the digital world, for example online game addiction problems, communication problems, learning concentration problems, self-control problems, insomnia, and others. This responsive service aims to meet the perceived needs at the moment, or students who are seen as experiencing obstacles (failure) in completing their development tasks. Indicators of failure are inability to adjust or problematic behavior, or maladjustment (Yusuf LN., 2009).

Individual planning services are assistance services for all students to be able to make and implement their future planning, based on an understanding of their strengths and weaknesses (Yusuf LN., 2011). In this case, individual planning services are designed to grow online resilience for students in addressing the digital world, so students can grow and develop in a challenging world. According to Hendriani, (2017: 54) there are some important things that are important in growing online resilience, namely; (1) help children be able to manage various risks in the digital world; (2) train children to master communicative and proactive coping; (3) making a positive growth environment; and (4) optimizing appropriate support and control in care.

System support services to optimize appropriate support and control in fostering students in the digital era. System support is designed as a combination of activities for fluency and optimization of counseling services. The system support needed is as follows; first, increasing the capacity and skills of BK teachers / counselors in handling students / counselees in the digital era. This idea is reinforced by Sutijono & Farid, (2018: 28) that "counselors are expected to have various insights, knowledge, values, and attitudes that can be used as appropriate references in handling counselees, with cases relating to the influence of information technology." In addition, increasing the competence of educators including BK teachers or counselors in facing global challenges is now a must (Ardimen & Zuwirda, 2015; Ardimen, 2018).

Second, the realization of programmatic and ongoing consultation services; *third*, the creation of collaborative efforts with school personnel and parents of students. This effort is in line with expectations (Setiawan, 2017) that educational institutions and families must instill the principle of prudence and sufficient knowledge for the younger generation to carry out social activities in the digital world; *fourth*, the implementation of peer guidance in addressing the digital world (Ardimen, 2017); and *fifth*, the realization of management activities optimally to support the implementation of counseling services effectively and optimally. This study still has limitations including the online resilience counseling program that was developed only as a hypothetical program and has not been validated and tested in the field.

IV. CONCLUSION

Based on the results of the study, several conclusions can be summarized, namely; student resilience is very low in utilizing digital technology. Online resilience counseling programs developed to deal with the digital age include four program components, namely; (1) basic guidance services to facilitate student growth positively in the digital age, (2) responsive services to address and manage various digital world problems and risks (3) individual planning services to train students to master communicative and proactive coping, and (4) system support services to optimize appropriate support and control in student development.

The counseling program developed needs to be validated and tested in the field so that it can be developed to get a valid and practical online resilience counseling program to use. For the application of online counseling programs, it is necessary to have a guidance and counseling teacher or counselor who has the capacity and skills, is proactive, creative and innovative.

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