

Characteristics of 21st Century Counselors in the Perspective of Mungin Eddy Wibowo

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Abstract

Characteristics of 21st Century Counselors in the Perspective of Mungin Eddy Wibowo. This study aims to investigate the characteristics of 21st century counselors in the perspective of Mungin Eddy Wibowo. This research belongs to the type of library research, namely, by recording all findings and combining all findings, both theories or new findings from books, websites, articles and newspapers about the characteristics of 21st century counselors, analyzes all findings from various readings and provides critical ideas about Mungin Eddy Wibowo's thoughts regarding the characteristics of 21st century counselors. The results show that, in the perspective of Mungin Eddy Wibowo, future counselors of the 21st century are counselors who look to the future, counselors who are able to anticipate the future, that is, look far ahead and are ready to navigate life. future so that they will continue to exist in the counseling profession. There are several characteristics of 21st century counselors in the perspective of Mungin Eddy Wibowo, among others: (1) 21st century counselors are counselors who always improve global literacy in the sense of finding ways to work effectively in counseling services by utilizing and using technology. (2) 21st century counselors are counselors who in carrying out the counseling profession are creative, innovative, productive and fun, (3) counselors in online counseling practice cannot be separated from technology and online counselors must follow technological trends in online counseling. (4) The 21st century counselor is a counselor whose professional identity is obtained through education in the counseling profession, and has competence in the theory and practice of counseling. (5) The 21st century counselor in carrying out the counseling profession must be based on evidence as the accountability of a profession. (6) The 21st century counselor is a collaboration leader. (7) 21st century counselors are consultants, (8) 21st century counselors

must be able to coordinate, collaborate, and manage resources (9) 21st century school counselors as advocates..

Keywords: *Counselor, 21st Century, Maybe Eddy Wibowo*

Abstrak

Penelitian ini bertujuan untuk menyelidiki Karakteristik konselor abad 21 dalam perspektif Mungin Eddy Wibowo. Penelitian ini termasuk jenis penelitian kepustakaan (library research), yaitu, dengan mencatat semua temuan dan memadukan segala temuan baik teori atau temuan baru baik dari buku, website, artikel dan surat kabar tentang karakteristik konselor abad 21, menganalisis segala temuan dari berbagai bacaan dan memberikan gagasan kritis tentang pemikiran Mungin Eddy Wibowo terkait karakteristik konselor abad 21. Hasil penelitian menunjukkan bahwa, dalam perspektif Mungin Eddy Wibowo Konselor masa depan abad 21 adalah konselor yang menatap masa depan, konselor yang mampu mengantisipasi masa depan, yaitu melihat jauh kedepan dan siap mengarungi kehidupan masa depan sehingga akan tetap eksis di dalam menjalankan profesi konseling. Terdapat beberapa karakteristik konselor abad 21 dalam perspektif Mungin Eddy Wibowo antara lain: (1) Konselor abad ke-21 adalah konselor yang selalu meningkatkan literasi global dalam artian menemukan cara untuk bekerja secara efektif dalam pelayanan konseling dengan memanfaatkan dan menggunakan teknologi. (2) Konselor abad ke-21 adalah konselor yang dalam menjalankan profesi konseling kreatif, inovatif, produktif dan menyenangkan, (3) Konselor dalam praktik konseling online tidak dapat dipisahkan dari teknologi dan Konselor online harus mengikuti tren teknologi dalam konseling online. (4) Konselor abad 21 adalah konselor yang memiliki identitas profesional konselor diperoleh melalui pendidikan dalam profesi konseling, dan telah memiliki kompetensi dalam teori dan praktik konseling. (5) Konselor abad 21 dalam menjalankan profesi konseling harus didasarkan bukti sebagai akuntabilitas suatu profesi. (6) Konselor abad 21 adalah sebagai Pemimpin Kolaborasi. (7) Konselor abad 21 adalah sebagai Konsultan, (8) Konselor di Abad Ke-21 Harus Mampu Melakukan Koordinasi, Kolaborasi, dan Manajemen Sumber Daya (9) Di Abad ke-21 Konselor Sekolah Sebagai Advokasi.

Kata kunci: *Konselor, Abad 21, Mungin Eddy Wibowo*

A. Introduction

Guidance and Counseling is a process of assistance or assistance provided by a counselor (counselor) to an individual (counselee) through face-to-face meetings or a

reciprocal relationship between the two, so that the counselee has the ability or skill to see and find problems and be able to solve their own problems (Bastomi, 2018). Guidance and Counseling is a form of helpful relationship. The meaning of assistance here is as an effort to help others so that they are able to grow in the direction of their own choosing, be able to solve the problems they face and be able to overcome the crises they experience in their lives (Bastomi & Aji, 2018). The purpose of guidance and counseling is to develop the potential of individuals as optimally as possible, according to their abilities so that they can adapt to their environment, both in the school, family and community environment (Bastomi, 2020b).

