

## The need for Counselors to develop solution-focused online counseling guidelines for Generation Z

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### Abstract

Many innovations have been made as a form of adjustment to the development of knowledge and the demands of the times. Counseling is one of the sciences that is directly related to human life, which is indispensable in developing innovation so that the implementation of counseling is in accordance with the conditions of the present situation, which is of course required by counselors as practitioners in educational institutions. One of the innovations in the counseling service process is to use online counseling, an approach that is quite effective and efficient is counseling that focuses on solutions. The purpose of this study was to identify the needs of counselors in developing effective and efficient solution-focused online counseling service implementation guidelines so as to reveal the skills needed by counselors in online counseling that focuses on solutions service implementation guidelines. The research design used a descriptive study with 48 counselors as the subject of the study, which was taken using a multistage cluster area with random sampling technique. Data collection uses instrument assistance in the form of a needs questionnaire that has been validated and distributed through the help of an online google form. The data obtained were then analyzed using the proportion technique of each aspect surveyed in detail. The results showed that a solution-focused online counseling guide for the Z generation needed by junior high school counselor teacher in East Java, Indonesia in terms of material needs, effectiveness and efficiency of the guides, and the skills in implementing solution-focused online counseling.

**Keywords:** counselor, solution-focused online counseling, guidelines, generation Z

### 1. Introduction

Counseling is an applied science that is deeply connected to human beings and all facets of life. In practice, counseling employs various approaches, one of which is solution-focused counseling. This type of counseling falls under the postmodern paradigm and is built on the belief that individuals possess positive and optimistic traits, enabling them to discover and create solutions to enhance their lives (Corey, 2017; Ramli & Hidayah, 2019). Solution-focused counseling has been shown to be an effective and efficient method for assisting counselees in resolving their problems (Arofah, Nawantara, & Puspitasari, 2018; Nugroho, Puspita, &

Mulawarman, 2018; Rafiqah, Wiyono, Ramli, & Mappiare, 2017; Ramli, Hidayah, & Fauzan, 2019; Sklare, 2014). Moreover, the duration required for the counseling process is typically brief [8; 9]. However, current practices show that most counseling services are still conducted conventionally through face-to-face meetings, which do not align with modern advancements.

Implementation of counseling services focuses on solutions service is required to be more innovative in line with the characteristics and orientation of the counselee or human who is experiencing development. At this time it is the era of the Z generation who are at the peak of human life. Z generation or generation Z is a generation born in 1995 to 2010 (Mohr & Mohr, 2016). The Z generation has different characteristics from the previous generation, the Z generation tends to get used to instant life and likes to innovate so they get bored easily with activities that seem monotonous. Besides that they are internet users in various activities of daily life or internet of things (IoT) users (Bencsik, Juhász, & Horváth-Csikós, 2016; Carrington, Rowsell, Priyadharshini, & Westrup, 2016; Fitriyah, 2022).

Compilation of an online focus solution counseling service guide is needed to keep up with the times and the characteristics of counselees who are the Z generation. Further development regarding the counseling service is the development of cybercounseling services (Prabawa, Ramli, & Fauzan, 2018; Ramli et al., 2020). Cybercounseling services are the development of counseling services using internet technology so that counseling services can keep up with the times and are in accordance with the characteristics of the counselee (Lazuras & Dokou, 2016; Petrus & Sudiby, 2017; Richards & Viganó, 2013). Cybercounseling services have proven to be easy and interesting to help counselees overcome problems in the counseling process in this era (Hidayati et al., 2021; Ramli, Hanafi, Hidayah, Atmoko, & Fitriyah, 2023; Tri Hariastuti et al., n.d.).

