

INTERNATIONAL SEMINAR GUIDANCE AND COUNSELING

“Innovation and Creativity in Guidance and Counseling”

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**DEPARTEMENT OF EDUCATION PSYCHOLOGY AND GUIDANCE
FACULTY OF SCIENCE EDUCATION
INDONESIA UNIVERSITY OF EDUCATION**

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**THE USE OF SOCIAL MEDIA IN GUIDANCE AND COUNSELING
SERVICE THROUGH PROJECT BASED LEARNING ACTIVITY
(An Action Research With Guidance And Counseling Students
of Universitas PGRI Palembang)**

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Research aims to improve student of guidance and counseling program's ability in use social media as a relevant guidance media with a guidance and counseling services target, through the project based learning activities. Action research was chosen as the research method, so that students can participate reflect during designing media, managing social media, until received a response from followers of his social media. The research was conducted in six cycle developing and designing a media, executing, and evaluating. Result shown factors that contribute to the success of the program are: 1) content information must be engaged with lifestyle contextual, and adolescent's need, 2) share information in a simple way, 3) use trusted source for information, 4) requires daily language for the content, and 5) add some picture that embed with topic. Research outcome recommended to learning process of technology in counseling, or developing counseling's media at guidance and counseling program study.

Keyword : Social Media, Guidance and Counseling, Project Based Learning

INTRODUCTION

In the 2014, UNICEF reported that 98 percent of young people (children and teens) claimed to know about the internet, and 79.5 percent of them are internet users. Moreover, survey is described that young people are interested in learning new things, but sometimes they are not aware of the risks that can be posed by internet and social media. Pornography and cyberbullying is the risk that would be faced by young people when using social media.

Learners in the era of globalization has a tendency to utilize the media in digital form, as well as in the virtual world that known by the term cyber technology, and will have an impact on the development of guidance counseling services. It is in line with the opinion of the Tillman et. Al. (2013) that the digital age in counseling is being prepared, it will even fit in the Counselor Education program.

On the other hand, student of guidance and counselling programs still use classical way to giving information in guidance service. The phenomenon is reinforced by any reports on the student's research about information services, and reports of the field practice.

It becomes a challenge for the student's of guidance and counseling program, they should start designing social media as an alternative source of the information for young people. Tillman et. Al. (2013) report that stating the use of social media can enhance a program designed counselor in collect resources, curriculum, teaching, outside guidance services, and communication with alumni. In line with research Kaplan (2012) counselors can maintain the quality of services in the digital age through social media are developing.

Project based learning activity in this study is expected to be a way to develop the ability of students of guidance and counselling program in utilizing social media in the guidance service. Their can be sensitive to the problems of young people, and analyze any possible solutions that presented in their social media as a guidance service. Hopely a guidance service can be more varied and relevant to the current situation.

METHODOLOGY

Research Design

Action research is chosen as the research method, so that students can participate reflect during designing media, managing social media, until received a response from followers of his social media. In other side researchers can be involved directly in improving the quality of the learning process.

The design of the study was designed based on Stringers's design as in figure 1. Research was conducted in six cycle covered by developing and designing a media, executing, and evaluating.

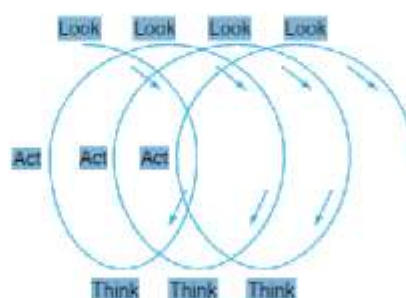


Figure 1 : Action Research Design by Stringers (Cresswell, 2012)

Stage of action

1. Designing

We starting program with brainstorming any current issue from young people lifestyle. Then researchers ask driving student question "from that situations, what information is required of young people and what the right form for presenting it? ".

Students identify the different types of social media, content, format is expected to be realised within a month. Researcher invites students to make the results of the brainstorming into a project, and were invited to design a more mature planning to presented at the next session.

