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The Role of Principal Leadership in Preparing Guidance and Counseling to Face Generation Z

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Abstract: The Role of Principal Leadership, Guidance and Counseling, to Face Generation Z. The aim is to analyze whether the principal's leadership in preparing guidance and counseling plays a role in Generation Z. The method of writing this scientific article is by using the library research method, which is sourced from online media such as Google Scholar, Mendeley, and other online media. The results of this study are: 1) Principal's leadership plays a role in Generation Z, 2) Guidance and Counseling plays a role in Generation Z, 3) Principal's leadership plays a role in preparing guidance and counseling to face Generation Z. Apart from these 2 exogenous variables that influence the endogenous variable of Generation Z, there are many other factors including motivation, environment, and organizational culture.

Keywords: Leadership, Principal, Guidance and Counseling, Generation Z.

INTRODUCTION

According to Sergiovani, et.al. (1987) essentially the existence of the principal has two main functions for the school he manages. First, the principal as an administrator. In this function, the principal is tasked with carrying out educational administration functions in the school. And these tasks include administrative and operative management. Second, the principal as an educator. In this function, the principal is tasked with carrying out educational functions in education in the school. The very important leadership role of the principal is as a manager and as an educational leader in the school. These two roles are a balance and support between one another (Sergiovanni, 1987).

On the one hand, teachers in Indonesia experience various problems in building good education (Sulisworo et al., 2017). On the other hand, increasingly sophisticated technological developments also affect the teaching and learning process, both in media, teaching aids, learning resources or others. This greatly affects the role of professional principals and teachers in preparing generation Z students, starting from the role of the principal as a supervisor of educators, teachers, and also administration, the ability to develop teachers, the ability to follow developments in the field of education, and teachers in mastering materials, skills in using multiple learning methods as the best solution to improve the quality of education through

schools. Through a good education system, the competitiveness of the Indonesian nation will be able to increase (Sulisworo, 2016). Education is an important basic pillar for the progress of the nation.

The development of generation Z is very complex. Meanwhile, educators who were born in the previous era are still not used to it so that educators often claim to be "gaptek" (technologically illiterate). To address this, there needs to be new innovation in the teaching and learning process so that it is in accordance with this character (Purnomo, 2016). This process is not solely through learning activities but also requires psycho-educational services in the form of guidance and counseling services.

Guidance and counseling itself should not only focus on student development but also pay attention to the student's environmental conditions. Thus, developmental guidance and counseling becomes an alternative strategy in solving this problem. Fajar Santoadi (2010) stated that implicitly guidance and counseling is currently developmentally oriented. Since the 1970s, especially in developed countries (for example, it seems that the American states) have begun to develop a comprehensive guidance and counseling program model.

This study aims to determine whether the principal's leadership in preparing guidance and counseling plays a role in Generation Z. Based on references to the problems explained previously, the questions in this scientific article are as follows:

1. What is the role of the Principal?
2. What is the role of Counseling Guidance?
3. How is the Principal's Leadership in preparing Guidance and Counseling to face Generation Z?

METHOD

The research method used is descriptive research. The research method uses literature study or library study. Library study is looking for research data or information by reading scientific journals. The steps taken to obtain information or data are to carry out library data collection methods, read and record, and manage research materials. After obtaining information or data from several journals. This study uses a qualitative approach that produces descriptive data in the form of written sentences (Silviah & Ali., 2024).

RESULTS AND DISCUSSION

Results

The results of this article based on the problem background, objectives, and methods are as follows:

Generation Z

This generation is people who were born between 1995 and 2010. Generation Z is also called iGeneration, Net Generation or Internet Generation, they are those who live in the digital era. Elizabeth T. Santosa in her book entitled Raising Children in Digital Era states that: The Net Generation is a generation born after 1995, or more precisely after 2000. This generation was born when the internet began to enter and develop rapidly in human life. This generation does not know the time when mobile phones were not yet produced, when the majority of everyday toys were still traditional.

In addition, Hellen Chou P. (2012: 35) provides an understanding of the term generation Z Generation Z or what is later widely known as the digital generation is a young generation that grows and develops with a great dependence on digital technology. Based on what was stated by Hellen Chou P., it is not surprising that at a young age, people who are still students have been skilled in mastering technology. Generation Z has a unique character and is very different from the character of previous generations. The very strong influence of technology

is reflected in, for example, generation Z's dependence on gadgets and short concentration duration (Ozkan & Solmaz, 2015).

This Generation Z has been studied extensively by previous researchers, including: (Aprelyani, S., Ali, H., 2024), (Laela et al., 2023), (Fitri et al., 2024), (Widiawati, AP, 2022).