Online counseling services have the advantage of helping students take decision-making steps and solutions using computer facilities and other applications where services are provided by counselors who facilitate understanding the conditions of students in helping them find solutions (Pordelan, Sadeghi, Abedi, & Kaedi, 2020). In this case, online counseling is indeed a determinant in counseling services today. Many studies have been carried out related to online counseling as well as online career counseling, proven to help decision making for students (Pordelan et al., 2020) even to increase self-efficacy in making decisions quite effectively with online intervention (Pordelan & Hosseinian, 2020) as well with research comparing the results of the effectiveness of online and face-to-face counseling services with solution-focused counseling to better deal with online anxiety (Novella, Ng, & Samuolis, 2022), online counseling has also been an innovation in the covid-19 pandemic which has proven effective (Situmorang, 2020). Even a solution-focused online counseling/cybercounseling approach has also been carried out during a pandemic (Chen, 2020), as well as the research results of Wang (2020) that online counseling is so capable of making the counseling process interesting compared to face-to-face counseling (Wang, Joyce, & Namkoong, 2020).

However, based on previous research that examines online counseling / cybercounseling both for self-efficacy, decision making in career counseling and using it in a solution-focused counseling approach to dealing with anxiety during the Covid-19 pandemic, research is still rarely carried out regarding the extent to which counselors' needs regarding solution-focused online counseling guidelines for Z adolescents, which is of course a guide to be crucial for the implementation of solution-focused online counseling services in schools, especially in East Java, Indonesia.

The results of the study show that in the implementation of solution-focused online counseling development, the characteristics of the Z generation and the innovation of implementing cybercounseling services that are in accordance with the context of the Z generation, then the purpose of this research is to analyze the needs of

counselors for developing solution-focused online counseling guidelines for the Z generation specifically about the extent of the counselor's needs for solution-focused online counseling guide and what skills the counselor expects in the guide. The research process is used to obtain data regarding what kind of guidance counselors need in carrying out solution-focused online counseling services to the Z generation so that they can match their expectations and conditions in the field.

## 2. Methods

The design of this study is a needs study research using a literature study approach and a descriptive approach. That researchers initially conducted literature studies on the Z generation, cybercounseling and solution-focused counseling were the foundation for developing solution-focused online counseling guides involves implementing this research through a quantitative approach via descriptive research. This approach aims to identify the needs of junior high school counselor teacher for solution-focused online counseling guidelines. The collected data is combined with literature review findings, which are then utilized as the basis for creating a solution-focused online counseling guide.

The subjects used in this study were counselors or guidance and counseling teachers at the junior high school level in East Java Province. The implementation of taking research subjects using a multistage cluster area random sampling technique with the division of three regions in East Java which includes the West, Central and East regions. Each region is further divided into downtown and suburban areas (multistage). The units taken as samples are not individual counselors but schools (clusters) as a whole in each city center and suburban area (area). The school used for the research sample was randomly selected, then the counselor at the selected school would then become the research sample. In this way, 48 junior high school counselor teacher in East Java were selected.

The instrument used in this research process uses a counselor needs questionnaire instrument related to the development of a solution-focused online counseling guide (Questionnaire of Counselor Needs on Guideline of Solution Focused Cybercounseling). In the initial process the researcher conducted a study on the question items until 8 main items of the instrument were selected regarding the the need for online counseling focused on solutions guidelines. Data on the needs of counselors for solution-focused online counseling guidelines were analyzed using percentage descriptive techniques. Data were collected online using google form media with question items as listed in Table 1.

**Table 1.** List of Questions to Identify Counselor Needs

No	Questions
1	What are the features of guiding online counseling focusing on solutions that Z students need?
2	What content is needed in implementing solution-focused online counseling?
3	The purpose of developing online counseling guidance focuses on solutions for Z students?
4	What material is needed in a solution-focused online counseling guide for Z students?
5	What techniques are needed in the focus solution online counseling guide?

No	Questions
1	What are the features of guiding online counseling focusing on solutions that Z students need?
2	What content is needed in implementing solution-focused online counseling?
6	What media is used in the implementation of solution-focused online counseling?
7	What evaluations are used in solution-focused online counseling guides?
8	What skills do you expect to master from a solution-focused online counseling guideline?