2. Executing .

In Second stage, students presenting draft of social media that will be used. They explain form of social media, username, content, and its appeal. After getting input from other groups as well as educators, they review a plan and implement it.

3. Evaluation

After a month, students reported the results of a project that has been carried out, and some responses from followers of their accounts. Activity closed with a general reflection and evaluation

RESULT

1st Session - Designing

Activities were carried out at two cycle. At this session students getting in trouble in finding a form of media want to create, so researchers present popular social media accounts that followed by young people, then discuss it with students.

Finally we get the form of a social media account will be launched as a project, which consists of the facebook account, instagram, and line@. Description of each project is presented in table 1.

Table 1
Student's Project Design

Group	Account	Media	Focus	Content
1	@Motivatorgeng	Line@	Motivating young people to be optimistic	motivational pictures, story, or quotes
2	BKDK (BK Dunia Kerja)	Facebook	To inform anything over career and employment	- Life quotes - career choice and employment tips
3	NBSB Palembang Bully-Free Zone	Facebook	Prevent bullying by make awareness	- fact about bullying - story about bullying

2nd Session - Executing

The second session done in 3 cycles for 1 month. At this session, students manage their social media accounts and conduct reflection each week to rate content that is posted, ability to manage the content of the service, as well as factors that make that content being interested.

On the first cycle, we found that content has not been presented in accordance with the characteristics of young people, the use of words in the caption is too long and serious. Students are hard to find content to be posted, they worry about not keeping with young people so that it becomes not interesting.

Second cycle begins with indentifying caption formulation from popular social media accounts for young people. The results is students began to make a simple sentence however draw attention, such as that done by project NBSB Palembang Bully-Free Zone in Figure \2.



Figure 2
Sample of NBSB Palembang Bully-Free Zone Post

Students feel not satisfied because the content uploaded yet in accordance with current issues. So at cycle 3, students begin to customize topics with trending topic in social media, in order to be closer to the lives context of young children. The three-cycle examples can be seen in Figure 3.



Figure 3
Sample @MotivatorGengs Post

All experience on this cycle becomes a way that are applied in use social media as guidance service. They made trending topics identification, looking for sources of information, and rewrite with a simplycity and attractive.

3rd Session – General Reflection

At the end of the research cycle, students mutually reported generally project run by getting the comments and responses from followers. Some responses among other followers are : 1) the information submitted is important to their lives, 2) asking for the continuation of information, 3) gives a personal view of the information.

In general, students reflect on himself already capable of using social media in guidance service. The ability they earn from the project are : 1) engaged with young people lifestyle context, 2) exploring trusted information sources, 3) share information in a simply way and interesting. In addition, they found another key of the success of the project is the use of image and language daily which is close to the topic discussed.

DISCUSSION

As program development, using social media in any guidance services should be based on needs. Major capabilities in the research developed is an understanding of the context of young people's lives, which can be seen from the most recent issue or trending topics. Creative and innovative media developed by the educator can avoid mistaken because it is designed according to needs, potential resources and environmental conditions each (Asyhar, 2012).

Students trying to build creative media in guidance service by trying to use the phrase or image content that interested by teenagers and their lives. Finally, their posting get a positive response from followers. Project-based learning can enhance creativity thinking, problem-solving ability, and interaction between students with friends sebayanya to create and use new knowledge (Asan & Haliloglu, 2005).

Reflection of activities project based learning in research can be a reference to a lecture on information technology, in addition to the need for study on interpersonal communication courses and cross cultural studies. the difficulty students on this research can be anticipated with a personal communication between material and cross cultural context, so that students can be more sensitive and attuned to the context of various young people, both in terms of the topics or getting wording.

CONCLUSIONS

By this research, we found any factors that contribute to the success of the program are: 1) content information must be engaged with lifestyle contextual, and adolescent's need, 2) share information in a simple way, 3) use trusted source for information, 4) requires daily language for the content, and 5) add some picture that embed with topic.

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