

Android Application as the Most Wanted Media to Develop Friendship Identity in Z-Generation Student

Mutiara Harlina, Suwarjo
mutiaraharlina.2017@student.uny.ac.id¹, suwarjo@uny.ac.id²

Graduate School of Yogyakarta State University, Jl. Colombo No. 1, Yogyakarta, Indonesia¹²

Abstract. There were many guidance and counseling teachers actually did not know the most wanted media to develop self-identity of friendship in their z-generation student, so almost of them used general media of guidance and counseling, was the background of the research. This research aimed to know the most wanted media to develop self-identity of friendship in z-generation students. This research was quantitative method in survey procedure by questionnaire for the data collection on Whatsapp application. The univariate analysis is used to analyze the quantitative data. The subject was the z-generation student in senior high school and in the first-year college student. The results showed that 80,58% from all subject choose android application that can be downloaded by play store as the most wanted media to develop their self-identity of friendship; then 2,91% from all subject choose module as the most wanted media to develop their self-identity of friendship; 2,91% from all subject choose CD/DVD tape as the most wanted media to develop their self-identity of friendship; 1,94% from all subject choose guidance board as the most wanted media to develop their self-identity of friendship; 2,91% from all subject choose leaflet or pamphlet as the most wanted media to develop their self-identity of friendship; and 15% from all subject choose another media such as face to face guidance and game as the most wanted media to develop their self-identity of friendship. Thus, the most wanted media to develop the self-identity of friendship by the z-generation students is an android application that can be downloaded by play store so the guidance and counseling teachers are expected to facilitate this media development.

Keywords: android application, self-identity, friendship, z-generation student

1 Introduction

One of the crucial problems that are facing late adolescence is finding their identity or how to face their identity confusion. As we know in development terminology, the chronological age of 18-22 years is included in late adolescence. This range of age now included in z-generation students. The late adolescence should have the ability to think more mature than early adolescence of course. Maturity of thinking influences how the late adolescence makes decisions on the results of his exploration and commitment in their friendship. Late adolescence also has sufficient age to build relationships with more mature people in the community, so that it is expected to have a social identity. Besides being able to describe themselves clearly about who they are as a part of self-identity, late adolescence is expected to have a social identity that distinguishes themselves in society. As we know, friendship is a subdomain of identity. Considerations for choose friendship as one of the variables to discuss is because the selection of this variable has been determined by following

Marcia's rules. Marcia's rules at least explain that this subdomain has a variety of responses and has an importance at this chronological age. The friendship identity of late adolescence is seen as important subdomain because it is the basis for developing attachment in young adulthood. Thus, the experience of separating and leaving friends is not something that should be viewed negatively. This is an important part of one's exploration in friendship so the late adolescence can think or describe their self-identity of friendship clearly. A person can identify themselves clearly if they not only explore but also takes an important value, or they are committed to the results of their exploration [1].

Friendship is important for individuals. Late adolescent needs friendship at home and university as a supportive contexts in their exploration [2]. The profile of friendship refers to two people who have an equal relationship [3]. The social context has a critical role in shaping identity [4]. Individuals grow and develop in a context where the context can limit and maintain the individual [5]. Marcia states that identity refers to the feelings of someone who has something in common with the past, has an active direction in the present and the future. Marcia also provides an alternative to seeing one's identity through the level of exploration and commitment to their values, goals, and stance [6]. Individuals who find friend criteria and build relationships according to predetermined criteria, that is what in Marcia's rules is called commit. Exploration and commitment are concepts conceived by Marcia [7]. There will be difficulties for someone to establish a commitment in real life in a direction that has never been tried at all [8]. The diffusion of identity is the status of an individual who has never experienced a crisis or made a commitment in his life [9]. The Marcia quadrant divides identity status based on the extent of exploration and the extent to which individuals take commitment to the results of their exploration. High exploration is not always followed by high commitment, so also low commitment is not always followed by low exploration [10]. Besides, another result on a relationship about to make decisions and identity of ego status suggest the differences of individual in making a decision may relate to the exploration development process and commitment to the identity of ego in late adolescent [11].