### 3. Result

Identification assessment of counselors' needs for developing solution-focused online counseling or online counseling guidelines was conducted to determine the type of guidance needed by junior high school counselor teacher in the East Java region to address the current Z generation. The collected data was then analyzed and presented as percentages based on various aspects of the counselors' needs. Below is a presentation of the data analysis results regarding the the need for online counseling focused on solutions guidance for junior high school counselor teacher in East Java, Indonesia.

#### 3.1 The Counselor's Needs for the Development of Solution-focused online counseling Guidelines

Based on the results of data collection, in terms of the characteristics of the required guideline, it can be seen in Table 2.

**Table 2.** Characteristics of guideline

Characteristics of guideline	Frequency	Percentage
Theoretically sound	26	54,1%
Complete contents	25	52%
Clear discussion and direction	37	77%
Easy to use	39	81,3%
Effective and efficient in implementation	43	89,6%

Table 2 shows that the needs of counselors for the characteristics of the guidelines are mostly focused on aspects of effectiveness and efficiency in implementing 89.6%, then supported by the ease of guidance to use or apply 81.3%, while other aspects are not so dominant with a clear percentage of discussion and direction. 77%, 54.1% theoretically stable, and 52% complete contents. Then in terms of solution-focused online counseling content, it can be seen in Table 3.

**Table 3.** Contents in guidelines

Contents of guide	frequency	Percentage
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Rational	36	75%
Objectives of Counseling	39	81.25%
Counseling Steps	37	77 %
Counseling Materials	40	83.3%
Counseling Media	37	77%
Counseling Techniques	40	83.3%
Evaluation of Counseling Success	36	75%

Based on the results of data collection in Table 3 regarding the content of the guidelines needed by the counselor in the solution-focused online counseling guideline that will be developed with the highest percentage are guideline with the content of counseling materials and counseling techniques as much as 83.3% and counseling objectives 81.25%, while for the step section -Steps and counseling media as much as 77% then rational and evaluation of the success of counseling as much as 75%. For the material in the guideline needed by the counselor, it can be seen Table 4.

**Table 4.** Materials needed in the guideline

Materials of guide	Frequency	Percentage
Cybercounseling Solution-Focused	32	66.7%
Counseling Characteristics of Generation Z	43	89.5%
	34	70.8%

The data needs for solution-focused online counseling guidelines in Table 4 show that the percentage of needs for the material contained in the solution-focused online counseling guideline shows that solution-focused counseling materials have a percentage of 89.5%, then the characteristics of generation Z are 70.8% and cybercounseling is 66.7%.

In this case, the emphasis of the material in the guideline is needed by counselors to carry out solution-focused cyber-counseling. Meanwhile, the objectives that need to be achieved in this counseling guideline are seen in Table 5.

**Table 5.** Goals that need to be achieved

Objectives of guide	Frequency	Percentage
Easy counseling services for counselees	39	81.25%
Innovative counseling service skills for counselors	34	70.8%
Achieving the goals expected by the counselee	42	87.5%

Keep up with the times	25	52%
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Table 5 shows that the need for counselors to develop a solution-focused online counseling guide for the Z generation, sequentially, explains that the expected goal in developing the guide is to be able to help students achieve the expected goals of 87.5%, while the following data shows that the aspect facilitates service delivery to students as much as 81.25%, increasing the skills of innovation in the BK teacher services by 70.8% and following the times as much as 52%.

For the implementation of counseling, it is necessary to have the techniques described in the guideline. Implementation of the implementation of online counseling services based on solution-focused counseling requires techniques in the implementation of counseling assistance, it can be seen in Table 6.

