



## Behavioral Development and Career Character Thought Guidance and Counseling in Industrial Zone 4.0

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### Abstract

The purpose of this article is to describe the development and career character as the human being is the social creatures, they can survive by socializing with the environment, society and their natural surroundings. Industrial Zone 4.0 has brought many behavioural and career changes that cannot be ruled out by anyone. This has given many problems and challenges to counsellor practitioners to provide diverse aspirations and motivations to the wider community. These problems and challenges include the low attitude of mutual help to help one another, the high rate of mutual prejudice to others, the lack of honesty for the achievement of desired goals, the high behaviour of crime. So, it is hoped that counsellors will continue to improve the basic knowledge of human needs and services in the Industrial Zone 4.0.

**Keywords:** development, Industrial Zone 4.0, guidance and counseling, counsellors



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### Introduction

Humans, industry, and services in this era of digitalization have brought so rapid changes that are before our eyes. Humans and industries continue to experience rapid development from time to time (Kushendar, Maba, and Zahro 2018). This development has brought so many changes in various sectors or market segmentation that has led to skills or abilities (Sujadi 2018). At this stage, the development of technology and service of consumer satisfaction is more prioritized than other matters such as honesty, sincerity, trust which are not considered so important in the Industrial Zone 4.0 sector that will be occupied by workers (Sujadi 2018). So that this will be a part that cannot be released by a professional counsellor who continues his career in this field, this will be a very difficult challenge for the duties and functions of the counsellor in the future (Suherman 2007).

For people who live in the lower levels such as construction workers, fishermen, farmers, entrepreneurs will not yet feel the effects of the influence of industrial zone 4.0 as a threat that can endanger their lives, this is because they need for their lives is in sight, as a necessity those who do not need more effort to obtain it, but this will provide opportunities for them to continue to survive in these conditions (Ningsih 2018). In the current conditions, society must be introduced to a harmonious life pattern between humans, nature, and industry, this as a unified whole, and complement each other in conditions that continue to experience a naturalistic change and globalization of human development in the service sector and counselling (Bloom et al. 2018). Along with the above statement that humans and industrial zones 4.0 naturally need a pattern of needs that is continuous and systemic and without ever paying attention to the needs, interests and talents of their students. Weaknesses of educators, they are not creative enough to explore the problems and potential of students. In addition to the lack of creativity of educators in guiding students, a centralized curriculum makes portraits education increasingly blurred. The

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curriculum is only based on government knowledge without regard to community needs. Even worse, education is unable to produce creative graduates. This is wrong, the curriculum was made in Jakarta programmed, namely service and counselling as a form of the human need for satisfaction especially guidance and counselling in the domain of educational services (Janson and Filibert 2018).

### Method

The methodology was used to conduct of the material use the library research or the desk evaluation. The each papers in which the correlated material had found, it would be selected by proving the discussion team. The discussion team or focus group discussion involves the students of postgraduate of education science and also lecture of the subject. Then, the researcher would also used the some books and some references which it related with the subject material. And too, the researcher conducted both of national and international journal.

## Results and Discussion

### 1. Behavioural Development

The word behaviour is based on the Indonesian Dictionary online is the response or reaction of individuals to stimulated or environment. In the study of educational philosophy that the environment is very large in a person's growth and development both physically and psychologically someone (H. Dadang Supardan 2016). In the development of behaviour in this content is the development of behaviour based on components of life that prioritizes the behaviour needs that must be achieved, this concept is an example of increased service for internet services in all fields of work, this is a proof that the power of the internet based on services continues to increase (Hubeis 2010). In another component, it is stated that people, in general, have enjoyed an instant life to achieve their needs (Model et al. 2016). Behaviour on the concept of meeting these needs will harm one's growth and development in achieving something without any effort given (Holik 2016).

