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Handling Students' Social Problems in the 4.0 Industrial Revolution Era

Subianto Karoso¹, Abdul Nadjib², Husnul Yaqin³, Nikmah Suyandari⁴, Eko Lianto Rihardi⁵, Irfan Nurdiansyah⁶

¹ Universitas Negeri Surabaya, Surabaya, Indonesia; subiantokaroso@unesa.ac.id

² Universitas Sriwijaya, Palembang, Indonesia

³ Universitas Islam negeri Antasari, Banjarmasin, Indonesia

⁴ Universitas Trunojoyo, Madura, Indonesia

⁵ GoAcademica Research, Bandung, Indonesia

⁶ GoAcademica Research, Bandung, Indonesia

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ABSTRACT

The Industrial Revolution 4.0 is marked by advances in information technology so that the ease and speed of receiving information without any filtering make the vulnerability of problems arise among students. Youth or students are considered future leaders. Many of them are involved in disciplinary matters and some worrying social problems. Some are interested in juvenile crime leading to criminal acts. Others were engaged in absenteeism from school and bullying. Several factors contribute to social problems, such as lack of parental love and attention, negative influence from peer groups, lack of religious education, and others. Discipline problems are the main factors inhibiting student academic achievement. Therefore, this study tries to raise the Handling of Student Social Problems in the Industrial Revolution 4.0 era. The method used in this research is descriptive qualitative with data collection sources based on library research, namely from journals, books, or other sources related to handling student social problems. The results showed that the social problems of students in the school environment that arose in the 4.0 industrial revolution era were divided into two, namely internal social problems that arise from the students themselves, namely difficulties in getting along and introverted personalities and external factors or social problems that come from outside the students, namely bullying. And coercion by parents. In this study, the author also explains the causal factors and how to overcome these internal and external social problems.

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Corresponding Author:

Subianto Karoso

Universitas Negeri Surabaya, Surabaya, Indonesia; subiantokaroso@unesa.ac.id

1. INTRODUCTION

Humans are a kind of social creature. They cannot live alone or alone. This is because they have various physical and spiritual needs (Hantono & Pramitasari, 2018). Apart from parents, students need schools to get knowledge, guidance, and advice as humans. They also need friends while studying and holding various learning activities. They can get views, support, sympathy, and love from friends. This makes learning activities more fun (Endriani, 2018). However, students can also become involved with various social and criminal issues through or with friends. The mass media consisting of print and electronic media, continuously expose various social and criminal problems involving students, such as skipping school, bullying friends, murder, rape, robbery, mugging, theft, and others. This raises public concern, especially for parents (Tari & Tafonao, 2019).

A school is where students can take higher education than before (Sudarsana, 2016). Education is an essential aspect of human resources development because education is a vehicle or one of the instruments used to free people from backwardness, ignorance, and poverty (Ningrum, 2016). Education is believed to instill a new capacity for everyone to learn new knowledge and skills to obtain productive people. The educational process has started since humans were born in a family environment and then continued with formal, structured, and systematic levels of education in the school environment. Education is the starting point for the realization of the younger generation to be ready to compete in the era of globalization and the demands of the times (Soetari, 2017). Since the issuance of Law no. 22 of 1999, the government system, which was initially centralized, turned into a decentralized one. The change in the government system brought broad consequences, including the management of education.

The era of the industrial revolution 4.0 is automation, computerization, and digitalization will give birth to breakthroughs in various fields that disrupt (change the fundamental way of life). Facing these technological challenges, a good education must change in all sectors so that everyone can compete and have the skills to face the future (Lase, 2019). Meanwhile, in the order of life, many children have no character. According to the survey results by experts, many of the younger generations fall into promiscuity, resulting in moral damage. Many of them are pious and good at home. Still, when they are outside the house, they become naughty and get involved in brawls; besides that, many children whose IQ has good potential, but intellectual intelligence, emotional intelligence, and spiritual intelligence are not fully integrated. They do not get a good education, so they become a lazy, passionate, immoral generation, do not like to work hard, and have no creativity (Fitria & Sukma, 2013).