**Table 6.** Techniques required in guideline

Counseling techniques of guidelines	Frequency	Percentage
Techniques Exception-finding Questions	31	64.6%
Techniques Miracle Questions	30	62.5%
Techniques Scaling Questions	35	72.9%
Techniques Compliments	32	66.7%
Techniques Pre-session Change Questions	27	56.3%
Techniques Formula First-Session Task	29	60.4%
Techniques Feed Back	37	77.1%

Table 6 shows that the next data requirement is the counselor's need for the techniques. In this case, an in-depth discussion process is required, which is contained in the online counseling guide focusing on solutions for the Z generation. The following shows that (1) Feed Back with a percentage of 77.1%; (2) Scaling Questions of 72.9%; (3) Compliments 66.7%; (4) Exception-finding Questions 64.6%; (5) Miracle Questions 62.5%; (6) First-Session Task Formula 60.4%; and (7) Pre-session Change Questions at 56.3%. Meanwhile, in the case of the media used for the implementation of solution-focused online counseling which are the platform of services from counselors to counsees, the data is seen in Table 7

**Table 7.** Media requirements needed in the guide

Cybercounseling media of guideline	Frequency	Percentage
Facebook	23	47.9%
Twitter	12	25.0%
Website	16	33.3%
Blog	9	18.8%
Line	9	18.8%
Instagram	19	39.6%

Zoom meeting	24	50%
e-mail	16	33.3%
Google Meet	34	70.8%
Whatsapp	45	93.8%
Skype	6	12.5%

Table 7 is an identification of needs that shows the use of media needed in solution-focused online counseling guidelines for the Z generation. The counselor's need for media used in the implementation of cybercounseling focuses on solutions and is contained in the guideline sequentially summarized in the three most needed media, namely (1) Whatsapp has a percentage of 93.8%; (2) Google Meet 70.8%; and (3) Zoom Meeting by 50%. The evaluation process in solution-focused online counseling requires the application of clear techniques in the implementation guide. In the evaluation technique, a solution-focused guide is needed,, it can be seen in Table 8.

**Table 8.** Evaluation techniques that need to be included in the solution-focused online counseling guidelines

Evaluation techniques of the guide	Frequency	Percentage
Online observation	38	79.2%
Interviews	33	68.8%
Inventory	32	66.7%
Self-evaluation	31	64.6%

### 3.2 Skills counselors expect in a solution-focused online counseling guidelines

The guidelines also highlight the skill aspects required by counselors for implementing solution-focused online counseling. This relates to the understanding and practical requirements outlined in the counseling guideline to ensure it aligns with the counselors' needs. Table 9 presents the percentages representing the skill requirements of counselors according to the guideline.

**Table 9.** Skills expected by counselors in the development of a solution-focused online counseling guideline

Skills expected by counselors	Frequency	Percentage
<b>Application of procedures in the implementation of online counseling with a solution-focused approach</b>	35	72.9%
<b>Application of techniques in the implementation of online counseling with a solution-focused approach</b>	46	95.8%
<b>Use of media in the implementation of online counseling with a solution-focused approach</b>	39	81.3%
<b>Application of the Code of Ethics in the implementation of online counseling with a solution-focused approach</b>	31	64.6%

Table 9 shows the counselors' skill needs in developing solution-focused online counseling guidelines as follows: (1) applying online counseling techniques with a solution-focused approach, at 95.8%; (2) utilizing media for online counseling with a solution-focused approach, at 81.3%; (3) following procedures for online counseling with a solution-focused approach, at 72.9%; and (4) adhering to the code of ethics for online counseling with a solution-focused approach, at 64.4%.

Overall data obtained regarding the needs of solution-focused online counseling to the Z generation in the form of a summary of needs analysis in developing guidelines that have acceptance criteria, according to the counselor's expectations and in accordance with the conditions in the field. Representation in retrieval of respondent data is expected to make the solution-focused online counseling guideline to represent a form that is in accordance with existing expectations and characteristics so that it can be useful in implementing online counseling services for the Z generation.