### 2. Career Development

Career development in industrial zone 4.0 can be said that careers will be more easily adapted to certain fields, this can be seen by us and we feel that it is so easy in managing things, for example, is a promotion for lecturers and teachers. This point is reinforced by our service system based on the internet as the foundation of industry 4.0 as a start in serving the needs of the community quickly and accurately (Hubeis 2010). Another career development based on issues that develop in society is that various concepts of globalization emerge in society, one definition commonly understood is seeing the concept of globalization from an economic standpoint, and economic globalization is an economic career that has activities that encompass all parts of the country without seeing location constraints as obstacles (Hubeis 2010). All economic markets have a real-time relationship so that the legs and investment value are spread and controlled by a global financial market (Hubeis 2010). The componen issue that the great couesling are to used their capability in the next future, so that, its career developement can be used by the other poeple as the tranfering of guideing and counseling's attitude.

### 3. Development of Guidance and Counseling

The development of guidance and counselling, he was greatly influenced by various viewpoints of life from time to time as (Binet 1913) as an example on the development of guidance and counselling in the United States:

#### ERA Pioneering 1908 - 1913

1908

Frank Parsons organized the small and independent Boston Vocational Bureau, to:

1. Meet the information and training needs of young people who want to find work in certain fields.
2. Train teachers in schools to be able to function as job counsellors for students who will graduate or gain employment in certain fields.

3. Teachers are trained to select their students for vocational schools that are suited to students' work choices, help choose jobs that are suitable to their talents and study abilities or provide advice and help transfer students to schools that are more appropriate for their careers.

#### 1909

Frank Parsons published the book "Choosing a Vocation" the role of the counsellor and the techniques used in the work. Three main regions:

1. Personal Investigation
2. Industrial Investigation
3. Organizational and Fieldwork Investigation

The pioneering and publication efforts of his book were very popular and successfully identified and introduced a new profession to help others: Guidance and Counseling = the Father of the Guidance and Counseling Movement in the world of US Education. Specialization counsellor now:

1. Education, work and school counsellors
2. Rehabilitation counsellors
3. Mental health counsellors
4. Counsellors for drug dependence and behavioural disorders
5. Marriage and family counsellors and therapists
6. Counsellors work in special areas such as:
  - a) Spiritual counsellor
  - b) Counselors' growth and development of toddlers
  - c) Counselors with disabilities
  - d) Elder counsellors
  - e) Pension counsellors
  - f) Midlife crisis counsellors, etc.

#### 1913

Fledgeling guidance movement "Guidance movement of young people who have no experience working" is growing rapidly accommodated by the National Vocational Guidance Association published the journal "Vocational Guidance" The term Guidance - guidance became a popular label of the counselling movement in schools for almost 50 years. The next 60 years "Career education and guidance movement" (Vocational Guidance)

#### 1913

Jessi B Davis, Anna Y. Reed, Eli W. Weaver, and David S. Hill. Jessi B Davis Davis's approach is based on self-study and work studies. Suggest that students get instruction and guidance regarding the moral values of hard work, ambition, honesty and the development of good character as an asset for anyone planning to enter the business world.

#### **Anna Y. Reed**

Admirers Concepts and ethics which then dominated the business world, global corporations, and free competition systems. The guidance program that was developed was designed to assess whether someone was suitable or not an employee or employee.

#### **Eli W. Weaver**

Successfully built teacher guidance committees in every high school in New York City. This committee works actively to help young people find their abilities and learn how to use their talents to ensure the most appropriate work in the future.

#### **David S. Hill**

A school system researcher in New Orleans uses scientific methods to study humans. His research highlights the vast diversity of the student population, he pioneered and worked on a variety of curricula

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that were equipped with work guidance. Hill believes this is the most appropriate model if a student wants to develop fully.

#### **ERA OF WORLD WAR I 1914 - 1934**

Per4abad XX, two significant developments in psychology influenced the development of the guidance and counselling movement in schools, namely:

1. Introduction and development of standardized psychological tests given in groups
2. Mental health movement.

#### **1905**

French psychologists Alfred Binet and Theodore Simon introduce the intelligence test for the first time.

