



Application of Guidance and Counseling Principles to Overcome Digital Challenges Among Students

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Abstract

This study aims to conceptually examine the application of basic guidance and counseling principles in addressing digital challenges among college students. The study employed library research with descriptive analysis of various relevant secondary sources. The results of the study indicate that the application of principles such as individuality, independence, openness, confidentiality, and moral responsibility is crucial to supporting students in building digital resilience. Furthermore, strategies for integrating technology-based guidance and counseling services, such as the use of social media, e-counseling, and digital literacy training for counselors, have proven effective in reaching students broadly and flexibly. The conclusions of this study emphasize the need to improve counselors' competence in technology and the importance of an ethical approach to creating adaptive, safe, and relevant counseling services in the digital era.

Keywords : *Guidance and Counseling, Guidance and Counseling Principles , Digital Challenges*

Introduction

The rapid development of digital technology has changed communication and social interaction patterns, especially among students. The younger generation now lives in a world connected online through various social media platforms such as Instagram, WhatsApp, TikTok, and others. According to a Pew Research Center report, social media use has become an important part of the social lives of young people, enabling them to interact and express themselves, but also bringing new challenges such as digital addiction, the degradation of face-to-face interactions, and increasingly worrying cyberbullying.¹ In the context of higher education, students are at a crucial stage of self-identity and social development. Their ability to manage social interactions is greatly influenced by digital communication patterns. A study shows that the majority of students interact more frequently through social media than face-to-face, negatively impacting their ability to build healthy interpersonal relationships. Excessive social media use has also been linked to increased stress, social isolation, and decreased mental health. 'This phenomenon shows that digital transformation not only brings benefits but also gives rise to socio-emotional problems that have not been fully addressed.

These challenges are further complicated when students experience academic stress, identity crises, and value conflicts, which should be addressed through adequate psychosocial support. However, the role of guidance and counseling (BK) services in higher education often fails to effectively address the needs of the digital generation. Counselors need to adapt to new approaches to ensure BK services remain relevant and optimally reach students in today's

¹ Atika Marlef, Masyhuri Masyhuri, and Yuslenita Muda, "Understanding and Preventing Cyberbullying: Challenges of the Digital World," *Journal of Education Research* 5, no. 3 (2024): 4002–10, <https://doi.org/10.37985/jer.v5i3.1295>.

technological era ². In this regard, implementing basic BK principles such as individuality, independence, openness, and moral responsibility is crucial to encouraging students to build resilience in the face of digital stress.

Previous research has highlighted the importance of implementing technology-based guidance and counseling services to reach students more broadly and flexibly. For example, the use of digital platforms like WhatsApp, Google Forms, and video conferencing has proven effective in bridging geographical limitations in online counseling services ³. On the other hand, counselors' lack of technological competence and low awareness of digital ethics are major obstacles to the effective implementation of digital guidance and counseling ⁴. This indicates a gap between student needs and the institution's readiness to provide adaptive and modern-day services.

This issue is becoming increasingly urgent given the phenomenon of cyberbullying, which can cause severe psychological impacts on students, such as anxiety, depression, and even extreme actions like self-harm and suicide ⁵. Therefore, the integration of guidance and counseling principles and the use of digital technology needs to be conceptually examined as a preventative and curative effort to address the negative impacts of the digital era. This requires not only increased counselor competence but also innovative strategies to create a safe, inclusive, and ethical digital space for students.

² Yulianti Yulianti et al., "Challenges and Opportunities for the Guidance and Counseling Profession in the Digital Era," *Menara Ilmu* 18, no. 2 (2024): 1–7, <https://doi.org/10.31869/mi.v18i2.5333>.

³ Yuni Chotimawati, "Strategies and Solutions for Guidance and Counseling Services During the Covid-19 Pandemic," *JCOSE Journal of Guidance and Counseling* 3, no. 2 (2021): 96–101, <https://doi.org/10.24905/jcose.v3i2.79>.

