Multicultural Social Peaceful Education through Social Guidance and Counseling Services in Development of Industrial Revolution 4.0

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Abstract— **Education must contribute in building awareness of peacefully cultural pluralism to students and society. Then, the role of social counseling guidance services in schools can be carried out professionally by the guidance and counseling teacher (counselor) with a multicultural concept. Multicultural education is an effort to deliver the journey of human life to understand justice towards a democratic life with a view of positive values on attitudes and behavior both theoretically and practically. Technological development 4.0. is expected to provide welfare for the survival of the nation and be able to deliver students to respect differences, and be able to interact socially so that social peace education will be carried out properly.**

Keywords- peace education, social interaction, guidance and counseling services

I. INTRODUCTION

The Industrial Revolution 4.0 in multicultural of Indonesian society greatly influences social society, especially communication and information technology in the form of internet and smartphone services that are interconnected to facilitate everyone in dealing with the outside world. The development of technology has a significant impact in changing the fabric of people's lives, especially in changing the system of values and norms.

Education which is seen as a process of humanizing humanity, in reality is still not fully able to overcome the multidimensional crisis that occurs due to the negative impact of technological development and globalization. The role of Educational Institutions as agents of change is still limited to changing from those who do not know to know, or only at the cognitive level, not yet combined with other intelligences to compensate, namely emotional and spiritual intelligence. It is not surprising that the educational process only produces smart humans without being accompanied by good social attitudes, good emotional and religious attitudes, in instilling moral values that support the creation of peace in society.

Since the days of our ancestors, Indonesia has been known for its mutual cooperation culture, where there is an attitude of togetherness and unity [1]. In Indonesia, social peace education is a challenge because education must be able to provide multicultural awareness of society in which multiculturalism is "Recognition of cultural pluralism that fosters a concern for seeking that minority groups are integrated into society, and the community accommodates the cultural differences of minority groups so that the distinctiveness of their identities is recognized" [2].

In relation to the development of technology 4.0, guidance and counseling services has important roles. Guidance and counseling with a multicultural approach is very appropriate for a pluralistic cultural environment [3]. Guidance and counseling is carried out on the basis of the spirit of Unity in Diversity.

Guidance and counseling services should be more rooted in national cultural values that are actually able to create a harmonious life in a pluralistic condition without being affected by the negative impacts of the development of industry 4.0 technology and able as a facilitator, actively reflecting on conventional approaches; however, it is expected that counselors create social guidance and counseling services in social peace education.

II. METHODS

The aim of this study is to describe multicultural social peaceful education through social guidance and counseling services in the development of industrial revolution 4.0. The kind of strategy of this research is study literature. A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated. Literature reviews are designed to provide an overview of sources you have explored while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study.

III. RESULTS AND DISCUSSION

Result

Education for social and multicultural Peace

The multicultural education paradigm is very relevant to be applied in a multi- ethnic and multi-cultural country; if cultural diversity is well managed it will be able to form a strong national character and can be a wealth [4]. Yet, the concept of multiculturalism or cultural diversity is apparently not an easy problem, especially for Indonesians who have cultural diversity. Many important things must be considered in a multicultural society. Explained that the concept of multiculturalism is a place for learning communities from different cultures, through a process of communication, generating social behavior, agreeing on shared norms and values, and building the structure of development [5].

Conceptually, we can interpret multicultural education as education about cultural diversity, or education to form attitudes to respect cultural diversity that exists in public life. Multicultural education is usually interpreted as a cultural diversity education in society, and sometimes also interpreted as an education that offers a variety of models for cultural diversity in society, and sometimes also interpreted as education to foster students' attitudes to respect the cultural diversity of the community [6].

Peace education has become a school that is starting to develop in the international world. Fountain [7] states that UNICEF defines peace education as a process of promoting the knowledge, skills, attitudes and values needed to bring about behavioral changes that will harm children, adolescents and adults to (a) prevent conflict and violence both overt and structural; (b) to resolve conflicts peacefully; and (c) to create conditions conducive to peace, whether intrapersonal, interpersonal, intergroup, national or international level [9].

Peace education is a process in which individuals can change their attitudes and behavior about violent conflict, obtain values, knowledge and develop skills and behaviors to live in harmony with others [8]. Emphasizes that "peace is the optimum condition of a dynamic state of peace and has adequate adaptation to environmental changes. This condition occurs in individuals who will foster peace of mind, social, and the nation and state [9].

Peace education in a new context [10, 11] emphasizes understanding the presence of conflict in an effort to construct real peace. Understanding the conflict arises due to several aspects, including: (1) the possibility of conflict produces positive values; (2) conflict is built by the social community; (3) heterogeneous humans; (4) conflict must be seen in its own social context; (5) conflicts occur naturally and dynamically; and (6) see the conflict as a benefit for the parties to the conflict. Incorrect understanding of the conflict has a fatal impact on the development of a culture of peace that is the orientation of peace education, peace education based on the need for conflict resolution that results in the selection of

material models, techniques and evaluation of learning must be estimated carefully and lead to diversity [12].