#### **1916**

The translated and revised version was introduced in the US by Lewis M. Terman and colleagues at Stanford University and this intelligence test was popular in schools. When the US entered World War I the military was looking for devices that could measure and classify military officers, a team was assigned to form the "Army Alpha Test", a test that could be used instantly in an instant to thousands of military officers and the results proved to be good. After the war, this test was combined with other types of psychometric techniques to assess the competencies of school students, resulting in a huge explosion in the development of test device creation and the drive to find the most standardized test in the field of education from the S level through high school. In the 1920s among professional educators, the progressive movement opened a new breakthrough for a vibrant era of education. This movement is considered to influence the further development of human-oriented philosophy which emphasizes: a) The uniqueness and dignity of individual students, b) Stresses the importance of facilitating the classroom environment, c) Suggest that learning can be done in many ways.

Many counsellors today recognize that a progressive education perspective suggests that students and teachers should make plans together, that the child's social environment should be improved, that students' developmental needs and desires should be considered and that the psychological environment of the classroom should be positive and encouraging. Since the 1920s, organized guidance programs have begun to emerge with high frequency at the junior high school level, even more intensively in high school with the appointment of BK teachers who are specifically separated for men and women students.

The beginning of the era of disciplinary functioning, the completeness of the attendance list for 1 school year and other administrative responsibilities, resulted in many educational programs this decade emphasizing efforts to help students who experience academic or personal difficulties by sending them to BK teachers to change behaviour or correct weaknesses. Guidance and counselling at Jejang Elementary School also began to appear in the late 1920s and early 1930s triggered by William Burnham's writings and endeavours that emphasized teachers to advance children's mental health which was indeed neglected in that era.

In Winnetka, Illinois, a counselling department was formed for several elementary schools in the city whose team consisted of psychiatrists, psychometrists, psychologists, educational counsellors, social psychiatry, and administrative teams.

Their responsibilities are:

1. Provide counselling to children and their parents.
  2. Helping children get good and maximum learning patterns.
  3. Analyzing student learning conditions such as their relationship with other students, parents, the environment and the teacher.
  4. Provide assistance and understanding to parents about their children and attitudes that should be done to help teachers achieve maximum learning interaction with students so that students can achieve the highest performance according to the curriculum applied.
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Many high schools saw the success of the 1920s movement began to participate in determining standardized tests to help students talk about the field of work that was suitable for them later.

Some of these programs even offer work guidance that is complemented by consonants and practices, so that since the 1930s, the concept of 'apprenticeships' began to be recognized for the first time. Movement supporters have begun to think of student guidance programs that can be provided at every level from elementary to high school.

### **ERA OF WORLD WAR II 1935 - 1950**

Many began to recognize the benefits of the guidance movement, the New York State Teachers' Association published a 1935 report that defined the concept of guidance from this movement as a "process" of helping individuals make the necessary life adjustments. This process is clearly essential and vital, indispensable whether at home, school, community and in all other phases of the individual's living environment. (New York Teachers Association, p. 10)

In the 1930s and 1940s, factor approaches to the nature of counselling became popular. Theory "Directive" by E.G. Williamson (1939)

In the 1930s it was also possible that direction to provide guidance at the elementary school level was put forward by the children's learning movement which was of the view that the teacher should have the role of providing guidance for each student in his classroom. At the end of World War II, the guidance movement began to take on new vitality and direction, with its great influence as a counselling movement in schools and the community was Carl Rogers (1902-1987) Rogers proposes a new counselling theory in two of his most important books: 1. Counselling and Psychology (1942) and its revisions; 2. Client-centred Therapy (1951)

In his first book, Rogers offers non-directive counselling as an alternative to traditional methods that are more directive. He stresses the responsibility of clients to understand their own problems and triggers them to develop themselves. This theory is labelled "non-directive" (not directing) because it is contrary to the traditional approach that centres on counsellor intervention when dealing with student problems. The second book proposes a semantic change from non-directive counselling to 'client-centred', but more importantly, puts the emphasis on the possibility of growth-generating in the client. This amazing influence from Rogers results in an emphasis on counselling as the primary and fundamental activity of school counsellors. In the 1940s Rogers also introduced group counselling.