#### **4. Discussion**

The research data that has been done shows conducted regarding a counselor's need analysis study on the creation of solution-focused online counseling guidelines for the Z generation to 48 research subjects who are junior high school counselor teacher in the province of East Java can be explained further. The overall data obtained shows the percentage of each item contained in the questionnaire which is then analyzed to find out what kind of guideline needs are expected by counselors in facing the Z generation. The development of a solution-focused online counseling guideline has the aim that counselors can run online counseling services or cybercounseling with a solution-focused counseling approach effectively and efficiently in its implementation, while also reducing negative self-stigmatization in the counseling process by students (Wang et al., 2020). The purpose of developing a guideline is to make it easier for counselors to apply it (Arofah et al., 2018).

This is important to do because there are many self-stigmatizing conditions that occur in counselees so that they experience difficulty in face-to-face counseling (Wang et al., 2020) so that online counseling is an option to maximize counseling services today. In problem solving and decision making for counselees, cybercounseling services can increase their understanding of themselves (Pordelan et al., 2020). Therefore, cybercounseling is crucial in the handling of counseling services for various counselees who have their own uniqueness today (N. M. A. Saputra, Wahyu, & Rahman, 2022).

From the findings of the data from the results of the needs analysis study that has been obtained, which is then used as a basis for developing a solution-focused online counseling guideline to suit the conditions and expectations of the counselor. Sustainability in this research is to review, develop and then conduct material expert tests, media expert tests and user tests aimed at obtaining solution-focused online counseling guidelines that have elements of acceptance which include accuracy, convenience, attractiveness, and usefulness as well as in accordance with the instrument in implementing the services (Naraswari, Dantes, & Suranata, 2020). The development of a practical guideline is a measurable and tested process based on data and facts on field needs, therefore, various aspects need to be assessed by experts (Godin, 2001; Hall, 2006).

The overall results of the analysis that have been carried out show that the need for developing a solution-focused online counseling guide for the Z generation includes several fields, including (1) the characteristics of the guideline; (2) the contents of the guideline; (3) guideline material; (4) the intended use of the guideline; (5) counseling techniques in the guideline; (6) counseling media in the guideline; (7) counseling evaluation techniques in the guideline; and (8) the expected skills criteria in the guideline. These criteria are used as a reference in developing items that will later become the basis for the counselor's need analysis related to the

development of a cybercounseling guide focusing on solutions that are in accordance with the expectations and conditions in the field faced by the counselor. In accordance with Dick's opinion, Wang that all the criteria for a product to be developed need to be displayed and assessed by experts in order to produce an applicable product (Wang et al., 2020).

In the first aspect, namely regarding the characteristics of the guideline needed by the counselor, in this case it refers to the data that has been obtained that the characteristics of the guideline needed are guidelines that are effective and efficient in their implementation and easy to use in the process of implementing solutions-focused cybercounseling services in schools, both in understanding and perceptions of product users so that the effectiveness and efficiency of the product being developed is measurable and clear (Yuzarion, Alfaiz, Kardo, & Dianto, 2018). Next is the content aspect of the guideline based on the data obtained, preferably in the guideline containing counseling techniques and materials in a comprehensive and practical way in understanding them. This is in line with the needs of the material put forward by the counselor in this guideline which should contain material on solution-focused counseling and the characteristics of generation Z to make it easier to carry out appropriate and effective service delivery. In addition, in selecting techniques to be included in the guideline, there are three main techniques, namely (1) feed back; (2) scaling questions; and (3) compliments (Kramer, Conijn, Oijevaar, & Ripper, 2014).

The next section is a section on the objectives that hoping to achieve with this manual and the techniques listed in the handbook. The goal to be achieved with this guideline is that the counselor hopes to assist students in achieving the expected goals and can facilitate the process of providing services to students with solution-focused online counseling guideline. In connection with the ease of implementation of service provision, of course, it requires a special media in its implementation, here are three main counseling media chosen by counselors in the solution-focused online counseling guideline, namely (1) whatsapp; (2) google meet; and (3) zoom meeting. Online counseling services through the media do have a big contribution to counselees due to the support recognized by the counselee through virtual meetings and the existence of motivational videos that are displayed through online media (Ngussa, Fitriyah, & Diningrat, 2021; Novella, Ng, & Samuolis, 2020).