Meanwhile, competition and life demands are getting more challenging, along with increasingly sophisticated technological advances. This causes a lot of the younger generation to experience mental shock, restless by feelings that make them worry in the face of life's competition. One of the reasons is the lack of knowledge, ability, and strong character (Susanti et al., 2013).

As individuals who are developing or becoming (on becoming), namely developing towards maturity or independence, students always carry out social interactions (Kamaluddin, 2011). To achieve this maturity, students need guidance because they still lack understanding or insight about themselves and their social environment and experience in determining the direction of their lives. In addition, there is a necessity that student development does not always run smoothly or free from problems. In other words, the development process does not always run in a linear, straight-line line with the potential, expectations, and values adopted (Yuhana & Aminy, 2019). Student development cannot be separated from environmental influences, both physical, psychological, and social. The inherent nature of the environment is change. Changes that occur in the background can affect the lifestyle of the community. Suppose the changes that occur are difficult to predict or beyond the reach of abilities. In that case, it will give birth to gaps in the development of student behavior, such as developmental stagnation, personal, social problems, or behavioral deviations (Maslihah, 2011).

According to Lesile & Korman (1967), social problems are a condition that influences the lives of most of the community as something that is unwanted or unwelcome and which is felt to require improvement. Social problems are conditions where individual students with problems significantly affect the lives of people and students' personal lives that need to be fixed and resolved together.

According to Soekanto (1989), Social problems are mismatches between elements of culture or society, which endanger the lives of social groups. Social problems arise due to the striking difference between values in society and the existing reality. So it can be understood that the Social Problem is that culture can cause social problems. Social problems arise due to the occurrence of something striking in the community. Social problems also often occur because of the incompatibility of values prevailing in society (Taftazani, 2017).

A social problem is a mismatch between elements of culture or society, which endangers social groups or hinders the fulfillment of the basic desires of members of the social group, resulting in social inequality (Waluya, 2007). In the development of individuals with other individuals, it does not always run smoothly and smoothly. Still, there are times when there are gaps and clashes between one interest and another. This situation can be actualized through adaptation, communication, and behavior (Susandi, 2012). Students as individuals will face various problems, of course, with one another. Consequently, students will receive different types of guidance according to the kinds of issues they face. Social issues faced by students include relationship problems with peers, relationships with parents and teachers, relationships with various environments, and problems in communication (Sharif & Roslan, 2011).

According to Yoo (2019), who conducted a study of student awareness and readiness to anticipate the social problems of the Fourth Industrial Revolution on 122 students in the city of Seoul from the engineering technology department and human social sciences, it showed that two out of five students did not make adequate preparations in dealing with social problems that would come their way. Occurred as a result of the influence of the fourth revolution. According to him, it is necessary to develop convergence of technology and social science education that improves students' understanding and readiness without distinguishing between significant fields of study and gender for the Fourth Industrial Revolution, given the comprehensive social impact. Meanwhile, Astuti et al. (2019) explained that students can already analyze the benefits and risks of a decision and can evaluate the results of the decisions taken. This is one of the skills needed to face the fourth revolution era.

From the phenomena above, it can be seen that the importance of handling student social problems is used as a guide to help students who have issues. For this reason, the author is interested in conducting research entitled Handling Student Social Problems in the Era of the Industrial Revolution 4.0. It is hoped that this research can be an additional source of knowledge on students' social problems, especially those related to analyzing social issues and their alleviation programs. Besides that, this research is expected to be one of the references in writing scientific papers related to social problems.

2. METHODS

This study uses a qualitative approach through a literature study method with descriptive analysis. Descriptive analysis helps describe or reveal characteristics such as opinions, knowledge, and attitudes of the population being studied towards a subject (Nurdin & Hartati, 2019). The research method used is a literature study method where all the data collected comes from journals, books, or other sources. This method approach can provide knowledge regarding features related to handling student social problems in the era of the industrial revolution 4.0.