Headmaster

The principal is a functional teacher who is given the task of leading a school where the teaching and learning process is held, or a place where interaction occurs between teachers who give lessons and students who receive lessons (Wahjosumidjo, 2002). Meanwhile, according to Rahman, et al. (2006) the principal is a teacher (functional position) who is appointed to occupy a structural position (principal) at school.

According to Sergiovani, et.al. (1987) essentially the existence of the principal has two main functions for the school he manages. First, the principal as an administrator. In this function, the principal is tasked with carrying out educational administration functions in the school. And these tasks include administrative and operative management. Second, the principal as an educator. In this function, the principal is tasked with carrying out educational functions in education in the school. The very important leadership role of the principal is as a manager and as an educational leader in the school. These two roles are a balance and support between one another (Sergiovanni, 1987).

This principal has been studied extensively by previous researchers, including: (Mailina, S., & Ali, H., 2024), (Minsih et al., 2019), (Kadarsih et al., 2019), (Setiyati, S., 2014). (Manora, H., 2019), (Siregar et al., 2022).

Guidance and counseling

Prayitno et al., (2004) stated that guidance and counseling are assistance services for students, both individually and in groups to be independent and develop optimally, in personal guidance, social guidance, study guidance, and career guidance, through various types of services and supporting activities, based on applicable norms. Guidance and counseling teachers are the second educators after the family (parents) at home. The authority held by guidance and counseling teachers has a very important role in optimizing child-friendly education in the formation of children's character.

Tohirin (2007) stated that there are nine types of guidance and counseling services, namely "(1) orientation services; (2) information services; (3) placement/distribution services; (4) content mastery services; (5) individual counseling services; (6) group guidance services; (7) group counseling services; (8) consultation services; (9) mediation services." Guidance and counseling services that start from an early age (elementary school) develop a number of functions that are to be fulfilled through the implementation of guidance and counseling activities.

There are several functions of basic level guidance and counseling services according to Tohirin (2007) who mentions 9 functions of guidance and counseling, namely "(1) prevention function, (2) understanding, (3) alleviation, (4) maintenance, (5) distribution, (6) adjustment, (7) development, (8) improvement, and (9) advocacy.

This Guidance and Counseling has been studied by previous researchers, including: (Ade, D., 2020), (Bakti, CP, & Safitri, NE, 2017), (Setianingsih, ES, 2016), (Afifa, A., & Abdurrahman, A., 2021).

Discussion

a) The Role of the Principal

Based on research conducted by (Rodiyatun et al., 2020) it can be explained that with the development of the era, then in educational institutions, especially schools and more precisely the principal as a leader who needs to pay attention and prepare the role as what and how is best for employees and students, so that all students can face and use their time well in the millennial era, so that students are able to contribute positively to the school. The roles are as follows: as educator, supervisor, leader, (Mulyasa, 2007). manager, administrator, innovator, motivator.

The role of the principal as an educator is expected to guide generation Z to be able to utilize technology and anticipate the good and bad of learning technology. The role of the principal as a manager is expected to be able to organize and motivate teachers to be able to develop the thinking of generation Z. The role of the principal as a supervisor is expected to facilitate the facilities and infrastructure for generation Z to be able to develop and expand their knowledge. The role of the principal as a leader is expected to be able to lead generation Z with a good order, discipline, and open to expressing opinions. The role of the principal as an innovator is expected to be able to develop the thinking of generation Z so that it is not fixed and continues to develop by freeing students to be creative but still accompanied and supervised by teachers. The role as a motivator in preparing generation Z, it is expected that the principal can organize a learning atmosphere that prioritizes implementation by providing encouragement so that generation Z can be more useful.

This research is in line with previous research conducted by, among others: (Ali, H., & Mailina, S., 2024), (Juita, DP, Ali, H., 2024), (Minsih et al., 2019), (Setiyati, S., 2014).

b) The Role of Guidance and Counseling

Based on research conducted by (Caraka Putra et al., 2017) stated that guidance and counseling services should be directed at how to equip generation Z with superior characters by utilizing information and communication technology, so that they can lead them to a bright future. Some of the roles that can be carried out by guidance and counseling are as follows:

- 1) Guidance and counseling services are held to provide motivation for success to generation Z children so that they have a bright future of study and career. The services that can be provided are in the form of interest services for further studies for each child, talent and interest development services, and also school collaboration with work agencies (companies/institutions) to provide work insights according to students' potential and expertise.
- 2) Guidance and counseling utilizes information and communication technology and interactive media that are easily accessible to students, such as videos, films, macromedia flash, educational games, and so on.
- 3) Guidance and counseling services are focused on self-confidence, development of problem-solving skills, critical and innovative thinking skills. Services that can be provided include group guidance services using discussion techniques, FGD, problem solving or simulation games. For curative services, BK teachers can use an e-counseling system, so that students can make the best use of BK services, without having to meet face to face with BK teachers. For example, by using Facebook, Twitter, Instagram, and so on.
- 4) In providing BK services, BK teachers use media/facilities that support and are preferred by students, such as LCD projectors, laptops connected to the internet, MP3/MP4 players, and so on.