### **ERA OF COLD WAR 1950 - 1980**

In 1957, the Soviet Union shocked the world for its successful launch The first human Satlit, Sputnik 1. The effect is indirect but significant achievement is the increase in the guidance and counselling movement in the United States. The prestige competition and the potential threat of the US State prompted counsellors to urge the government to:

1. Improve the quality of education
2. Produce legislation that is driven by public criticism of traditional education and its failure to distinguish trained personnel needed for the education of the nation's children as a whole.
3. The 1958 National Defense Educational Act legislation is an important milestone in American education, especially the monument to the success of the guidance movement because the charter recognizes the viability of the relationship between student welfare, the need for trained personnel and the maximization of the educational process

This charter as a whole provides "unlimited" resources, namely:

- a) Introduce and provide support for each State to develop, develop and maintain every guiding framework in local communities.
- b) Desire and support members for higher education institutions to specifically train supervisory personnel in each of these local programs.

### **September 1964**

The influence of the charter, namely:

1. Give almost \$ 30 million to states.
2. Increasing the number of high school counsellors from 12,000 in 1958 to 30,000 in 1964.

3. Supports 480 institutes that specifically educate junior counsellors and teachers to become professional counsellors.
4. Helped more than 600,000 high school and academy students continue their education to S1 with government scholarships.
5. Train 42,000 trained technicians to meet these human resource needs.
6. The program grants 8,500 S1 equivalents to train high school teachers to become professional counsellors.

Commencement of certification standards and school counsellor performance begin to be developed and improved; the criteria used by the crediting associations evaluating the school guidance program are strengthened and significant progress is made from counsellor training.

In the 1960s a Statement of Policy for Secondary School Counselors was issued by the School Counselors Association (1964) which was developed and approved as an official policy statement of the American School Counselor Association (ASCA). The effort to specify the role and function of school counsellors involves more than 6,000 school counsellors plus teachers, school administrators and other educators.

Development of the American Counselors Association: 1. American Personnel and Guidance Association (APGA), 2. American Association for Counseling and Development (AACD) 1983, 3. American Counseling Association.

#### **ERA OF GLOBALIZATION 1980 - Present**

In 1981 the CACREP (Counseling for Accreditation of Counseling and Related Educational Programs) was formed, the ACA's credit division. CACREP was formed to develop specifically the implementation and enforcement of standards for the preparation of graduation levels for professional counselling education programs.

The 2001 edition of CACREP is:

1. Professional identity
2. Social and cultural diversity
3. Human growth and development
4. Career development
5. Co-relation
6. Group work
7. Assessment
8. Research and program evaluation

In 1982 the NBCC (National Board for Certified Counselor Ink) was established to: establish and monitor a national certification system identifying professionals and community counsellors who voluntarily chose these professions and obtained certification; maintaining a list of the membership of these counsellors for ease of access.

This process gives official recognition to counsellors who have met NBCC standards in their training, experience, and performance at the National Counselor Examination for Licensure and Certification (NCE)

NBCC has:

1. Set up a Center for Credentialing and Education
2. Launched Web Resources for Counseling Students
3. Establish a guarantee centre
4. Providing national registration for counsellors
5. Establish NBCC - International, a division of the National Board for Certified Counselors, Ink and counterparts outside the United States.