According to Yusuf & Nurihsan in Bastomi (2019), the Guidance and Counseling process in schools can be successful if it has clear goals to be achieved. Guidance and counseling aims to help students to achieve their development goals which include personal-social aspects of learning (academic) and career. Meanwhile, the goals of Islamic guidance and counseling according to Mubarak in Bastomi (2017) can be briefly formulated as follows: (1) The general purpose of Islamic counseling is to help the counselee so that he has knowledge of his position and has the courage to make decisions, to do an act that is considered good, true and useful, for his life in this world and for the benefit of the hereafter. (2) The specific objectives of Islamic counseling guidance are: (a) To help counsees not to face problems. (b) To help the counselee overcome the problems he is facing. (c) To help the counselee maintain and develop a good or good situation and condition so that it remains good, so that it will not become a source of trouble for himself and others. In order to achieve the goal of counseling guidance as expected, of course, the guidance and counseling management process must run very well.

Counseling is a form of helpful relationship. The assistance provided is not just to help, but involves the energy, time, thoughts, and feelings of the "helper" (counselor) (Mayasari, 2020). Ideally counselors are people who have received education to do counseling and go through a certification process and must get a license to do counseling (Lesmana, 2012: 67). Thus, it is hoped that he will be able to provide professional assistance. Qualified counselors

determine the success of counseling. The quality of the counselor includes characteristics (psychological), technical knowledge, and skills in conducting counseling. A number of studies conclude that among these three qualities, it is the characteristics of the counselor that have the most influence on the effectiveness of counseling (Rogers, 2017: 23). Counselors are one of the most prestigious professions in the development of the 21st century, because the counselor profession is closely related to the problems of human development, how they deal and act in the social environment they are in (Kushendar, Maba, & Zahro, 2018).

The development of science is recognized as advancing rapidly in the 21st century, especially in the fields of technology, information and communication, which makes various information from various countries accessible instantly, quickly, easily, cheaply by anyone, anytime and anywhere. The 21st century demands global skills in terms of ways of thinking, working, mastering technology, and as citizens of the world. Education is needed that emphasizes the potential of students in a civilizing setting, school counselors must have full awareness in local and national contexts, and have cultural awareness. The provision of services provided is in accordance with the times, therefore apart from students, school counselors should also have global transcultural skills as citizens of the world, and high thinking skills accompanied by mastery of technology which lays the basis for the use of science and technology on cultural values and ethics (Rakhmawati, 2017)..

. The 21st century requires counselors to continuously develop and update their skills. He also needs to make innovations in guidance and counseling services. This is needed considering the pace of the times is getting faster and demands fast adaptation from every existing profession. Because counselors are at the forefront of mental health for students at school and in the neighborhood where they live. Facing the challenges of a fast-paced era and the characteristics of students who are different from previous generations due to the influence of technology, it is necessary to reconstruct the characteristics of counselors. This characteristic is related to the personal qualities possessed by the counselor (Mustaqim, 2019).

Mungin Eddy Wibowo, born in Banjarnegara, 20 November 1952, is a professor and expert in Guidance and Counseling, Faculty of Education, State University of Semarang. According to Mungin Eddy Wibowo (2019) In the era of globalization in the 21st century, professional counselors are starting to view their work differently from counselors in the 20th century. School counselors must change mindsets to help move their performance change process forward by providing both up-to-date theory and practical methods and techniques for combining counseling and advocacy in individuals who are served with dignity. Therefore, the study in this paper is how Mungin Eddy Wibowo views the characteristics of 21st century counselors.

B. Discussion

1. Theories Relevant to Research

The 21st century is marked as the century of openness or the century of globalization, meaning that human life in the 21st century undergoes dramatic changes, fundamentally different from the order of life in the previous century. It is said that the 21st century is a century that demands quality in all human endeavors and results. The 21st century naturally demands quality human resources, which are produced by professionally managed institutions so that they produce superior results. These all-new demands call for various breakthroughs in thinking, drafting concepts, and actions. In other words, a new paradigm is needed in dealing with new challenges, said the philosopher Khun. According to the philosopher Khun, if these new challenges are faced using the old paradigm, all efforts will fail. The new challenge demands a breakthrough thinking process if what is desired is quality output that can compete with the work in an open world (Tilaar, 1999: 245).