Combining multicultural learning with peace education that is conducted leads to a more harmonious educational life and towards a more advanced civilization by promoting tolerance and respecting differences in each student [13]. Those students are emphasized to understand that the differences they have are identities that need to be maintained and are not appropriate to be distinguished from dishonorable behavior such as bullying [14, 15], because peace education is essentially the only way to lead to a more civilized civilization. However, in practice almost all segments of society ignore this fundamental fact and train every student with a conflict-based perspective [16].

Peace education will not be separated from social interaction, culture, and communication culture that is influenced by technological development 4.0. The pattern of peace education in the multicultural sphere can be described at picture 1.
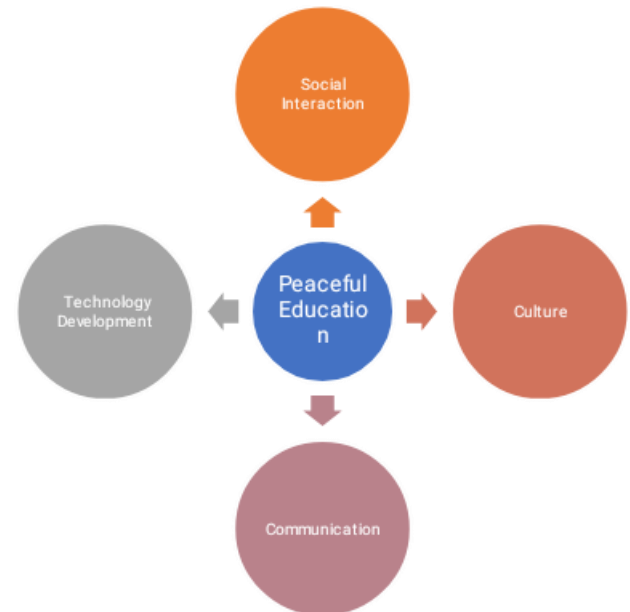

Fig. 1. Peace Education in Multicultural Scope

Peace Education in Multicultural Scope is affected by the following factors:

1. Social Interaction

Humans demand a group life, so that they have different characteristics, and group life is determined by the basic needs of shared life and by having a feeling of interacting with one another, then social interaction occurs. According to Sutherland [17], social interaction is a relationship that has a dynamic influence between an individual and an individual and between an individual and a group in a social situation. The aspects of social interaction according to [4] are as follows: (a) There is a relationship between an individual and an individual and an individual and a group; (b) There are social interactions requiring individuals to carry out relationships; (c) There is a purpose, every social

interaction has a specific purpose such as affecting other individuals; (d) There is a relationship with the structure and function of the group.

2. Culture

Culture is one element in the social life of the community. Culture has an important role in forming a society with the mindset and social-patterns of a community group. Herskovits [17] says that culture is part of the environment created by humans; while A. L Kroeber and C. Kluckhohn [16,17] in the book of "culture, a critical review of concepts. and definitions" says that culture is a manifestation or incarnation of the work of the human soul in the broadest sense.

Each community group has its own traditions and culture, which of course are different from each other. Although each has its own uniqueness, culture consists of elements and has its own functions for the community. According to Ki Hajar Dewantara culture means human work which is the result of human struggle against two powerful influences, namely the age and nature which is evidence of the triumph of human life to overcome various obstacles and difficulties in life and life in order to achieve safety and happiness which was originally orderly and peaceful.

3. Communication

Communication is every process of exchanging information, ideas, and feelings. The process includes information conveyed not only orally and in writing, but also with body language, style and appearance, or using tools around us to enrich a message, citing the opinions of Saundra Hybels and Weafer [1]. Every culture will have rules about how its members communicate using both verbal and non-verbal communication. Effective communication will facilitate peace education in a multicultural perspective because effective communication depends on the level of similarity that participants get who exchange messages, because to say that the meaning in communication is never totally the same for all communicators. So to say that two people communicate effectively, both must achieve relatively the same meaning from the message sent and received.

4. Technology Development

Today, social change is fundamentally changing the way of life of people in various ways to meet their needs. This change was triggered by industrial activities that combined automation technology with cyber technology in the industrial revolution 4.0 era. Data automation and exchange in manufacturing technology, including cyber- physical systems, the Internet of Things (IoT), cloud computing and cognitive computing have penetrated various community activities [16]. Based on the description, innovation and creativity Peace education is very important to face the impact of the industrial revolution 4.0. Disclosure of these problems is useful for formulating new patterns in the development of guidance and counseling services in accordance with the needs of students in the millennium era.