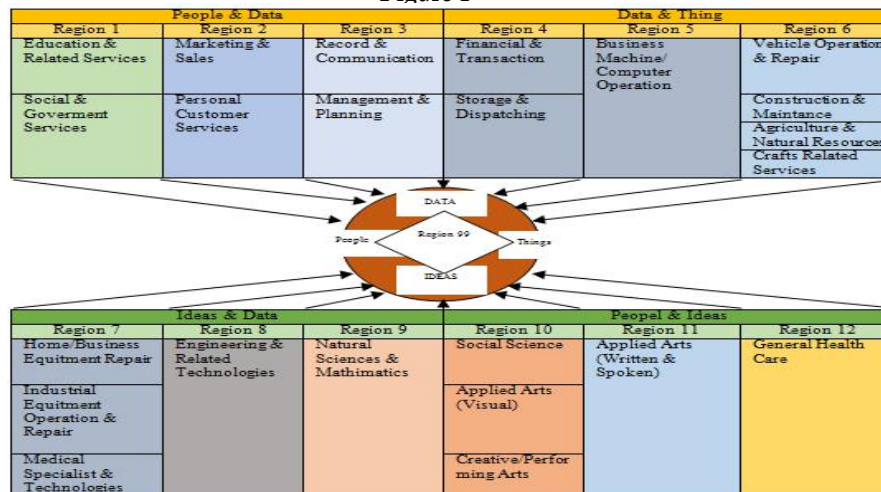
Although initially formed by ACA but now it is more Independent and trusted and works closely with ACA. ACA concentrates on professional development such as publications, workshops and government relations in the field of counselling NBCC is more focused on improving the quality of counselling through certification.

#### **4. Development of Industrial Zone 4.0 on Human Services, Ideas (data) and Thing**

We have seen developed countries such as America, Japan, China, and even European countries develop and improve their life structuring on industrial and service scales in various fields such as transportation, communication, tourism and so on, and as a form of implementation of industrial zone 4.0 (Ningsih 2018). Based on the opinion of Herr, Edwin at.el (2004), he illustrates the need for guidance and counselling services on several concepts of activities carried out by humans and objects, this is illustrated in the points below. In the picture, I explain to us that the framework of the concept of work illustrates the development of industrial zones at this stage emphasizing people, ideas, and objects as a mediator for the development of human needs.

Humans can work with objects and objects that need ideas or data to govern and humans as mediators of the objects, ideas or data, and therefore the picture is referred to as a family framework (Gençoğlu et al. 2019). So, this will play an active role is communication, therefore, guidance and counselling will be very petrified the achievement of the framework. This component will be very important to be understood by many people like the anticipation of the future, as a media service based on globalization and the internet (Suherman 2007

Figure I



Thus, guidance and counselling during this globalization period will be based on the Career Guidance and Counseling Through The Lifespan System Approach, 6nd Editions covering eleven twelve categories, including:

1. Career development theory
2. Individual and group counselling skills
3. Individual/group assessment
4. Information / resources
5. Program promotion, management, and implementation
6. Coaching, consultation, performance improvement
7. Diverse population
8. Supervision
9. Ethical/legal issues
10. Research / evaluation
11. Technology

Each of these competency categories starts by clarifying the statement and then identifying the skills and knowledge that have been experienced in each competency. An example is a competency in the field of individual / group assessment that requires knowledge to influence people, so this competency is expected to be the ability of it (Herr, Edwin L, Cramer, Stabley H, and Niles, G. Spencer, 2004). Thus, this competency will be expected to be effective in providing other competencies at work, including: 1. Punctuality, 2. Honesty, 3. Reliability, 4. Dependability, 5. Initiative, 6. Helpfulness 7. Cooperation: a. Willingness to cooperate, b. Ability to get along with other, c. Characteristic skill-performance as a

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coworker, 8. Willingness to learn, and 9. Sense of humour. And, based on Indonesia's history in guidance and counselling (Sukirno 2011) has outlined the history of guidance and counselling, including: Development of Guidance and Koseling in Indonesia