The 21st century has many differences with the 20th century in many ways, including in work, social life and self-actualization. The 21st century is marked by the rapid development of information technology and the development of automation where many jobs that are routine and repetitive are being replaced by machines, both production machines and computers. As is well known, in the 21st century, society and the world of

education have completely changed (Wijaya, Sudjimat, & Nyoto, 2016). The 21st century is characterized by the development of digital information. Communities are massively connected to one another. This is what many people said with the industrial revolution, especially the information industry. The digital era has colored human life in the 21st century (Syahputra, 2018).

The picture of the 21st century is that individuals live in an environment that is full of technology use, where there is easy access to abundant information, new patterns of communication and collaboration. So to support success in the digital era, a skill base in the digital era is needed, including critical thinking skills, problem solving, communication, and collaboration (Prayogi & Aesthetics, 2019).

The National Education Standards Agency (BSNP), said that the 21st century is the century of knowledge where information is widely spread and technology is developing. The characteristics of the 21st century are marked by the increasingly interconnected world of science so that the synergy between them becomes faster. The development of the 21st century world is marked by the use of information and communication technology in all aspects of life. This technology can connect the world that transcends geographical barriers so that the world becomes borderless (Daryanto & Karim, 2017: 3).

The 21st century is an era of new civilization, which is a time for change and disruption. The generation is also called millennials, which indicates that at the turn of the millennium (in 2000) they are people who have entered adulthood (18 years) or were born after that. Disruption was known around 1997, which was introduced by Clayton M. Christensen about the theory known as disruption. The word disruption has become very popular because it moves in line with the emergence and development of information technology applications and changes the form of entrepreneurship into start-ups. Disruption is not just a change, but has a number of consequences due to information technology and the presence of young entrepreneurs who operate across borders and in the global world with millennials. Disruption works quickly at the beginning of the 21st century, which ushers in a new life that is often undetected and resolved by the incumbent (old actors) (Wibowo, 2019: 147).

The era of disruption is an era in which old life patterns shift with new life patterns due to technological developments. The presence of disruption can cause an accelerated destruction effect or shift (Kasali, 2018, pp. 20–30). The effect of this technological development is that major and fundamental changes in society occur. Technology is able to change the pattern of life, habits, characteristics and human culture. This change is triggered by the development of technology called the internet which makes human needs all digital. This change concerns the response and adaptation of a profession to the needs of the times. That the view of the old characteristics needs to be adjusted considering that this change is fundamental (Mustaqim, 2019).

The world of the 21st century, the third millennium is an era of extraordinary technological advances that will change the way of thinking and vision of human life and experience a very large acceleration of change. Advances in communication technology will give birth to an open world without barriers, both in a literal sense and in a broad sense. Technological progress is so rapid that technology with its application will change the form and way of human life which is completely different from human life today. Distance and time become very short which is a barrier to communication between humans.

The global changes that occurred in the twentieth century were enormous, powerful and global. Indonesia is part of that global change. Humans who live in the 21st century, the third millennium are in a world that is much different from the previous era, entering a new phase in human life, where the rapid development of science and technology in the era of globalization, there have been changes in various lives. Technology and the sophistication and dynamism of the human mind are necessary to make the world's inhabitants see existence on this earth in a different form, celebrate the differences and take advantage of the similarities. Of course the current changes give an impression on the position and strength of the economy, politics, technology and culture. The challenges facing the world are the same as those faced by this country, considering that Indonesia will not be able to live in isolation.

In the 21st century, Indonesia faces various challenges from within and from outside due to the impact of globalization, liberalization and the challenges of the development of Information and Communication Technology (ICT). Indonesia faces

various internal and external challenges due to the impact of globalization, liberation and challenges in technology, information and communication. The implications of this challenge trigger the country's need to build resources that are productive, intelligent, skilled in ICT, spiritually and emotionally stable, able to compete at local, global levels and have a high national identity (Bastomi, 2021: 156–157).

In the global order, Robert B Tucker in Rakhmawati (2017), identifies ten challenges in the 21st century, namely: (1) speed, (2) convenience, (3) generational waves, (4) choices, (5) various lifestyles, (6) price competition, (7) value added, (8) customer service, (9) technology as a mainstay, (10) quality assurance. According to Robert B Tucker, the ten challenges require innovation to develop new paradigms in education such as: accelerated learning, learning revolution, megabrain, quantum learning, value clarification, learning than teaching, transformation of knowledge, quantum quotation (IQ, EQ, SQ, etc.) , process approach, portfolio evaluation, school/community based management, school based quality improvement, life skills, and competency based curriculum (Rakhmawati, 2017). In relation to the field of education, BSNP in Daryanto & Karim (2017: 4), explains that 21st century national education aims to realize the ideals of the nation, namely a prosperous and happy Indonesian society, with an honorable and equal position with other nations in the field of education. global world, through the formation of a society consisting of quality sources, namely independent individuals, willingness and ability to realize the ideals of their nation.