As a part of the education process, senior high school guidance and counseling teacher have the task to encourage their students who are in the development stages of life so they can achieve independency as a late adolescent. One of the personal areas in guidance and counseling such as self-identity of friendship in every student's life is must be encouraged of guidance and counseling teachers together with their student of course. Therefore, guidance and counseling teacher needs to develop each student's self-identity to achieve an optimal development stage of their student. To develop student's self-identity who are in the late adolescence stage, guidance and counseling teachers need to pay attention several things, one of which is the appropriate media to develop student's self-identity. Media selection has a significant influence because this media will be the main tool for guidance and counseling teachers to achieve these goals. As is known, there are several media in guidance and counseling that have been included in Peraturan Menteri Pendidikan dan Kebudayaan Number 111 of 2014 (Permendikbud 111), such as guidance board and leaflet [12]. Unfortunately, many guidance and counseling teachers don't know the most wanted media to develop self-identity of friendship in their z-generation student. Since 2016 until 2019, when an author asked randomly the guidance and counseling teachers in Central Java and Yogyakarta, they are still use the general media of guidance and counseling that mentioned in Permendikbud 111 without any idea to try some innovation in media of guidance and counseling, even they do not need assessment to look for the data about the most wanted media in guidance and counseling by their student. While, guidance and counseling service have to based on the result of need assessment. The whole framework of guidance and counseling starts with an

assessment of student or counselee development and environmental assessment. Then it continues to a mapping of program component then strategy of guidance and counseling service by an analysis of assessment result [13].

When we look at the development in this 4.0 era where technology is the main motor in all lines of community life, as one of the data that obtained from The Infinite Dial that smartphone ownership in the American population in 2019 touches 84 million, while tablet ownership is at 56 million [14]. Thus, the guidance and counseling teacher must update about appropriate media to develop the self-identity of the friendship of their students related to this 4.0 era. Many researchers make a theory to decide the generation depend on their era. As we know in development terminology, the chronological age of 18-22 years is included in late adolescence. This range of age now included in a z-generation students where technology is very coloring their life. Thus, media such as module, guidance board, and leaflet or pamphlet have not touched optimally according to the development of existing technology.

Therefore, guidance and counseling teachers need to understand the appropriate media for the development of the student's self-identity of friendship. In this research, the aimed that to know the most wanted media to develop self-identity of friendship in z-generation students, will display several media that are wanted by students to develop their self-identity of friendship. By knowing this finding, it will be the reinforcement if the results are show that the general media of guidance and counseling is very appropriate. Other hands it can be the novelty of the results show that the general media of guidance and counseling is not appropriate anymore, then it can be an advice to the development of media in guidance and counseling.

2 Method

The approach in this study is a quantitative study through a survey. The subject is late adolescence who include in a z-generation student that are born in 1997-2001 with the total number of subject is 109 people. This research has an object that is the most wanted media of z-generation students to develop self-identity of friendship. The data collection technique uses a questionnaire through the Whatsapp application which is online answered by the subject. In this questionnaire, the subject chooses the one from all the responsibility that has been shown, their response must be the most appropriate response with themselves. The validity of the instrument is using expert judgment. Then, the data analysis technique uses univariate analysis for quantitative data which is grouped into four categories, namely 'very appropriate' if get percentage 75-100%, 'appropriate' if get percentage 50-75%, 'less appropriate' if get percentage 25-50%, and 'not appropriate' if get percentage 0-25%. Below is the questionnaire that asked for the subject

Nama (boleh inisial) :

Tempat, tanggal lahir :

Petunjuk: Pilihlah salah satu jawaban di setiap nomor berikut yang paling sesuai dengan dirimu!

1. Apakah kamu ingin meningkatkan kualitas pertemananmu? Ya/Tidak

JAWABAN:

2. Bila nomor 1 'Ya', pilih salah satu dari beberapa media berikut yang kamu harap dapat digunakan untuk meningkatkan kualitas pertemananmu!

- a. aplikasi android yang dapat terunduh di playstore
 b. modul
 c. kaset CD/DVD
 d. papan bimbingan
 e. leaflet / pamflet
 f. selain a-e, ketik di sini ...

JAWABAN:

3. Apakah kamu memiliki hp android? Ya/Tidak

JAWABAN:

4. Bila nomor 3 'Ya', seberapa sering kamu mengeceknya?

a. setiap menit

b. setiap jam

c. setiap beberapa jam

JAWABAN:

3 Results and Discussion

Table 1. Results of the most wanted media to develop self-identity of friendship

Media	Number of Subject Choosing	Percentage	Category	Information
Android application that can be download at play store	83	80,58	Very appropriate	
Module	3	2,91	Not appropriate	
CD/DVD cassette	3	2,91	Not appropriate	
Guidance board	2	1,94	Not appropriate	
Leaflet / pamphlet	3	2,91	Not appropriate	
Other	15	14,56	Not appropriate	Face to face, games, seminars, youtube