3. FINDINGS AND DISCUSSION

Harmianto (2012) states that it is necessary to handle children's social problems early so that students are not carried away by the current rapid changes in the times or what we know as revolution 4.0. Hermanto stated that techniques such as the Value Clarification Technique (VCT) could detect early social problems in children to be handled immediately.

Meanwhile, in terms of the government, Bahktiar (2014) said that handling social problems in children and students can be done by utilizing prevention through counseling and coaching to students with the Polmas (Community Police) program by involving relevant agencies such as the education office and community members. According to Bakhtiar, with the existence of Polmas, the police will

get more accurate information, and in handling social problems, students can get to the root of the problem so that the solution produced will be permanent.

Bali (2017) that children will interact a lot with teachers and their peers at school. In this interaction, social problems will arise in some children. These problems can be related to the child's social relationships and relationships, such as not being able to adjust to the surrounding environment, difficulty getting along, and difficulty giving feedback to the teacher. As a result of this problem, children can become shy, insecure, and always think negatively. Conflicts or social problems in the school environment can occur due to individual differences, culture, interests, and differences in social background. Social problems in the school environment can harm and hinder the achievement of educational goals or even the students themselves. Therefore, parents to know the forms of social problems children face in the school environment and how to overcome them (Muslim, 2020).

According to Maisaroh (2018), social problems in the school environment are divided into internal and external problems. Internal problems arise from the child himself, such as difficulty getting along and the child's personality. Meanwhile, problems that occur in external factors are outside of the child, for example bullying or feeling pressure from others, even from his own family. Each of these problems will be explained below.

Difficulty Hanging Out with New Friends

Broadly speaking, students' abilities in social relations can be categorized into two groups, namely those who can be classified as skilled or sociable individuals and vice versa, those who have difficulty getting along. Students who are good at socializing can usually overcome various problems in the association (Thalib, 2016). They have no trouble making new friends, communicate effectively with others, engage in pleasant conversations, and can end conversations without upsetting or hurting others. Informal meetings, they can express opinions, give appreciation or support for the views of others, and they can also express criticism without hurting others. On the other hand, students who are challenging to get along with find it difficult to start talking, especially with unfamiliar people, feel awkward, and cannot engage in pleasant conversation. In formal relationships, they lack or even do not dare to express opinions, praise, complaints, and so on (Ramdhani, 1996).

The level of social difficulties varies greatly, ranging from situational social difficulties, where sufferers have difficulty getting along in certain situations, to the level of social difficulties caused by chronic mental disorders. Therefore, the techniques used in helping people with social difficulties also vary. To overcome this, several ways can be done. Here are some ways:

a) Find active friends for the difficulty of getting along

In class, teachers often adjust the child's seat position. The quiet child sits among the children who talk a lot. Alternatively, when playing side by side or in groups, a calm child is combined with an active child to motivate a quiet child.

b) Often invite quiet children to talk casually.

On the sidelines, we have to invite children to talk actively. Talk about anything. Even if your child does not answer, keep trying. Ask about activities at school, family, favorite foods, and so on. Maybe at first, it did not work. However, we have to do it again and again. Try again and again. If it looks like the child starts to smile when we talk to him, then that is the beginning of our success. This means that the child is beginning to feel comfortable. Stop talking before the child gets bored. Try to speak again at another time, maybe on a different topic.

c) Always motivating

"Wow, it turns out that you can do it..." "You can try again, you know ...". This sentence is one way to motivate a quiet or passive child in-class activities to want to do or do the assigned task. Do this every time the child finishes the job. Neither are the easy ones, however. Continue to motivate with positive words and sentences then. Ask the child to try again and give praise after the child completes the task.

d) Giving gifts

There is nothing wrong if we occasionally give gifts to children after the child has succeeded in doing what we are told or his school achievements. Skills that we do not have to be expensive gifts. A sentence of praise can also motivate children. We should not promise miracles to children before the child completes the task. Give a reward after the child completes the task without promising beforehand.

e) Parents may often invite their children to play in public places or at a relative's house.