2. Research Method

This research belongs to the type of library research, namely, by recording all findings and combining all findings, both theories or new findings from books, websites, articles and newspapers about the characteristics of 21st century counselors, analyzes all findings from various readings and provides critical ideas about Mungin Eddy Wibowo's thoughts regarding the characteristics of 21st century counselors.

3. Research Result

a. Mungin Eddy Wibowo Profile

- 1) Profile and Position of Mungin Eddy Wibowo

Mungin Eddy Wibowo, born in Banjarnegara, 20 November 1952, is a lecturer, professor and expert in Guidance and Counseling, Faculty of Education, State University of Semarang. He has structural experience and additional duties including as: (1) Head of Statistics IKIP Semarang in 1978-1985, (2) SP4 Team, SIM Team, and RIP IKUIP Semarang Team in 1978-1985, (3) Student Advisor for Student Publishing IKIP Semarang in 1986-1991, (4) Supervisor for Student Affairs for Community Service and Research in 1986-1991, (5) General Leader of Kompas Magazine for IKIP Semarang students in 1986-1991, (6) General Manager for the Campus Newspaper "NUANSA" IKIP Semarang years 1986-1991, (7) Head of the Applied Approach (AA) IKIP Semarang upgrading team in 1990-1999, (8) Head of the Instructional Engineering Basic Skills Program (PEKERTI) IKIP Semarang upgrading team in 1993-1999, (9) Program upgrading team AA UNNES 2000-present, (10) PEKERTI UNNES Penetar Team 2000-present, (11) Chair of the Semarang IKIP Student Management Consultation Team in 1993-1997, (12) Head of Guidance and Counseling Department of IKIP Semarang in 1995-1998, (13) Head of Bi Service Unit Guidance and Counseling (UPBK) UNNES 1999-2002, (14) Head of Program Management Team for Student Support Services and Career Planning Development (3SCPD) UNNES 1997-2002, (15) Head of Research Center for Educational Policy and Development of Lemlit UNNES 2001- 2002, (16) UNNES research evaluation team in 2001-2003. (17) Curriculum Development Team for BK FIP UNNES Study Program 2002-2005, (18) Member of the UNNES Senate in 2002 – now, (19) Head of UNNES Postgraduate BK Study Program in 2002 – 2003, (20) Vice Chancellor I UNNES in 2003- 2007, (21) Head of the Postgraduate Study Program of Masters, Doctoral Program of Postgraduate BK UNNES in 2013-2019, (22) Head of Doctoral Study Program of Postgraduate BK UNNES in 2019-present, (23) Expert Staff of the Chancellor for Acceleration of Education Quality Improvement in 2015-2016, (24) Compilation Team for 2016 UNNES Higher Education Institution Accreditation Forms, (25) Drafting Team for 2016 UNNES LPTK revitalization, (26) Assessment Team for Functional Credit Scores for Professor Lecturers 2016-present, (27) Acceleration Coordinator for Preparation of PTNBH UNNES in 2019-present.

He is also active in professional organization activities such as (1) General Secretary of the Indonesian Counselor Educator Association in 1991-1996, (2) General Secretary of the Indonesian Association of Guidance Officers for Central Java Region in 1990-1997,

(3) Secretary General of the General Manager of the Guidance Officers Association. Indonesia (IPBI) in 1996-2001, (4) Member of the Association of Indonesian Guidance Officers from 1977-2001, (5) member of the Indonesian Guidance and Counseling Association from 2001-present, (6) Chairman I of the Executive Board of the Indonesian Guidance and Counseling Association (ABKIN)) 2001-2005, (7) Member of the Association of Psychological and Educational Counselors of Asia (APCA) in 1992, (8) member of the Association of Indonesian Counseling Scholars in 1992-2001, (9) Member of the Indonesian Advisory Lecturer Association in 1995-2001, (10) Member of PGRI 1991-present, (11) Member of the Indonesian Bachelor of Education Association 1991-present, (12) Research and Education Development Team PKBI Central Java 2003-2007, (13) Board of Trustees managed the Central Java ABKIN Region 2001-2005, (14) Central Java ABKIN Board of Trustees 2005-2010, (15) Central Java ABKIN Board of Trustees from 2010-present, (16) Member of the Indonesian Counselors Association (IKI) 2005-present , (17) Board of Trustees of the Indonesian Counselors Association (IKI) in 2009-present, (18) Member of the Expert Board of the Executive Board of PGRI from 2013-2018, (19) General Chairperson of the Executive Board of ABKIN in 2009 – 2013, (20) General Chairperson of the Board ABKIN Leader in 2013-2017, (21) Board of Trustees for ABKIN Executive Board in 2018-present.