⁴ Puja Rahayu Prasetyo and Najlatun Naqiyah, "The Role of School Counselors in Handling the Phenomenon of Sibling Rivalry in Early Adolescence," *TERAPUTIK: Journal of Guidance and Counseling* 6, no. 2 (2022): 160–73, <https://doi.org/10.26539/teraputik.621052>.

⁵ Marwan Maulana Yusuf et al., "Guidance and Counseling Study Program Students' Perceptions of Counselor Competence in Inclusive Education Environments," *Journal of Special Needs Education* 6, no. 2 (2022): 128–37, <https://doi.org/10.24036/jpkk.v6i2.637>.

According to Santrock, adolescence is a transitional developmental stage between childhood and adulthood, characterized by biological, cognitive, and socio-emotional changes. During this phase, individuals experience an intense search for identity and attempt to adapt to environmental pressures, including those from the digital world. ⁶In the context of college students, digital pressures such as social media addiction, cyberbullying, and the degradation of direct social interaction can exacerbate the identity crisis experienced by adolescents. Furthermore, Erikson, in his psychosocial theory, states that during adolescence, individuals face a crisis of identity versus role confusion. Success in this stage will form a strong self-identity, while failure can lead to emotional instability and difficulties in social adjustment, including in the digital world, which is full of virtual social pressures.

In facing the challenges of the digital era, it is crucial to apply the basic principles of guidance and counseling (BK) to ensure that the services provided to students are relevant and adaptive. One key principle is the principle of individuality, which emphasizes that each student is a unique individual, with varying backgrounds, needs, and problems. Therefore, the counseling approach must be tailored to ensure services are truly relevant and targeted. Furthermore, the principle of independence is crucial in the guidance process, as counselors are not tasked with providing direct solutions, but rather with guiding students to recognize their potential, make wise decisions, and take responsibility for their life choices. Furthermore, the principle of openness emphasizes the importance of honest and transparent two-way communication between counselors and clients. Through openness, the process of identifying problems and finding solutions can be more effective. Furthermore, the principle of moral responsibility underscores the importance of professional ethics in the

⁶ Leslie Jasmine Djang, "A Content Analysis of Adolescent Development Textbooks," 2011.

counseling process, such as maintaining confidentiality of information, upholding the client's trust, and acting in the student's best interests. These five principles, if consistently applied, will provide a strong framework for counselors in addressing various student psychosocial challenges, especially in the context of increasingly complex digital interactions ⁷.

The concept of digital counseling (cybercounseling) also serves as a relevant theoretical framework in this discussion. Digital counseling is a form of counseling service delivered using information technology, either synchronously (real-time) or asynchronously (non-real-time). While offering advantages in terms of accessibility and flexibility, this service presents its own challenges, such as limited virtual empathy and the risk of data breaches.⁸

study aims to conceptually examine the application of guidance and counseling principles to address digital challenges among university students. The discussion focuses on the dynamics of problems arising from social media use, the relevance of basic guidance and counseling principles in the digital era, and innovative strategies for integrating guidance and counseling services with technology. This study is expected to provide theoretical and practical contributions to the development of counseling services in higher education that are adaptive to digital dynamics while also oriented towards student psychosocial well-being.

⁷ Reysya Chintyasari, "The Role of Information Technology in the Digital Counseling Revolution and Its Impact on Guidance and Counseling Practices" 5, no. 2 (2025), <https://doi.org/10.17977/um065.v5.i2.2025.4>.

⁸ Zahratul Azizah et al., "DIGITAL-BASED COUNSELING, TRENDS IN COUNSELING GUIDANCE SERVICES : LITERATURE REVIEW," *Journal of Research Innovation* , 2022.