Inviting children to play in public places, such as going to city parks, visiting relatives, neighbors, or school friends, is one way to get children used to new places, new friends, and new environments that are different from the atmosphere at home. In a new business, children will learn a lot. Learn how to interact and adapt to new friends and places. If children are used to new homes and friends from a young age, they will become children who are easier to adapt to anywhere. It does not take long for children to make new friends.

f) Often invites children to do physical activities.

Besides stimulating their motor skills, physical activities with children can also make children more confident. If the child becomes quiet because of a lack of confidence, we can do this. We can do physical activities either at home or in public places. Like in parks or other public areas. Some physical activities that we can try include playing a bicycle, playing ball, or other games that require a team to do it. What is certain is that the activity is not done alone or alone because it would be better if it were done together with peers, school friends, relatives, or neighbors.

Have an Introverted Personality

Social problems in the school environment are also often experienced by introverted or closed children. For introverted children, being in the midst of many people is a distraction that should be avoided. So it is not uncommon for them to prefer to be alone or engrossed in their hobbies rather than hanging out with friends at school. They will feel safe and inspired when they are alone. Introverted students close themselves because of a lack of self-confidence, so they are more or less lagging in the context of the lesson being delivered. They tend to make a little noise when the teacher gives quizzes or presents the discussion results. In addition, they do not immediately understand what the teacher is telling them to do, so the material presented is hampered. Their self-confidence will decrease if they do not get support (Pangestu & Yuniarta, 2019).

In addition to having a little self-confidence, introverted students will arrange whatever will be conveyed before expressing it in public. So that way, he will be more confident in getting the subject matter that is his task in front of the class. Support from classmates makes them more able to speak well; besides supporting each other, students with extroverted personalities are also beneficial when discussions occur. They admit that children with introverted personalities are very good at working and concentrating when working together. They are also more comfortable working alone, using passive or conventional learning methods. They experience an increase in learning (Ulwiyah & Djuhan, 2021).

Children or someone with introverted personalities involve more feelings when interacting in a social environment or working on something to convey to the public eye. For him, the perfection of something must be the main thing that must be fulfilled. If he fails to do this, then a feeling of self-judgment and a lack of self-confidence will arise. He also has a great sense of obsession with something he takes very seriously, so what he conveys later must be on perfect terms. If he can believe something and categorizes it as excellent, he can control the nervousness he will experience as best (Rahmat, 2021). Of course, dealing with introverted children must be different from extroverted children. Handling introverted children must be done carefully because they have more sensitive feelings. Just apply particular strategies so that introverted students can still develop according to their developmental tasks. Here are some ways to deal with students who have introverted personalities.

- a) Introducing the surrounding environment to students
Introverted children have a problematic tendency to socialize with their surroundings. So as a teacher, you can gradually invite them to get acquainted with their environment. Introverts may also need time to be comfortable and open with teachers or friends at school. Give them time and do not force them to mingle with their friends. However, embrace and accompany them in every activity to not feel alone. Slowly, their courage will grow little by little.
- b) Give students freedom of choice.
Introverted children tend to accept whatever is given or chosen by others. If this habit is allowed, the child can lose his initiative. For that, try to provide them with the opportunity to select, for example, in choosing a seat in class. Give introverted students the choice to choose the sitting position they want. If he does not have the courage or is reluctant to express his opinion, give him a seat on the side or at the back. This position can usually make introverted children feel more comfortable.
- c) Encourage them to be brave.
Teachers can also help children be more courageous and get out of their comfort zone by allowing them to perform. Make activities in class that can make children dare to express opinions or disagreements. Encouraging them to be bolder does not mean forcing them to do so. Let introverts see their friends come first and continue to support them to be more confident in showing their abilities in front of people.
- d) Develop Students' talents
Usually, introverted students prefer to be the "behind the scenes" person. So allow them to pursue and develop what they are interested in. This will be key for teachers to help introverts. Allowing them to build their favorite talents can also increase the self-confidence of introverted children.
- e) Give Praise
Introverted children may tend to express their wishes or expectations openly rarely. However, they are still children who will be happy if their achievements are proud of and given praise. So, give praise and small rewards for each student's accomplishments. Giving praise can help introverts build self-confidence. If his self-confidence grows, the child will be more open and blend in with the environment.