### 1. The Embryonic Period (1898 - 1907)

This period was begun by George Merrill, who slipped office guidance, at "The California School of Mechanical Arts" in San Francisco, in 1895. Followed by the emergence of job guidance efforts by Jesse B. Davis, which focused on counselling and education at — Central High School , Detroit, Michigan, in 1898 - 1907. In 1907 JB Davis, who was then head of the "Central High School" in Grand Rapids, inserted mentorship guidance into English subjects on a regular basis. The purpose of the guidance program is that students are able to (a) develop good character as an asset that is very important for every student (person) in order to plan, prepare and enter the world of work (business); (b) prevent themselves from problematic behaviour, and (c) linking work interests with the curriculum (subjects). Jesse B. Davis applies vocational patterns in a more orderly subject (English). In 1901 in Boston, Meyer Bloomfield (son of a Jewish immigrant and Harvard graduate) built the "Civic Service House".

In 1907, Eli W Weaver began working together with the high school teacher union in Brooklyn - The Brooklyn High School Teachers Association, concentrating on job guidance and work placement, this union/committee aims to help students/youth be able to develop and use their abilities. his ability to be a productive, reliable and quality employee/employee. In the same year, William Wheatly tried to present job guidance in social science and also opened special subjects in terms of work in high school (Public High School), in Middletown, Connecticut.

### 2. Growth Period (1908 - 1918)

The guidance movement is generally said to have been born on January 13, 1900, when Frank Parsons began managing the Vocational Bureau as the first director of the "Civic Service House" in Boston, Massachusetts. Parson is called the Father of Guidance Movement in American Education. Before he died he had written buku Choosi ng Vocational , published in 1909. He initiated the process of choosing a career through scientific selection. According to Parson, there are three important factors that must be considered in choosing a job, namely (a) a clear understanding of himself regarding talents, interests, competencies, willingness/ambition, (b) a clear understanding of the world of work, including requirements, working conditions, compensation, opportunities, work prospects, etc., and (c) true-reasoning, correct reasoning based on the relationship of personal characteristics with the world of work chosen.

Parsons's influence was very strong for the experts who emerged later, this was related in particular to the importance of scientific analysis and attention to individual persons in the guidance of office. E.G Williamson developed Frank Parson's theory with his theory of Trait and Factor (Directive) Guidance. This theory aims to determine the competence and expertise of students/students/clients/counselees carried out the test. This influence is still clearly felt today.

The guidance and counselling movement starts from the community's setting, is a progressive movement that focuses the movement on welfare and development. Parson's efforts are directed more at career / vocational guidance for the success of students/teenagers/youth / young women.

In 1910 about 35 cities had advocated formal school guidance programs or started implementing them. This year also about a hundred delegates from 45 cities went to Boston to attend the "First National Conference on Vocational Guidance". This conference is sponsored by the Position Bureau in "Civic Service Guidance".

Almost in unison with the above efforts, Eli W. Weaver undertook an activity (1907 - 1911) that drew attention by establishing a mentoring institution known as "The New York City Vocational Guidance Survey" in a guild called "The New York City Guidance Association" (1911). In 1912 a second conference was held to hold the position of "The Second National Conference on Vocational Guidance" in New York. In 1913 a third job guidance conference was held in Grand Rapids, the first professional guidance organization founded and named "National Vocational Guidance Associations" (NVGA).

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Until 1913 still prioritizing position guidance. The earnest effort in this type of educational guidance began in 1914 when Truman L. Kelly prepared a dissertation to achieve a doctorate, which was submitted to Columbia University. However, even though the foundations have been laid for the guidance of the position, but guidance is still more dominant in the world of work. This prioritization is a natural reflection in this era. Most young people are not oriented toward higher education but more oriented to the world of work.

The first professional school guidance organization, the National Guidance Association of Brooklyn, was founded in 1908. The national-level NVGA was only established in 1913.

The first large-scale professional publication in this field was carried out through the media 'The Vocational Guidance Newsletter', which began in 1911 and in 1915, a small professional publication, which had been transformed into a national standard journal called 'Vocational Guidance Bulletin'. But it is unfortunate that in 1918 the bulletin was no longer continued due to the state of war. The existence of war turmoil impacted on the guidance activities, because it was preoccupied with matters of war.