In implementing various BK service strategies above, of course BK teachers cannot work alone. BK teachers need work partners to be able to provide assistance to generation Z students. In the context of comprehensive guidance and counseling, collaboration is highly emphasized, namely cooperation between BK teachers and school and outside school stakeholders to organize BK services.

This research is in line with previous research conducted by, among others: (Bakti, CP, & Safitri, NE, 2017), (Putri, CR, & Putra, DP, 2024), (Aisah, H., & Ruswandi, U., 2020).

c) Principal Leadership in Preparing Guidance and Counseling to Face Generation Z

Principal leadership in preparing Guidance and Counseling to face Generation Z is very important, considering the unique characteristics of this generation. Here are some steps that can be taken by the principal:

a) Understanding Generation Z Characteristics

Principals need to understand that Generation Z are digital natives who grew up with technology. They tend to be more open, have quick access to information, and value diversity more. This affects the way they learn and interact.

b) Building a Competent Guidance and Counseling Team

The principal must ensure that the guidance and counseling team consists of individuals who are skilled in dealing with problems faced by students, such as academic stress, mental health, and social issues.

c) Technology Integration

Using digital platforms for guidance and counseling, such as apps or websites, can make it easier for students to access information and support. This is in line with the habits of Generation Z who are more comfortable with technology.

d) Relevant Programs

Develop mentoring programs that are relevant to students' needs and interests, such as life skills, career education, and mental health. Involving students in designing the program can increase participation and effectiveness.

e) Encouraging Open Communication

Principals should create a safe environment for students to talk about their concerns. This includes holding discussion sessions or forums to listen to students' voices.

f) Training for Staff

Conduct regular training for staff on trends and issues facing Generation Z. This helps them be better prepared to provide appropriate support.

g) Collaboration with Parents and Community

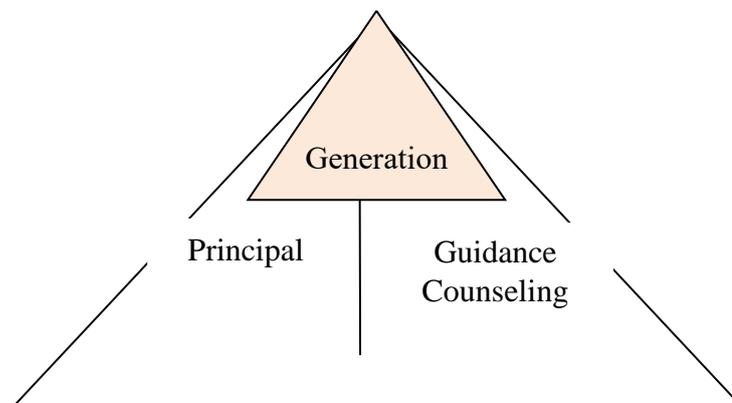
Building partnerships with parents and communities to create an ecosystem that supports student development. Parental involvement can help in understanding the challenges faced by students.

h) Continuous Evaluation and Development

Conduct regular evaluations of guidance and counseling programs to ensure they remain relevant and effective. Gathering feedback from students is helpful. With this approach, principals can create a responsive and effective guidance and counseling system for Generation Z, helping them face challenges and achieve their potential.

Conceptual Framework

Based on the problem formulation, theoretical studies, relevant previous research and discussion of the influence between variables, the framework for this article is as follows.



- And there are many other factors that influence the Quality of Education (Y), including:
- a) Motivation : (Ali, H., Sastrodiharjo, I., & Saputra, F., 2022), (Salam et al., 2020), (Afuan, M., Ali, H., & Zefriyenni, Z., 2023), (Giovanni , N., & Ali, H., 2024). (Ali, M., & Ali, H., 2023).
 - b) Environment: (Juanda, J., & Ali, H., 2022), (Wicaksono, RM, Ali, H., & Syarief, F., 2022), (Alqawi, D., Ali, H., & Fauzi, A., 2024), (Ali, H, Salam., et al., 2020).
 - c) Organizational Culture: (Prasetyo & Ali, H., 2023), (Yahya & Ali, H., 2024), (Ali, M & Ali, H., 2023), (Mulyanagara, G., & Ali, H., 2023).

CONCLUSION

This study aims to determine whether the principal's leadership in preparing guidance and counseling plays a role in Generation Z. Based on the article's questions, the following conclusions can be drawn from this study: 1) Principal leadership plays a role in Generation Z, 2) Guidance and Counseling plays a role in Generation Z, 3) Principal leadership plays a role in preparing guidance and counseling to deal with Generation Z.

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