Research methods

This article uses a library research method, utilizing data collection techniques from review articles. This research employs descriptive analysis by analyzing, describing, and discussing the results so they can be studied clearly.⁹ The data sources in this article are secondary data. This secondary data can later be reused by other researchers in relevant research. According to Bennett, secondary data collection techniques are obtained from:

First , select scientific articles related to argumentation learning to improve argumentation skills and conceptual understanding. The selected articles are then categorized based on the year of publication and relevance to previous research, and will produce research that meets the criteria and can be reviewed and analyzed. *Second* , determine the articles and organize them into groups in a structured manner to facilitate analysis. *Third* , carry out a comprehensive analysis and process data from the articles used as research references. Then the data is analyzed to provide a clearer understanding in this study using several methods:

- a. Organize, Look for the type of journal that suits your research.
- b. Synthesize, Read and summarize each journal into a good and structured research essence.
- c. Identify, draw conclusions and compile summaries from the journals analyzed¹⁰.

⁹ Achmad Irvan et al., "ANALYSIS OF STUDENTS' SCIENTIFIC ARGUMENTATION ABILITY BASED ON TOULMIN'S ARGUMENT PATTERN (TAP) USING THE ARGUMENT MODEL Achmad Irvan, Setyo Admoko Achmad Irvan, Setyo Admoko" 09, no. 03 (2020): 318–24.

¹⁰ Faridatul Amiroh and Setyo Admoko, "A Review of Tap-Based Argumentation Learning Models in Improving Argumentation Skills and Understanding of Physics Concepts Using the Library Method," *Physics Education Innovation* 9, no. 2 (2020): 207–14.

Results and Discussion

Digital Challenges Among Students

Social media is a collection of web-based applications built with Web 2.0 technology, which allows users to create and share user-generated content. According to Anderson and Vogels in a Pew Research Center report, social media is defined as an online platform that allows users to create public profiles, interact with other users, share various types of content such as text, images, and videos, and participate in virtual communities. Social media not only functions as a means of communication, but has also become an important part of social life, influencing various aspects such as social interaction, identity formation, and information dissemination.¹¹

Social media use has a significant impact on how students connect. Survey results showed that the majority of respondents actively use social media in their daily lives. This high frequency of use indicates a shift in interaction patterns, with students now communicating more frequently through digital media than face-to-face meetings. Most admitted that social media interactions dominate over face-to-face interactions.

Further analysis revealed differing student perspectives on the impact of social media on social interactions. Some felt that social media helped them stay connected with their friends. However, others stated that social media use had reduced the frequency of face-to-face interactions and impacted their ability to form strong interpersonal relationships in real life. The use of social media as a primary means of communication has changed the dynamics of social interactions on campus. While it provides convenience for long-distance communication and rapid information acquisition, excessive use can reduce

¹¹ Nindyta Aisyah Dwityas, "Communication and Tourism: The Role of Generated Content for Travelers in Social Media," *Simbolika* 2, no. 1 (2016): 11.

opportunities for face-to-face interactions, which are crucial for building social skills and fostering empathy.

The implications of these findings emphasize the importance of implementing balanced social media use among college students. Raising awareness of the positive and negative impacts of social media is crucial, enabling students to maintain a balance between online and face-to-face interactions. Educational institutions have a significant role in guiding students to use social media wisely and responsibly, so as not to diminish the quality of in-person interactions that are essential for their learning and overall personal development.

This study provides valuable insights into how social media influences interaction patterns among college students. It is hoped that these findings will encourage optimal use of social media to support their socio-emotional and academic development. Through social media, users can connect and share information with others without being hindered by geographical or time boundaries. Social media has become a new form of interaction that allows individuals to connect with each other, share stories, and express their thoughts and feelings. As a result, individuals virtually migrate to digital spaces, where they can communicate with other users.¹²

Social media is also often a platform for individuals to express themselves and share their opinions. This freedom of expression can broaden horizons and provide new perspectives thanks to easy access to information. However, on the other hand, this freedom can also have negative effects, such as the emergence of content that is harmful or demeaning to others. Therefore, it is important for

¹² Nomor Tahun et al., "Involvement in Using Social Media in Social Interactions Among Gen Z Increases Their Creativity in Designing the Content of Their Owned Media, Being Able to Send and" 1 (2024).

students to develop a positive and wise mindset when interacting on social media to prevent cyberbullying and other negative impacts of using these digital platforms.