In some cultures, extroverts tend to be preferred over introverts. Based on the general assumption, introverts have mental health and less good life than extroverts. However, that is not true. Introverted students can develop their personalities and achieve happiness. It is just that the introvert's version of happiness may be different from the extrovert's happiness. Therefore, students with introverted personalities do not need to feel inferior, compare themselves with others, and make general assumptions.

Bullying Behavior on Students

In addition to the internal factors described above, some elements come from outside the child. Bullying or bullying is one of them. Bullying is a form of social problem in the school environment, which is still the primary concern of every educational institution. This is because physical and non-physical bullying can be fatal to a child's mental and physical health. Children can lose confidence and self-image.

Bullying behavior is a form of violence and aggressive students at school. Bullying can come from peers, seniors or seniors, and even teachers and school staff (Trisnani & Wardani, 2016). Usman (2013) argues that bullying is the aggressive and hostile behavior of a person or group of people repeatedly abusing an imbalance of power to hurt the target (victim) mentally or physically. According to Salmivalli and friends (in Ehan), bullying in schools is a process of group dynamics and a division of roles. These roles are bully, bully assistant, reinforcer, defender, and outsider.

- a) Bullies are categorized as leaders who take the initiative and are actively involved in bullying behavior.
- b) The bully assistant is also actively involved in bullying behavior, but he depends on or follows the bully's orders.
- c) Rinfocer is those who were there when the bullying incident occurred, participated in watching, laughed at the victim, provoked the bully, invited other students to watch, and so on.
- d) Defenders try to defend and help victims, and they often end up becoming victims.
- e) Outsiders know that this is happening but do not do anything, as if they do not care.

Riauskina et al. (2007) classify bullying into five categories:

- a) Direct physical contact (hitting, pushing, pinching, scratching, and extorting and damaging other people's belongings).
- b) Verbal contact (threatening, humiliating, demeaning, harassing, name-calling), sarcasm, criticizing, intimidating, mocking, spreading gossip.
- c) Direct non-verbal behavior (looking sarcastically, sticking out tongue, displaying demeaning, mocking, or threatening facial expressions, usually accompanied by physical or verbal bullying).
- d) Indirect non-verbal behavior (silencing someone, manipulating friendships so that they become cracked, intentionally ostracizing or ignoring, sending anonymous letters).
- e) Sexual harassment (sometimes categorized as physical or verbal aggressive behavior)

Another thing found in this study was the opportunity for students to become bullies. Victims of bullying show mixed reactions. Victims of bullying usually show a fearful response that finally complies with requests from teachers after the incident asks friends for help, and report to parents. This is evidenced by actions that make students afraid to go to school because they are often ridiculed by their parents' names, forced to participate in truancy, and steal snacks in the school canteen.

So far, schools have made several efforts for perpetrators of bullying, namely the provision of sanctions and calls for parents to work together to provide treatment. So far, the results have not been maximized because the change in attitudes and behavior of bullies is only temporary. Because they will repeat their actions on another day. Alternatives or solutions to overcome bullying in children at school several ways will be done, namely:

- a) In the school environment, awareness and understanding of bullying and its impact must be built by conducting socialization to raise awareness and understanding of bullying, starting from students, principals, teachers, school staff, and even parents. Socialization is carried out at this stage to understand bullying and its effects.
- b) A system or mechanism must be built to prevent and deal with cases of bullying in schools. It is necessary to develop school rules or a school code of ethics that support a safe and comfortable school environment for all children, reduce bullying, and a system for handling victims of bullying in every school.
- c) It is hoped that the government, in this case, the Education Office, will pay attention to the issue of bullying in schools and try to build the capacity of its apparatus to overcome this issue. The strategic step that needs to be taken is to train teachers on anti-bullying programs in schools so that teachers can develop these programs in schools to reduce or prevent bullying in schools.