From the first table above, we can find that 83 subjects choose an android application that can be downloaded at play store as the most wanted media to develop their self-identity of friendship. Thus it takes 80,58% as a percentage of all the subject's choosing and it includes to the very appropriate category. Then 3 subjects choose module as the most wanted media to develop their self-identity of friendship. Thus it takes 2,91% as a percentage from all the subject's choosing and it includes to not appropriate category. Then 3 subjects choose CD/DVD cassette as the most wanted media to develop their self-identity of friendship. Thus it takes 2,91% as a percentage from all the subject's choosing and it includes to not appropriate category. Then 2 subjects choose the guidance board as the most wanted media to develop their self-identity of friendship. Thus it takes 1,94% as a percentage from all the subject's choosing and it includes to not appropriate category. Then 3 subjects choose leaflet or pamphlet as the most wanted media to develop their self-identity of friendship. Thus it takes 2,91% as a percentage from all the subject's choosing and it includes to not appropriate category. Then the last 15 subjects choose other media such as face to face, game, seminar, and youtube as the most wanted media to develop their self-identity of friendship. Thus it

takes 14,56% as a percentage from all the subject's choosing and it includes to not appropriate category.

Table 2. Results of android gadget ownership and checking a range of all subject

Android Gadget Ownership	Checking Range	Number of Subject Choosing	Percentage	Information
Yes	Every Minute	47	43,1	depend on situation
	Every An Hour	34	31,2	
	Every Few Hours	25	23	
	Other	1	0,92	
No	-	2	1,83	
Total	-	109	100	

Then from the second table above, we also can find that 47 subjects are checking their gadget in every minute, so it takes 43,92% as a percentage of all subjects who have android gadget. Then, 34 subjects are checking their gadget in every hour, so it takes 31,77% as a percentage of all subjects who have android gadget. Then, 25 subjects are checking their gadget in every few hours, so it takes 23,36% as a percentage of all subjects who have android gadget. And last 1 subject are checking their gadget randomly, so it take 0,93% as percentage from all subjects who have android gadget.

From the finding above it can be seen that the most wanted media to develop self-identity of friendship by the z-generation student is the android application that can be downloaded at play store with the total is 83 subjects choosing, so it gets a percentage of 80,58% which then include to the very appropriate category. This finding can be understood because students in z-generation have very close characteristics with technology, it is indicated by a total of 98% subjects have an active android gadget with a checking range is minimum in every minute and maximum in every few hours.

This finding is reinforced by other research that 98% of the total 123 late adolescence subjects agreed to develop an android application for the development of their self-identity of religious [15]. This finding is also reinforced again by other research that develops the android application to be a media of guidance and counseling about sex education for student in elementary school. The android application is something attracted for the students so it can be more effective to deliver guidance about sex education [16].

The student who has friend engage in more prosocial behavior, higher grades, and less emotionally stressed [17]. There are longitudinal studies to see the formation of identity between the ages of 12 and 20 years found that the identity dimension related to maturity was marked by a reduced tendency for consideration, increased in-depth exploration, and more stable profile dimensions of identity [18]. When adolescent succeeds, they will be able to see themselves as people who are consistent and united, whereas when individuals are unsuccessful they will experience confusion as to who they are and what to do [19]. Besides, the achievement of identity in late adolescent will have an impact on a romantic relationships in adulthood [20]. The formation of a friendship identity is possible to predict the identity of a romantic relationship [21]. Actually, the identity never ends, continue to develop further throughout human life [22]. Therefore, a guidance and counseling teacher needs to develop this self-identity of friendship through appropriate media so that the student's self-identity of friendship can develop optimally and provide significant benefits for students to achieve independence life.

This research can bring more benefit to the development of guidance and counseling media. It can be the suggestion for the policy in guidance and counseling to mention an android application as the one of the output of media development in guidance and counseling. Then, this research can be an evaluation for guidance and counseling teacher to evaluate their performance in media development that ideally must depend on need assessment of their student and depend on this 4.0 industrial revolution era where technology is one of the main motor in all lines of society, especially in education. This finding, of course, can encourage more people especially those who work and interest in guidance and counseling to develop an android application that can be downloaded at play store as one of the media to deliver the guidance and counseling services.

4 Conclusion

Based on the findings above, the guidance and counseling teachers in senior high school who know that android application that can be downloaded at play store as the most wanted media to their z-generation student to develop student's self-identity of friendship, are expected to facilitate media development. In other hand, the guidance and counseling must be evaluate their using in general media in guidance and counseling such as module, CD/DVD cassette, guidance board, leaflet or pamphlet, and other media such as face to face, game, seminar, and youtube, that do not appropriate anymore as the media to develop the self identity of friendship in their z-generation student.

Even hopefully that there will be a policy in guidance and counseling that in line with the needs of these z-generation students. Also, of course it is expected that there will be practical development to build an android application that can be download at play store as a follow-up of this research to develop self-identity of the friendship of students.