Cyberbullying is behavior aimed at humiliating, isolating someone from an online friendship, or causing harm to a vulnerable party using information technology. Cyberbullying perpetrators exploit the fact that information technology allows them to reach their victims easily, without the need for face-to-face contact, and are difficult to track. This cyberbullying behavior can be carried out by anyone easily, by someone who frequently makes negative comments on social media. The impact of cyberbullying itself does not cause physical injury, but it leaves psychological problems for the victim, especially for students. Because even an adult cannot necessarily withstand negative things, especially if the victim is a teenager with an unstable or unstable emotional state. Cyberbullying can cause depression, to the point of committing harmful acts such as self-harm or even suicide. In cases of cyberbullying, several factors have been identified, including irritation, following the crowd, and access to social media.

Environmental influences also significantly influence students' imitation of others' behavior in cyberbullying. The use of social media can significantly trigger similar behavior. This imitation process generally begins in small groups, then spreads within educational institutions and then to the wider community. The presence of social media is actually a form of progress and innovation in communication. However, if used unwisely and without adequate self-control, social media can actually be a factor that reinforces cyberbullying behavior.¹³

¹³ Yasemin Gülbahar and Gülgün Afacan Adanır, "The Influence of Social Media on Learning," 2021, 151–69, <https://doi.org/10.4018/978-1-7998-5598-9.ch009>.

According to Sakban et al., several strategies can be implemented to prevent cyberbullying in educational institutions and within the community. First, through the implementation of internet ethics or *netiquette*, which encourages polite and responsible online behavior by respecting the privacy and rights of others, and avoiding the dissemination of misleading, provocative, or offensive information. Second, the role of parents is crucial in this regard, such as by increasing supervision of children's internet use, providing education about the dangers and prevention of cyberbullying, maintaining open communication, and being role models in using the internet positively. Third, socialization and outreach activities are needed on campus, and in the wider community, for example through seminars and workshops involving the police, academics, and students; training for teachers, lecturers, and parents to be able to recognize and handle cases of cyberbullying; and increasing student awareness of the importance of prevention. Additional efforts include the involvement of social organizations, increased cooperation between institutions such as campuses, families, and the community, the development of strict regulations, and the development of technology that can detect and prevent cyberbullying effectively.¹⁴

Implementation of Guidance and Counseling Principles

The application of guidance and counseling principles in the context of higher education is a strategic step in supporting the holistic development of students. As individuals transitioning to adulthood, students require guidance that is not only academic, but also personal and social. Guidance and counseling, in this case, plays a role in providing ongoing support so that students can navigate the complex dynamics of campus life. Basic principles

¹⁴ Marlef, Masyhuri, and Muda, "Recognizing and Preventing Cyberbullying: Challenges of the Digital World."

such as individuality, needs, activity, independence, and integration must be the main foundation of every service process provided to students. These services must be centered on students as the primary subjects with the potential for optimal development.¹⁵

In practice, guidance and counseling for students is not solely directed at resolving current problems, but more broadly encompasses aspects of developing their potential and improving their quality of life. The approach used by counselors must be flexible and adaptive to the diverse characteristics of students, both in terms of social background, culture, and psychological needs. Therefore, the development of service programs must be designed systematically, integrated, and sustainable, to meet the dynamic needs of students in a demanding academic environment. Thus, guidance and counseling will function optimally as a means of character formation, increasing independence, and empowering individuals to face the challenges of campus life.¹⁶

One concrete example of implementing this principle is the active involvement of students in guidance sessions, both individually and in groups. Counselors act as facilitators, creating a space for open dialogue, where students can explore, understand, and reflect on their own conditions in greater depth. Through this process, students are not only helped to resolve their problems but also encouraged to develop critical thinking skills, decision-making skills, and healthy adjustments to their surroundings. This makes guidance and counseling

¹⁵ Sari Dewi Ratna, "The Relationship Between Learning Independence and Problem-Solving Ability in Guidance and Counseling Study Program Students at Sriwijaya University," *Comprehensive Counseling Journal : Study of Theory and Practice of Guidance and Counseling* 3, no. 1 (2023): 45–52.