Meanwhile, preventing bullying teachers can do, it can be done by:

- a) Make it a topic of chat. You can use the interaction of teachers and students in the class to make bullying or bullying a topic of discussion. Give students a chance to understand what bullying is. What actions constitute intimidation? Make sure that bullying is unacceptable. Invite them to fight all forms of bullying.
- b) Get used to working together. You can get students used to being part of a collaborative project. Togetherness to create a work can foster cooperation with each other. This interaction in one group teaches them to compromise and be firm without demanding.

- c) Responsive. Take immediate action if you see signs of bullying, for example, in the form of intimidation. All teachers and staff must show the children that they care and will not allow anyone to be mistreated.
- d) Deal with Bullying Perpetrators. You can directly face the bully in person. One way to do this is by confronting them, talking to them, and questioning their actions to oppress others. However, do everything in particular. Because challenging the bully in front of other children will make their big heads. Moreover, it may have the potential to lead to further action.
- e) Involve Parents. Notify the parents of both the bully and the victim – what a confrontation. You should listen to parents who report bullying and investigate cases of bullying – that way, the school can make the right decision and next steps. Encourage parents of victims to participate in writing and overseeing bullying prevention issues.

Parental coercion

Social problems in the school environment that come from outside the child can also be caused by parental coercion. Every parent wants their child to be a successful person, so that not a few of them direct their children's lives, including in matters of choosing what children like. Parents tend to force their children to do things considered good by society, ignoring their children's interests and talents. Children's interests and talents are the primary keys to children's success. Not only that, but most parents also force their children to go to school in a place that is considered reasonable by themselves and others (Tisngati & Meifiani, 2014). Not everything you think is good is suitable for children, so you need to involve children in everything, including making decisions for their future. Engaging children in formal education is a must, but forcing children to be what you want them to be is not the right way to educate children. On the other hand, children should be given the freedom to choose so that parents only act as supporters. This is sought so that children grow into complete individuals and can optimize their abilities (Auliya, 2018).

Parents with an authoritarian parenting style tend to set firm boundaries and do not provide excellent opportunities for children to express opinions. Authoritative parents are also generally arbitrary in making decisions and imposing roles or views on children based on self-ability and power. If parents apply to parents like this, there will be many negative impacts on children's character growth, development, and formation. More specifically, the following is the impact of applying an authoritarian parenting pattern by forcing the will on children:

- a) Fear of Opinion. Children raised with parents who like to impose their will tend to be afraid to express opinions when entering the world of school and work because their parents are used to closing the meeting rooms for discussion. This will make the child feel doubtful and afraid when expressing his opinion to others.
- b) I Cannot Make a Decision. They are afraid of having an opinion. Children raised with authoritarian parenting will also grow up to be individuals who cannot make their own decisions. Since childhood, they have been accustomed to following everything said and decided by their parents. In addition, the child will have difficulty rejecting or saying no to others.
- c) Aggressive. In contrast to the two adverse effects, children raised by parents who like to impose their will can also become aggressive individuals. This is because the type of parent who applies authoritarian parenting is usually born from a similar parenting pattern received when he was a child. Because they are used to accepting this parenting style, they grow up and become hard on their children for educational reasons. This harsh parenting is often accompanied by physical punishment as a reward if the child makes a mistake. This is what can make children grow up to be aggressive individuals. This aggressiveness is generally formed from anger or accumulated negative feelings. So, when children often get physical punishment, they may become angry with the situation and channel it into the form of aggressiveness.
- d) Disrupt Mental Health. You know that authoritarian parenting and the habit of imposing will on children will affect children's mental health. Children who have always controlled their lives since

childhood will be unhappy and prone to depression. Therefore, parents should not apply this kind of parenting to their children.

- e) Lack of motivation. The freedom of children who are constrained by the will of their parents can make children less motivated, especially in determining the correct behavior. The child will grow up to be a person who is easily afraid and anxious because of the lack of fulfillment of a sense of security and love from parents.