Discussion

Competency development of students / counselees using digital technology requires support through tailoring counseling guidance services to the changes / challenges and needs in the Millennium Era 4.0. Preparation of past counseling teachers compared with the needs of counselees in the Millennium Era 4.0 is far different. Millennial are faced with a changing relationship from conventional to online in an integrated and automatic way. Competition with superior competence in realizing dreams and hopes requires Human Resources (HR) who have a strong discipline in dealing with problems [6].

Socio-cultural change in the era of globalization is so fast, that it creates disruptions that encourage new opportunities for people to do various activities in meeting their needs. The work of school counselors is demanded to be done professionally. The characteristics of the profession as follows: (1) the need for training or education to practice the profession, (2) training or education includes adequate intellectual components, (3) has the ability that has been trained to provide services, (4) there is a certification or license for professional status, (5) there is a professional organization that accommodates members, and (6) there is autonomy in carrying out their work.

In addition, expected student skills in the Millennium Era 4.0, namely: (1) critical thinking and problem solving skills, (2) communication and collaborative skills, (3) creativity and innovative skills, (4) information and communication technology literacy, (5) information and communication technology (ICT) literacy, (6) contextual learning skills, (7) information and media literacy [17]. Social Peace Education as a multicultural social guidance and counseling service in appreciating and respecting a culture of peace needs to consider the following:

1. Communication

Counselors/Guidance Teachers must be able to communicate well, because counselors must work with different ethnic groups, and we must pay attention to the use of our language. Words and phrases that we know well may have different meanings for someone from a different culture. We may not consciously use racist impressions. To minimize misunderstanding, we must be careful of the effects of our language on the counselee and ask whether what we are conveying is clearly understood. Some everyday expressions can be confusing to the counselee.

Communication is divided into two types, namely: first verbal communication, second is non-verbal communication. When communicating specifically in counseling, we need information about various ways of communicating. Because there are cultural differences in counseling, each culture has rules about how its members communicate (verbally and nonverbally) and these may differ from one culture to another, to help counselors address differences and obstacles in communicating in counseling.

2. Counselors and Cultural Awareness

Cultural awareness by the counselor is needed because it is the ability of a person to look outside himself and be aware of cultural values, cultural habits that enter [4] states that cultural awareness is as an ability to recognize and understand the influence of culture on human values and behavior. Counselors must also be able to identify components of cultural awareness in order to avoid prejudice, misconceptions and the inability to deal with diverse social conditions. According to Pantry [4] these components include:
(1) Ability to communicate (listen, infer, interact), (2) Ability to process (negotiate, lobby, mediate, facilitate), (3) Ability to maintain information (research, writing, multimedia), (4) The ability to have awareness in information, (5) The ability to access information, and (6) use information.

The above competencies provide an important role in dealing with multicultural societies and are also important for counselors in cultural awareness. Fowers and Davidov [4] suggest that the process of becoming aware of the values, biases and limitations includes exploration of oneself in culture until one learns that his perspective is limited, partial, and relative to one's own background.

3. Appropriate Counseling Techniques in Appreciating and Respecting A Culture of Peace

There are several counseling techniques proposed by Thomson [4] that can be used by counselors in order to have cultural awareness and apply them in counseling, as follows: Techniques of Listening with empathy and listening with awareness. Listening with empathy and mindfulness aims to understand the things that are behind the expressions or sayings of the counselee, such as: tone of voice, emphasis, facial expressions, and discrepancies between expressions and content.

Techniques of the use of "I Massage". This technique aims to provide assertive responses to resolve conflicts in counselees who are culturally different from counselors. Alberti and Emmons [4] identified three complete assertiveness of empathy, namely letting the counselee know that the counselor understands it, letting the counselee know the position of the counselor, informing the counselee about what you want from the counseling process. Companion technique. This technique helps the counselee to feel that the counselor's presence is as a companion, caring, and loving so that the counselee can meet his emotional needs. Counselor's awareness to convince and listen to the counselee even though there are differences between them can be supporters for the counselee. Techniques of repeating the obvious. This technique aims to clarify the thoughts and feelings of the counselee directly to the problems they face.

Techniques of communicating to enhance relationship. This technique aims to identify communication skills that can enhance active and caring interpersonal relationships. Maintaining relationships through a variety of feelings and together achieve what they want in the counseling process carried out and how its application outside the counseling process.

Techniques of positive affirmations. This technique aims to express feelings and emotions that are suppressed in the counselee. Emphasis and rejection of what is felt can result in increased irritability and conflict with others, difficulty in resolving interpersonal problems, distorted perceptions. The use of I-statements can help the counselee not judge and blame others or the environment about what they feel.

IV. CONCLUSION

Peace education is basically in the context of providing knowledge, skills and attitudes to foster good relations at every level of human interaction, from children to parents, from elementary school level to tertiary education; therefore, it will not be separated from social interaction, culture, and communication culture influenced by the development of technology. Therefore, a peace education strategy is carried out successfully to build an image of positive social interaction among students. That is because "peace education conducted" places more emphasis on understanding the perspective of learners in treating others.

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