2) Educational history of Mungin Eddy Wibowo

Educational history of Mungin Eddy Wibowo in 1974 Graduated with a Bachelor of Psychology and Guidance, FIP-IKIP Semarang, 1976 Graduated with a Bachelor of Psychology and Guidance, FIP-IKIP Semarang. In 1993, Mungin Eddy Wibowo graduated from Master of Education, Guidance and Counseling Study Program, IKIP Malang. In 2001, Mungin Eddy Wibowo graduated from Doctor of Education, Guidance and Counseling Study Program, University of Education Indonesia (UPI) Bandung and in 2005 graduated from Counselor Professional Education (PPK), FIP UNP Padang.

Maybe Eddy Wibowo also attended additional education including; (1) Training of Trainers P4 Central Java Province in 1980, (2) Upgrading and Workshop on Development and Management of the Guidance and Counseling Curriculum in Jakarta in 1981, (3) Teaching Deed Program VB Guidance and Counseling Study Program in 1983, (4) Upgrading P3G (phase I) in Jakarta in 1981, (5) P3G upgrading (phase II) in Jakarta

in 1982, (6) Psychological Test Certification Program Training, in Jakarta in 1981, (7) Education and training of the Young Friends Core Team (PKBI) Center) Jakarta in 1987, (8) Training of Trainers for New AKTA V in Jakarta in 1990, (9) Upgrading for Capability Adjustment and Special Methods for Regional Level Equalization for PGSD Program in 1990, (10) Training of Trainers for AA Program in Yogyakarta in 1991, (11) 1993 PEKERTI Program Training of Trainers in Jakarta in 1991, (12) Training of Trainers for the UT Tutor Accreditation Program in Jakarta in 1996, (13) P4 Training of Trainers in Semarang in 1996, (14) Accreditation Training for BAN Study Programs PT 2004, in Jakarta, (15) Training for BAN-PT Institutional Accreditation, in Yogyakarta in 2010, (16) Training for the new version of BAN-PT Institutional Accreditation, in Batam in 2011.

3) Scientific Works

Many articles in the form of scientific works have been written by Mungin Eddy Wibowo, including; (1) Exploring Empathy Among eastern Central, and Western Indonesia Counseling Students. *International Journal of Scientific & Technology Research*, Volume 9. Issue 01, January 2020, (2) Effectiveness of Strength Based Group Counseling to Improve Students' Resiliency. *International Journal of Scientific & Technology Research*, Volume 9. Issue 01, January 2020, (3) Career Adaptability as a Mediator Between Emotional Intelligence and Work Engagement. *International Journal of Scientific & Technology Research*, Volume 9. Issue 01, January 2020, (4) Implementation of Rational Emotive Behavior Counseling Strategy to Improve Student Conformity. *Jour of Adv Research in Dynamical & Control Systems*, Vol 11, Issue-07, 2019, (5) Tobelo People Cultural Values As A Foundation For Indigenous Counseling Construction. *Jour of Adv Research in Dynamical & Control Systems*, Vol 11, Issue-07, 2019, (6) Group Counseling of Values Clarification to Increase Middle School Students Empathy. *Journal of Psicologia Educativa* (2019) 25 (2) 169-174, (7) Efforts to Overcome Burnout in Pastoral Counseling. *Advance in Social Science, Educational and Humanities Research (ASSEHR)*, volume 247. *International Conference on Science and Education and technology 2018 (ISET 2018)*, (8) Study of Conformity Behavior and Self-Confidence From Self Control Perspective. *Advance in Social Science, Educational and Humanities Research*, volume 287. *Ist International Conference on Education and*