As a result of coercion by parents, the child will not be happy for the rest of his life. Children will constantly feel pressured. He lived the choice of his parents with a heavy heart. Mental stress and an unhappy life can affect his health. The child's physical and psychological condition may decline. His body and soul became unwell. His life is not fresh. He could even lose the zest for life—children who have lost hope to realize their dreams because their parents will live their lives with compulsion.

Therefore, there are efforts that parents can make to prevent and overcome this problem, namely:

- a) Believe that children love and care for their parents. Whatever the parents, whether poor or rich, gentle or violent, democratic or authoritarian, children will still love them. The love of children for their parents cannot be doubted. Even though they have different ideals, vocations, and expectations, children's love for their parents never fades. Parents have to believe that fact.
- b) Make children comfortable with their parents. Before moving on to the next step, make sure the child is comfortable around the parent. Do not make children afraid, tense, anxious, and intimidated. Children who are already scared of their parents will not open up. They shut themselves off from their parents.
- c) Listen to the child's choices. Children have the right to have options in life. Sometimes, parents who are too hard on their children do not realize that they have their own choices. Listen to their preferences. Do not give negative feedback. Children who have been blamed, cornered, belittled, or mentally put down will regret opening up to their parents. Respond to each child's choice wisely.
- d) They are equating the perception of children with parents. For democratic parents, it is easy. They are used to developing an open attitude in the family. For authoritarian parents, it can be challenging to get started. Not that it cannot. Parents wish their children success. Children also expect the same thing, although in a different way. This is when the perception must be equated. The problem has to be fixed. Parents can direct the child, but the final decision remains in the child's hands.
- e) Support whatever the final decision is. The life scenario of the child cannot be separated from three components: the choice of the child, the direction of the parents, and the intervention of God. Suppose the child changes his decision in the middle of the road; parents cannot force it, let alone judge. The older the child, the more he understands what is best for him. A child who changes his calling in life does not mean he is a failure or inconsistent.

Susandi (2012) explained that handling these cases requires activating and integrating various parties and related resources. The essential parties who must be directly involved are people who experience social problems themselves, in this case, our students. Students need to actively participate in describing the problems further and in implementing specific strategies and techniques for handling or solving problems. Other parties in the second order that must be involved are people who have a considerable influence on students who experience these problems, such as parents, teachers, and other closely related people. These very influential people usually have maximum resources that can be utilized in handling cases. Other parties, if needed, can also be involved, namely, the elements in the student environment who experience the case. This category includes experts in specific fields such as doctors, psychiatrists, legal experts, and others related to handling the case. Based on the description above, handling the cases that the author describes can be done with the types of services in counseling guidance, especially group guidance services, group counseling, individual counseling, and mediation services, and supporting activities such as data collection and home visits.

4. CONCLUSION

Student Social Problems in the Industrial Revolution 4.0 era are increasingly complex and the development of Information Technology. Freedom In accessing various kinds of information, using information makes students more vulnerable to social problems in the school environment. There are social problems faced by students in schools that come from internal, namely issues that come from the students themselves, and those that come from external, namely issues that come from outside the students themselves. Internal factors of student problems include difficulties in getting along in new environments, mainly due to difficulties in speaking, not daring to express opinions, compliments, complaints, etc. Another internal factor is students with introverted personalities, where these students tend to lack self-confidence, close themselves off, and are more sensitive. For external factors, students' social problems are physical and non-physical bullying. As a result, bullying makes students afraid to go to school, forces them to behave in violation of school rules, and can make students become perpetrators of bullying to avenge their hurt. Another external factor is the existence of coercion by parents to make students depressed and less happy. It does not rule out the possibility of causing the child's physical and mental condition to decline. Unfortunately, research on handling student social problems is still minimal. We realize that this article still has limitations in obtaining and processing research data sources due to the COVID-19 pandemic so that more in-depth research development can be carried out in the future using more complete and varied data sources.

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