

BUILDING LEARNING INDEPENDENCE IN THE ALPHA GENERATION: CHALLENGES AND SOLUTIONS FOR GUIDANCE AND COUNSELING TEACHERS

Anisa Rahmadani¹, Devi Lestari², Dela Fitria³, Arifah Dinillah⁴, Herma Yunita⁵, Vina Febriani⁶

¹²³⁴⁵⁶UIN Sjech M. Djamil Djambek Bukittinggi and email arahmadani364@gmail.com

Submission : May 25, 2024

Revised : May 31, 2024

Accepted : June 04, 2024

Published : June 11, 2024

Abstract

The alpha generation is a generation born between 2010 and 2025. This alpha generation is those who grew up in an increasingly sophisticated digital era, with extensive access to technological devices such as tablets, smartphones and computers. This study aims to describe how to build learning independence in the alpha generation: challenges and solutions for guidance and counseling teachers. The research method uses a qualitative approach with this research method using the literature research method. The results of the study revealed that in this study showed that Guidance and Counseling teachers face a number of unique challenges in facilitating learning independence in the Alpha Generation. These challenges include dependence on technology, lack of intrinsic motivation, and difficulty in managing time effectively. In addition, this study also discusses solutions that can be implemented by guidance and counseling teachers to overcome these challenges. One of the proposed solutions is the wise use of technology. Guidance and counseling teachers can teach the Alpha generation about the healthy and productive use of technology, and encourage them to develop critical and creative skills in using technology. It is hoped that building learning independence in the alpha generation can help guidance and counseling teachers find solutions in facing challenges that may be faced by guidance and counseling teachers.

Keywords: learning independence, alpha generation, Guidance and Counseling teacher

1. Introduction

Generation Alpha is the generation born between 2010 and 2025, growing up in an environment heavily influenced by digital technology (Suherman, 2020). The rapid development of technology provides its own challenges and opportunities in their learning process. One important aspect that needs to be considered in the education of this Alpha generation is building learning independence. Learning independence is not only the ability to learn independently, but also includes skills to self-organize, self-motivate, and have a sense of responsibility for the learning process (Dewi, 2022). A student can be said to be independent if the student is able to do his own tasks without the help of others, and believes in his abilities. According to Umar Tirtarahardja and La Sulo, learning independence is a learning activity that is driven by the learner's own ability, choice and responsibility (Umar Tirtarahardja and La Sulo, 2005).

Independent learning is one of the steps in seeking knowledge which is carried out by each individual independently, who has a commitment to arrive at what is to be achieved and is able to solve all existing problems. Achieving independence requires an inner will that can only be driven by oneself. Independent students have the awareness to try to realize their desires and expectations (Ranti et al., 2017). According to Steinberg in his journal Ika Aprilia, Sri Witurachmi and Nurhasan Hamidi, independence is the ability of individuals to manage themselves (Aprilia et al., 2017).

In research conducted by Syahputra, (2017) it was revealed that learning independence is a learning activity carried out by students without relying on the help of other people, both friends and teachers, in achieving learning goals, namely mastering material or knowledge well and their own awareness. And students can apply their knowledge in solving problems in everyday life. This learning independence is considered very influential because most students only study when there are school assignments given by the teacher and when there are only tests).

Guidance and counseling (BK) teachers play a very important role in supporting the development of learning independence in Alpha generation students (Prasetyo, 2021). They are tasked with assisting students in identifying appropriate learning styles, developing effective learning strategies, and providing emotional support and motivation (Nugroho, 2022). However, developing learning independence in this generation is not without challenges. These include distractions from technology, lack of time management skills, and a tendency to rely on external help in completing learning tasks (Rahayu, 2020).

Therefore, effective solutions are needed to overcome these challenges. BK teachers can utilize technology as an interactive and engaging learning tool, provide time management training, and encourage students to develop critical thinking and problem-solving skills independently (Dewi, 2019). It is also important for counseling teachers to create a supportive learning environment where students feel safe to experiment and take risks in their learning process (Prasetyo, 2021).