Social Science Research (ICESRE 2018), (9) Reducing Disruptive Classroom Behaviors: The Effect of Group Counseling With Self-Management. ISET 2019, June 29 Semarang, Indonesia, Year 2020 (10) Ethnic Identity and Other-Group Orientation on Javanese and Chinese Students. Advance in Social Science, Education and Humanities Research (ASSEHR), volume 158. International Conference on Teacher Training and Education 2017 (ICTTE 2017), (11) Comparison of the Effectiveness of CBT Group Counseling with Passive vs Active Music Therapy to Reduce Millennials Academic Anxiety. International Journal of Psychology and Educational Studies, 2018, 5 (3),51-62, (12) Creative counseling : Integration of counseling in cognitive behavior therapy groups with passive music therapy to improve self-efficacy of students of millennials. Counselor, Volume 7 Number 2 2018. He also has other scientific works in the form of books, his books include Development Group Counseling, Learning Through Counseling Services in Education Units, Conservation, 21st Century Counseling Profession, 21st Century Professional Counselors, Developmental Group Counseling. The 21st Century Counseling Profession book and the 21st Century Professional Counselor book are the authors' references in conducting this research.

b. Mungin Eddy Wibowo's Perspective 21st Century Counselor Characteristics

The 21st century counselor is analogized by Mungin Eddy Wibowo (2019: 312) with future counselors. The future itself is a period or condition that is in front of humans, but these conditions are usually used for a long time, may also be unlimited and sometimes still abstract. Future for the short term is usually used the term tomorrow, the day after tomorrow, next month or next year. The future is a time of change, full of risk, very complex, full of challenges, and full of opportunities that we must face with our qualities and be able to compete (Bastomi, 2021: 165).

According to Mungin Eddy Wibowo (2019: 312) Future counselors are counselors who look to the future, counselors who are able to anticipate the future, that is, look far ahead and are ready to navigate the future so that they will continue to exist in the counseling profession. Anticipating the future is very important considering that in this modern era, changes in economic, social and political life occur very quickly. In the

thoughts of Mungin Eddy Wibowo, the 21st century (future) counselor has the following characteristics;

1) Global Literacy

At this time global literacy is happening is the breadth of information that extends to the main domain of human diversity. It consists of the basic information one needs to know in order to successfully navigate life in the technologically advanced and globally connected world of the 21st century, a world in which people from diverse cultural backgrounds interact in ways that were unimaginable in previous centuries. Future humans are required to have global literacy skills in order to exist and be able to compete in global life (Wibowo, 2019: 312–313).

Global literacy is at the core of the knowledge that a person acquires throughout his life about the world in which he lives. The driving force behind the development of global literacy is the commitment made to ensure that openness to cultural diversity is the cornerstone of its life (Bastomi, 2021: 166). Although multicultural competence is the goal for professional counseling practice, global literacy is a life goal lived in a culturally competent manner. Therefore, it logically follows, that one cannot become a culturally competent counselor if one is not a globally educated person (Lee, 2013: 311).

In the context of developing global literacy, according to Mungin Eddy Wibowo (2019: 317) the characteristics of school counselors as one of the education staff in schools must be able to use technology in counseling to facilitate data recording, data processing, and word processing. Today, the factors that influence technology-client interactions are getting more and more attention, especially the internet and telephone. Therefore, school counselors must carry out professional development to improve their performance in facing the era of technology-based counseling Counselors must understand the internet, understand the web, understand email (standard email, webmail, and preventive messages), understand text chat (text chat), understand video conferences, understand sharing forms and documents, understand security (risk points,

countermeasures and best practices). Competencies that must be mastered by counselors, for example, can use word processing programs, audio-visual equipment, e-mail, internet.

According to Mungin Eddy Wibowo (2019: 318), counselors must always be aware that the competencies that have been obtained and possessed are still lacking and must be continuously strengthened to become more competent so that they can improve their professional performance for the benefit of the people they serve. This means that the counselor in carrying out his professional performance is not enough if only armed with the education he has obtained. Counselors must always carry out continuous professional development through lifelong learning both following further studies, education and training, as well as participating in various scientific activities in an effort to strengthen competence in theory and practice to improve their professional performance so that they will be able to face the era of technology-based education.

2) Creative, Innovative, Productive, and Fun Counselors

According to Mungin Eddy Wibowo (2019: 334), the characteristics of future counselors in the 21st century are counselors who in carrying out the counseling profession are creative, innovative, productive and fun to make the counseling profession strong and exist. so that the accountability of professional counselors nationally in Indonesia can be realized. Counselors who are creative, innovative and fun will make the counseling process live, develop, dynamic, and fun for those being served, thereby creating public trust. The counselor profession will become solid, much sought after and become a very useful choice for individuals who live in a complex, busy and constantly changing world so that there are many experiences that are difficult for a person to deal with immediately. That's when counseling is the right choice and very useful.