References

- [1] Ruly Ningsih: Friendship Identity Status based on Microsystem Contexts in First Year Students of Yogyakarta State University. Digital Library of Yogyakarta State University. pp. 66-67. (2018)
- [2] Azmitia, M., Ittel, A., & Radmacher, K.: Narratives of Friendship and Self in Adolescence. *New Directions for Child and Adolescent Development*. <https://doi.org/10.1002/cd.119>. pp. 107. (2005)
- [3] Olson, D. H., Defrain, J., & Skogrand, L.: *Marriages and Families: Intimacy, Diversity, and Strengths*. Mc Grawa Hill, Inc. 7th Edition. (2011)
- [4] Kroger, J.: *Identity Development*. Sage Publication, Inc. (2007)
- [5] Lewis, J. A., Lewis, M. D., Daniels, J. A., & D'Andrea, M. J.: *Community Counseling: A Multicultural-Social Justice Perspective*, 360. Cengage Learning. (2010)
- [6] Adams, G. R., Berzonsky, M. D., & Keating, L.: Psychosocial Resources in First-Year University Students: The Role of Identity Processes and Social Relationships. *Journal of Youth and Adolescence*. <https://doi.org/10.1007/s10964-005-9019-0>. pp. 82. (2006)
- [7] Marcia, J. E.: Development and Validation of Ego-Identity Status. *Journal of Personality and Social Psychology*. <https://doi.org/10.1037/h0023281>. (1966)
- [8] Archer, S. L.: *Intervention for Adolescent Identity Development*. California: Sage Publications, Inc. pp. 37. (1994)

- [9] Santrock, J.W.: *Life-Span Development* (Terjemahan Benedictine Widiasinta). Jakarta: Erlangga. pp. 439. (2012)
- [10] Santrock, J.W.: *Masa Perkembangan Anak*. (Terjemahan Verawaty Pakpahan dan Wahyu Anugraheni). Jakarta: Salemba Humanika. pp. 384. (2011)
- [11] Bacanli, F.: An Examination of The Relationship Among Decision-Making Strategies and Ego Identity Statuses. *Education & Science / Egitim Ve Bilim*. <http://search.proquest.com/openview/18aee68576a5812bb4bbcca6d3f870e/1.pdf?pq-origsite=gscholar&cbl=1056401>. pp. 18. (2012)
- [12] Kementerian Pendidikan dan Kebudayaan Republik Indonesia Tahun 2014: *Bimbingan dan Konseling pada Pendidikan Dasar dan Menengah*. pp. 21-27. (2014)
- [13] Direktorat Jenderal Peningkatan Mutu Pendidikan dan Tenaga Kependidikan: *Rambu-rambu Penyelenggaraan Bimbingan dan Konseling dalam Jalur Pendidikan Formal*. Departemen Pendidikan Nasional. pp. 219. (2007)
- [14] Infinite Dial: *The Infinite Dial 2019*. Legally Free Computer Books, US. pp. 16-17. (2019)
- [15] Aulia Diah Pratiwi and Suwarjo: *Importance of Android Application To Developing Identity Status of Religious for Late Adolescents*. (2019)
- [16] Ismi Uswatun Khasanah: *Pengembangan Aplikasi Sex Education (SEDU) Berbasis Android untuk Anak Sekolah Dasar Kelas IV*. Digital Library of Yogyakarta State University. pp. 54. (2019)
- [17] Santrock, J.W.: *Adolescence*. New York: Mcgraw-Hill. 15th Edition. pp. 120. (2014)
- [18] Klumstra, T. A., Hale, W. W., Raaijmakers, Q. A. W., Branje, S. J. T., & Meeus, W. H. J.: *Identity Formation in Adolescence: Change or Stability?*. *Journal of Youth and Adolescence*. <https://doi.org/10.1007/s10964-009-9401-4>. pp. 150-162. (2010)
- [19] Becket, C. & Taylor, H.: *Human Growth and Development*. Sage Publication, Inc. pp. 35. (2010)
- [20] Beyers, W., & Seiffge-Krenke, I.: *Does Identity Precede Intimacy? Testing Erikson's Theory on Romantic Development in Emerging Adults of The 21st Century*. *Journal of Adolescent Research*. pp. 387-415. (2010)
- [21] Branje, S., Laninga-Wijnen, L., Yu, R., & Meeus, W.: *Associations among School and Friendship Identity in Adolescence and Romantic Relationships and Work in Emerging Adulthood*. *Emerging Adulthood*. <https://doi.org/10.1177/2167696813515851>. pp. 6-16. (2014)
- [22] Schwartz, S. J., Luyckx, K., & Vignoles, V. L.: *Handbook of Identity Theory and Research*. Springer Science & Business Media. pp. 78. (2011)