With the right approach, BK teachers can help the Alpha generation to become independent learners, ready to face future challenges, and able to adapt in a changing world (Nugroho, 2022).

The purpose of this study is to find out how important it is to build learning independence, especially in the Alpha generation. In building this learning independence, of course, the counseling teacher has a very important role, namely providing solutions to the challenges that will be faced by the counseling teacher in building the independence of the Alpha generation. It is hoped that building learning independence in the alpha generation can help guidance and counseling teachers find solutions in facing challenges that may be faced by guidance and counseling teachers.

2. Methode

The research method uses a qualitative approach with this research method using library research methods. The library research method is used in this article to collect and analyze information related to building learning independence in the Alpha generation as well as the challenges and solutions faced by guidance and counseling (BK) teachers. This method involves collecting data from various written sources such as books, scientific journals, articles, and other documents relevant to the research topic (Zed, 2004).

The steps that can be taken in this literature method are that the research begins by identifying various sources that are relevant to the topic. These sources include books on developing learning independence, journal articles on the role of counseling teachers, and research discussing challenges and solutions in Alpha generation education (Suherman, 2020). After identifying relevant sources, data was collected from these sources. Data collection is done by reading and recording important information that supports the research topic (Dewi, 2019). Each source was evaluated to ensure its validity and relevance. The sources used should have credibility and come from recognized authors or researchers in the field of education and

counseling guidance (Wicaksono et al., 2021). The data that has been collected is analyzed to find patterns, relationships, and key concepts relating to learning independence in the Alpha generation. This analysis helps in understanding the challenges faced as well as the solutions that can be implemented by counseling teachers (Nugroho, 2022). The analyzed information was then synthesized into a coherent framework to serve as the basis for writing the article. This synthesis involves combining ideas and findings from different sources to provide a comprehensive picture of the topic (Sari et al., 2021).

The use of desk research methods in this article allowed the author to develop a deep understanding of the topic at hand and present solutions supported by existing research and literature. This method also helps in ensuring that the information presented is scientific and can be accounted for.

3. Results and Discussion

Generation Alpha is growing up in a digital age that offers various conveniences, but also presents its own challenges in learning. One of the main challenges is distraction from technology. Easy access to digital devices and social media can distract students from productive learning activities (Suherman, 2020). Studies show that these distractions can reduce students' focus and concentration, making it difficult for them to complete tasks independently (Dewi, 2019).

Another challenge is the tendency to rely on external help. Many students would rather ask for help than try to solve problems on their own. This hinders the development of their independence and problem-solving skills (Rahayu, 2020).

Guidance and counseling teacher have an important role in overcoming these challenges through various strategies and approaches. One solution that can be applied is the use of technology as a learning tool. Technology can be used to create interactive and engaging learning materials, which can increase student motivation and engagement in the learning process (Nugroho, 2022). For example, the use of learning applications and e-learning platforms can help students to learn independently in a fun and structured way (Assagaf, 2016).

The role of guidance and counseling teachers in developing students' independence is that guidance and counseling teachers are expected to provide assistance in developing students' independence and responsibility in learning. The function of guidance and counseling teachers in helping students become independent learners: guidance and counseling teachers should help students become independent learners and take responsibility for their education. This is achieved through presenting learning challenges, encouraging critical thinking, and offering fresh and meaningful encounters. The role of the guidance counselor becomes very important in helping students become more independent. In addition to providing academic knowledge, guidance teachers must assist students in developing their independence as learners. They help students become more independent by providing them with learning challenges that match their skill level. In addition, guidance and counseling instructors support their students' critical thinking, evaluation of information, moral judgment, and development of a thorough understanding of the material (Ranti et al., 2017; Sari et al., 2021).