The implementation of the cybercounseling service process ultimately requires evaluation in its implementation in order to find out the effectiveness and success during the service implementation process. Therefore, in terms of selecting evaluation techniques carried out in the counseling process based on the data that has been obtained, it shows that the evaluation techniques that should be in the guide are online observation and direct counselee interviews. In addition, the evaluation process is also related to the direct supervision of the implementation of the service, namely the effectiveness and efficiency of the service directly in the service process (W. N. E. Saputra, 2015). This is related to the focus on how the solution-focused counseling process takes place online in accordance with certain provisions such as professional organizations (Yuzarion et al., 2018).

Specifically, the majority of the findings of the counselor needs study on the solution-focused online counseling guidelines developed can be seen in Table 10.

**Table 10.** Percentage of majority for each guideline section

Guideline Section	Aspect of Guideline	Percentage
Characteristics	Efficient and effective	89 %
Guideline contents	Counseling materials and techniques	83 %
Counseling materials	Solution-focused counseling	89%
Objectives	Helping student achieve objectives	87.50%
Teknik	Feedback dan scaling questions	77.10%
Media	Whats app	93.80%
Evaluation techniqe	Online Observation	79.20%
Skills	Application of solution-focused online counseling	95.80%

In Table 10, it is clear that from the majority of each section of the solution-focused online counseling guideline being developed, there is a very high need for junior high school counselor teacher in East Java in terms of skills, namely what is the application of solution-focused online counseling techniques, then the media used and in terms of effectiveness and efficiency of online counseling (Ghufron et al., 2024; Hidayah, Fauzan, Wahyuni, & Hanafi, 2022). This is also a concern because the solution-focused counseling approach which is a postmodernist paradigm as well as the application of online counseling/ cybercounseling is a crucial need for counselors who need to innovate because of today's demands for the Z generation (Mega Aris Saputra, Ramli, Yusuf Sobri, Madihie, & Khoirul Fitriyah, n.d.; Ramli et al., 2023; Wiretna, Saputra, Muarifah, & Barida, 2020). So these findings can become a benchmark for developing solution-focused online counseling guidelines.

In essence, in the process of implementing the solution-focused online counseling guideline development, counselors have hopes in this guideline. Based on data from the needs analysis, it shows that the counselor hopes that this solution-focused online counseling guideline can have an impact on improving the counselor's skills in the application of counseling techniques on the implementation of online counseling a solution-focused approach in a professional manner.

**5. Conclusion**

The implementation of this needs analysis study aims to find out the needs of counselors regarding the development of cybercounseling focusing on what kind of solutions they need so that they can be useful and effective when implemented later because they are in accordance with expectations and conditions in the field. The data obtained is then used as basic data in the creation of solution-focused online counseling guidelines. The data obtained from filling in the instrument by the counselors makes the guideline easier to implement because it is directly in accordance with the conditions in the field.

The results of the study indicate that the need for guideline development when viewed from the aspect of (1) the characteristics of the guideline indicate that the guideline is effective and efficient in its implementation; (2) the contents of the guideline contain explanations related to counseling techniques and materials in detail; (3) the material in the guideline contains solution-focused counseling materials; (4) the purpose of using the

guideline is to assist students in achieving the expected goals; (5) the counseling technique in the guideline mainly discusses feedback techniques, scaling questions, and compliments; (6) media of counseling on the implementation of online counseling a solution-focused approach can be through WhatsApp and Google Meet; (7) counseling evaluation techniques in the guideline explain the online observation and interview techniques; and (8) the skills expected in the development of this guideline are the skills in applying counseling techniques in the solution-focused online counseling process.

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