### **3. Period of Educational Upheaval (1918 - 1929)**

After the war, the Federal government set up rehabilitation centres for veterans. The school guidance movement is constantly being driven by organizations and foundations, including the Commonwealth Fund. The "American Psychological Association" (APA),

which was founded in 1892, and was officially incorporated as a legal entity in 1925, has an indirect influence in the development of both educators and guidance officers in deepening awareness of the importance of psychological foundations at each stage of the program school.

In 1924 the NVGA sponsored research that led to the development of the first standards for the construction and assessment of work facilities.

In this period attention has begun to be paid to individual guidance. Likewise, the case study approach was introduced. Brewer (1926) was the first person to introduce this case study process into the guidance departments at Harvard University.

In 1919 a total of 6 "ASEAN of Men" from various universities held a meeting to discuss general issues, and the following year they formally established the organization "National Association of Deans and Advisers of Men" or NADAM. In 1924 the American College Personnel Association (ACPA) was established to coordinate placement. In 1929 the name was changed to "National Association of Placement and Personnel Officers". At last in 1921, NVGA publishes its latest magazine, named "The National Vocational Guidance Association Bulletin". Two years later publishing supervision was transferred to the Job Guidance Bureau of the "Graduating School of Education", Harvard University. The change also changed the name of the journal to "The Vocational Guidance Magazine".

### **4. Period of Economic Indecision (1929 - 1945)**

In this period, the development of guidance has been slower compared to the previous period. This is due to, (1) Most of the opportunities for guidance services to enter schools have taken place in previous periods. (2) Economic depression in 1929 caused school funding to decline drastically. During gloomy days, the guidance movement got help from "Carnegie Corporation", which in 1933 funded the "National Occupational Conference" (NOC). The second assistance was sourced from the Federal Government, which in 1938 established the "Occupational Information and Guidance Service" in the "Vocational Educational Division" from the United States Office of Education, which at that time appointed a director (Harry A. Jager) and two specialists.

### **5. Modern Period (1945 - Present)**

The impact of World War II was to provide a strong impetus to the development of the guidance movement. During the war, the Army asked high schools and colleges to provide guidance services in the recruitment of new candidates for the Armed Forces. This period succeeded in combining several forums of guidance associations into the "American Personnel and Guidance Association". The aim is to help

continue the improvement in advancing the views of personnel and disseminating philosophy, principles, policies, and guidance practices in education as well as in social and governmental representatives.

On April 1, 1952, APGA began its activities with the division of labour into five divisions. Division I, American College Personnel Association (ACPA). Division II, National Association of Guidance Supervisors and Counselor Trainers (NAGSCT). Division III, National Vocational Guidance Association (NVGA). Division IV, Student Personnel Association for Teacher Education (SPATE). Division V, American School Counselor Association (ASCA). In 1957 it was added with the division VI, Rehabilitation Counseling.

Subsequently, in July 1983 the APGA changed its name to AACD (American Association for Counseling and Development). The guidance program, in general, is growing rapidly in the United States. The impact of these developments, Indonesia also adopted the science of guidance and counselling tailored to the conditions of the Indonesian region.

## Conclusion

Behavioural development and career selection in industrial zone 4.0 are strongly influenced by the development of guidance and counselling. This influence can not be separated from the influence based on historical aspects at home and abroad. This influence has had a very significant impact on the development of humanity towards an ever-increasing service system. Thus, the history of guidance and counselling is able to significantly influence the attitudes and behaviour of many people, even though the history of the BK itself has long been present in the development of humanity.

## Suggestion:

A counsellor must be a medium or means for the wider community, he is able to provide enlightenment and motivation to provide a better picture or guidance. Thus, social life will be better and better equipped to face life for the future. Therefore, a counsellor can make educational institutions as a powerful interaction media in achieving the goals of a counsellor.

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