In addition, guidance and counseling teacher provide students with fresh and valuable experiences through hands-on learning, field trips or group projects. By using these methods, guidance and counseling teachers support students' independent learning, encourage the growth of analytical, problem-solving, and problem-solving skills, and foster students' greater sense of

responsibility for their education. Students can become more independent, ready to face new challenges, and reach their full potential with the help and support of the counseling teacher.

Generation Alpha grew up in a time when technological advancements were accompanied by the constant evolution of digital ethics and ideals. Counseling teachers are committed to helping students understand and adjust to these changes. Students' understanding is also affected by the prolonged use of technology. Since Generation Alpha is growing up in a time where digital values and ethics are evolving along with technological advancements, they face certain learning barriers. It is the responsibility of guiding and mentoring teachers to assist students in understanding and adjusting to shifting digital ethics and values. Another feature of this generation is their early exposure to technology, which can impact the way children learn and perceive the world.

Guidance and counseling teachers need to know how much exposure to technology affects students' understanding of the learning process. Helping the Alpha generation develop the capacity to adjust to shifting technology and digital values is a major task facing counseling educators. Guidance and counseling teachers who have a thorough awareness of these difficulties can provide relevant advice and assistance to help students adjust to the ever-evolving learning environment and technological advancements.

Guidance and Counseling needs to be prepared for the Alpha generation born between 2010-2025. This generation has parents from generations Y and Z, thus requiring a different approach in developing their learning independence. Guidance and counseling teachers need to understand that an effective approach to developing the Alpha generation's learning independence may be different from the approach used for previous generations. By understanding the unique characteristics of the Alpha generation and the adaptability required, counseling teachers can be well prepared to provide appropriate guidance and support for students to face the challenges and opportunities in this digital era. With good preparation, counseling teachers can be effective agents of change in helping the Alpha generation develop optimally in their learning process.

It is expected that guidance and counseling teacher are innovative in providing advice and counseling to the Alpha Generation. Guidance and counseling teacher need to update their methods and approaches to suit this unique characteristic. Generation Alpha grew up in an era where technology continues to evolve at a rapid pace. Innovations in math and statistics give people a better understanding of the digital math and e-books developed by Generation Alpha, as well as the ability to help them adjust to the rapid advancement of technology. Guidance and counseling teacher also need to emphasize the use of technology as a tool to help students receive effective guidance and counseling. Through guidance and counseling innovations, guidance and counseling teacher can provide more relevant and effective support to Generation Alpha in navigating the challenges and opportunities in this digital era.

With a holistic and integrated approach, counseling teachers can play a key role in developing learning independence in the Alpha generation. They can help students to become independent learners, ready to face future challenges, and able to adapt in a changing world (Devianti et al., 2023)

4. Conclusion

From the article, it can be concluded that building learning independence in the Alpha generation is important and requires an active role from counseling teachers. The challenges

faced by counseling teachers in facilitating learning independence in the Alpha generation require appropriate solutions, such as the wise use of technology and the development of critical skills. In addition, building learning independence in the Alpha generation is a significant challenge given the context of the digital era and the various dynamics that accompany it. Key challenges such as distractions from technology, lack of time management skills, and a tendency to rely on external help become barriers in the development of learning independence.

Guidance and counseling (BK) teachers play an important role in overcoming these challenges by implementing various strategies. Utilizing technology as an interactive learning tool, effective time management training, and developing critical thinking and problem-solving skills are some of the solutions that can be implemented. In addition, creating a supportive and positive learning environment is also a crucial factor in helping students develop learning independence.

The implementation of the learning independence program through mentoring, group projects, and continuous assessment helps students to be more organized, confident, and independent. Emotional support and motivation from BK teachers are also indispensable to build students' confidence in their learning process.

With a holistic and integrated approach, BK teachers can help the Alpha generation to become independent learners, ready to face future challenges, and able to adapt in a changing world. All of these efforts will result in students who are not only able to learn independently but also have the ability to innovate and contribute significantly to society.

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