Creative, innovative and productive are personal characteristics that are firmly engraved in a professional counselor to work effectively. The counseling profession that is not based on the creative, innovative and productive efforts of the counselor will not make the counselor profession exist and have dignity because there are no gains or results achieved by the individuals served (Wibowo, 2019: 335).

Creativity is the ability to develop new ideas and to find new ways of looking at problems and opportunities. Innovation is the ability to apply creative solutions to problems and opportunities to improve or to enrich people's lives (Bastomi, 2021: 171).

According to Mungin Eddy Wibowo (2019: 338) Creative counselors are counselors who are always open to new ideas or possibilities. However, being open to new things or ideas is different from the process of actively seeking and developing ideas. Creative counselors can be humble and proud of their work at the same time. Creative counselors are counselors who are always curious, have broad interests, have hobbies and like creative activities (Wibowo, 2019: 338–339).

Innovative counselors are counselors who dare to be different, stand out, surprise, or deviate from the norm. Confidence, tenacity, perseverance make counselors not give up quickly to achieve goals (Wibowo, 2019: 340). Being a creative and innovative counselor will encourage an increase in counselor productivity. Productive counselors are counselors who have the will to produce more or produce more or work (Wibowo, 2019: 342).

3) Online Counseling

In the 21st century, the revolution of the internet and mobile communications is giving people new ways to interact with one another. Today, people around the world can communicate easily, directly, and immediately through text, voice, and even video conferencing. Providers and recipients of counseling services will be directly affected by the fundamental and unprecedented changes that are developing both within and outside the health care system.

According to Mungin Eddy Wibowo (2019: 343–344) Online counseling is characterized by professionals who want to use advances in online technology to reach more people than ever before. The presence of information and communication technology from time to time is growing. The emergence of information and communication technology has opened a new era in the counselor profession in the counseling process. This condition is a challenge for counselors to participate in mastering various skills in it (Wibowo, 2019: 347).

Counselors through online counseling or cyber counseling, clients are more willing to speak openly, and counselors can also adjust to the client's readiness to take the necessary action. Counselors in online counseling practices cannot be separated from technology, meaning that online counseling practices cannot be denied from technology (Wibowo, 2019: 352). Online counselors must follow technological trends in online counseling (Wibowo, 2019: 353).

As an online counselor it is necessary to have a greater knowledge of mental health theory and practice, and to be trained and supervised in accordance with the requirements of the profession in general. Only then can counselors truly understand and empathize with online clients. Online counselors have the ability not only to cope with important events in the client's life as they occur online, but also must be able to understand the counselee's words (in writing), encourage the use of creative expression (for example, using font colors and graphics), combine experiences during service (eg, email and chat or telephone), and provide support, and information resources, which are widely available online. Therefore, the counselor only has many strategies to help the counselee in self-discovery, self-healing, and the achievement of the expected counseling goals (Bastomi, 2019).

Online counseling allows counselors to meet counsees from different cultural and national backgrounds, so one of the skills in online counseling is multicultural counseling competency skills. Multicultural counseling where there is a counseling relationship between counselors and counsees in different cultures (Bastomi, 2020a). Learn to be a culturally responsive counselor or as a cultural mediator, so school counselors can work effectively with diverse populations. School counselors need to practice improving their cross-cultural skills and their cultural competence (Rakhmawati, 2017).

4) Professional Identity

According to Mungin Eddy Wibowo (2019: 362) 21st century professional counselors are counselors who have a counselor's professional identity obtained through education in the counseling profession, and have competence in counseling theory and practice (Wibowo, 2019: 362). Counseling in the 21st century is a professional in open society, and as with other professions, the profession of counselor in open society is a

competitive one. This means that the counselor profession must truly have a professional identity and professional characteristics because of the nature of its work, but also the professionalism of the counselor profession must face and compete with other professions in open society in the 21st century (Wibowo, 2019: 363).

5) Professional Accountability

Professional counselors in the 21st century in carrying out the counseling profession must be based on evidence as the accountability of a profession. Being responsible means being responsible for one's actions, especially for the purposes, procedures and results of one's work or program. This involves an explanation of what has been done including information and data to file any claims made (Wibowo, 2019: 363).

6) School Counselors as Collaboration Leaders

Schools and school counselors cannot function alone to meet the needs of all students, and student success depends on collaborating with other stakeholders (Wibowo, 2019: 372). Effective collaboration allows the synergy of participants to work together, where the whole work effort is greater than the sum of its parts.

School counselors usually have an advantage in collaboration because they generally have a facilitative leadership style, good communication skills, an understanding of the nature and function of schools, and a “sink or swim” imperative to make collaborative work (Wibowo, 2019, p. 373). Relationships among collaborators are an essential element for effective collaboration. Collaborative reports on principal and counselor relationships identify the characteristics of effective relationships, and these characteristics can be applied to any collaborative relationship (Wibowo, 2019, p. 374).

According to Mungin Eddy Wibowo (2019: 378) School counselors play a central role in a collaborative culture towards educational reform. Since school counselors are seen as having leadership potential in education reform and as supporters of student success, it is suggested that school counselors promote education reform through leadership in partnerships between schools, families, and communities (Wibowo, 2019: 378–379).

7) School Counselor as Consultant

According to Mungin Eddy Wibowo (2019: 386) In the 21st century school counselors are consultants. In America since the 1960s, consulting has been consistently listed as one of the primary responsibilities of the school counselor. Consulting in schools is one of the primary functions of school counselors and may be the most challenging, refreshing, and creative aspect of the job, as counselors try to find strategies for change that will lead to increased self-esteem. and learning for all students while satisfying the needs of parents, teachers, and administrators (Wibowo, 2019: 387). School counselors as consultants expand their reach to more students by working with adults in students' lives who can make a huge impact on students' academic, career, and social/emotional lives (Wibowo, 2019: 390).

8) Counselors in the 21st Century Must Be Able to Coordinate, Collaborate, and Manage Resources

Coordination, collaboration, and resource management are three terms that are used interchangeably as the mechanism or "how" of delivering school counseling programs. In practice these three terms have unique aspects. The peculiarities of coordinating, collaborating, and managing resources and interrelated components are all beneficial for school counseling programs (Wibowo, 2019: 393).

School counselors coordinate means to prioritize, organize, and deliver components of a school counseling program, for example, individual/group counseling, classical guidance, consulting services, career and academic counseling, and systemic support, so that counselors increase the likelihood that the program will successfully influence personal outcomes. , social, career, and academic of every student in school (Wibowo, 2019: 394).

Schools and school counselors cannot function alone to meet the needs of all students, and student success depends on collaborating with other stakeholders" (Wibowo, 2019: 395). School counselors must be able to manage resources that support the achievement of counseling goals in schools. Available resources are resources Human, monetary, and technology from the internal community and external community are well

managed so that they will contribute to the achievement of counseling goals in schools (Wibowo, 2019: 396).

9) In the 21st Century School Counselors as Advocacy

School counselors have an important role in carrying out an advocacy function for the students they serve. Advocacy in counseling services is to provide defense services to injured clients. Advocacy services in counseling intend to lift clients from the atmosphere that crushes them because the rights to be exercised are hampered and constrained so that their existence, life and development, especially in the field of education, are not smooth, disturbed, or even stopped or interrupted. With successful advocacy services the client will again enjoy his rights, thereby the client is back in a position of positive and progressive self-development.

As educational leaders, school counselors are ideally situated to support each student in meeting high academic, career, personal, social standards. Advocating for each student's academic achievement is a key role of school counselors and places them at the forefront of efforts to promote school reform. To promote student achievement, school counselors advocate for students' academic, career, personal, social development needs and work to ensure that these needs are addressed throughout the school experience. School counselors believe in, support and promote every opportunity for students to achieve success in school (Wibowo, 2019: 411).

C. Conclusion

The 21st century counselor is analogized by Mungin Eddy Wibowo with future counselors. According to Mungin Eddy Wibowo, future counselors are counselors who look to the future, counselors who are able to anticipate the future, that is, look far ahead and are ready to navigate the future so that they will continue to exist in the counseling profession.

In the thoughts of Mungin Eddy Wibowo, the 21st century (future) counselor has the following characteristics; (1) 21st century counselors are counselors who always improve global literacy in the sense of finding ways to work effectively in counseling services by utilizing and using technology. (2) 21st century counselors are counselors who in carrying out the counseling profession are creative, innovative, productive and fun, (3) counselors in online counseling practice cannot be separated from technology and online counselors must follow

technological trends in online counseling. (4) The 21st century counselor is a counselor whose professional identity is obtained through education in the counseling profession, and has competence in the theory and practice of counseling. (5) The 21st century counselor in carrying out the counseling profession must be based on evidence as the accountability of a profession. (6) The 21st century counselor is a collaboration leader. (7) 21st century counselors are consultants, (8) 21st century counselors must be able to coordinate, collaborate, and manage resources (9) 21st century school counselors as advocates.

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