¹⁶ N. M Diniyah, Nasichah, and P. S Wulandari, "Academic Stress and Learning Independence on the Subjective Well-being of Islamic Guidance and Counseling Study Program Students During the Covid-19 Pandemic," *Pandalungan : Journal of Educational Research, Guidance, Counseling and Multiculturalism* 2, no. 1 (2024): 98–103.

services an integral part of the higher education system, which aims to produce graduates who are not only academically intelligent but also emotionally and socially mature.¹⁷

The Importance of Respect for Individuals, Independence, Openness, and Moral Responsibility

Respect for the individual is a fundamental principle in guidance and counseling practice, particularly in the higher education context. Each student has a unique identity, needs, and life experiences. Therefore, counselors are required to possess a high level of empathy and openness to accepting each student with all their strengths and weaknesses. A non-judgmental attitude is crucial to creating a safe and comfortable environment. Relationships formed on this basis of mutual respect will serve as the foundation for building trust between counselor and student, ultimately fostering the success of the counseling process.¹⁸

The principle of independence in guidance and counseling emphasizes the active role of students in decision-making and problem-solving. Counselors do not act as decision-makers, but rather as companions who help students recognize their potential and understand the consequences of each choice. In this way, students learn to take responsibility for their own lives and not rely entirely on external parties. This independence is important to instill from an early age because the world of college and the world of work demands individuals who are able to manage themselves well and be proactive in facing challenges.

¹⁷ Nurbaity Bustamam Arival Hakimi, Martunis Yahya, "The Relationship Between Independent Thinking and Self-Development Skills in Guidance and Counseling Students of FKIP Unsyiah," *JIMBK: Scientific Journal of Guidance and Counseling Students* 4, no. 1 (2020): 75–82.

¹⁸ Slamet Ade Raharjo, Heru Mugiarto, and Ninik Setyowani, "Students' Self-Disclosure in Individual Counseling Services Reviewed from Counselor Empathy and Reassurance Skills," *Indonesian Journal of Guidance and Counseling: Theory and Application* 9, no. 2 (2020): 77–82.

Openness is an equally important principle. Both counselors and students must be able to establish honest and transparent communication. Counselors need to demonstrate an open attitude by listening and responding to students' stories without prejudice, and providing constructive feedback. Students are encouraged to express their feelings, thoughts, and life experiences without fear of judgment. This open atmosphere will expedite the problem identification process and enable the achievement of more effective solutions tailored to the students' needs.¹⁹

Moral responsibility is an ethical principle that serves as a pillar of counselor professionalism. In carrying out their duties, counselors are required to maintain the confidentiality of information obtained during counseling sessions. This ethic demonstrates respect for student privacy and strengthens the relationship of trust between both parties. Furthermore, moral responsibility also includes the obligation for counselors to always act in the best interests of students, avoid conflicts of interest, and continuously develop their competencies. A campus environment that upholds these ethical values will create a healthy, supportive, and conducive learning atmosphere for holistic student growth.²⁰

By consistently applying these principles, guidance and counseling services in higher education will not only become a means of solving problems, but also a vehicle for character development, strengthening self-identity, and achieving students' life goals in a more focused and meaningful way.

¹⁹ Atikasari and Agungbudiprabowo, "Literature Review: Efforts to Increase Student Self-Disclosure with Group Counseling," *International Seminar "Strengthening Character Towards Multicultural Counselors Infused with Religious Values,"* 2023, 61.

²⁰ Yusuf et al., "Guidance and Counseling Study Program Students' Perceptions of Counselor Competence in an Inclusive Educational Environment."

Strategy for applying guidance and counseling principles in overcoming digital challenges

To address digital challenges, particularly those affecting college students, the application of guidance and counseling (BK) principles aims to help students address the detrimental effects of the digital age, such as social media addiction, technological distraction, excessive information consumption, mental health issues, and cyberbullying. According to Dewi, professional counselors must continually acquire knowledge and skills relevant to societal needs to address change. In the modern era, BK teachers must be diligent, skilled, and continuously learning, especially in ICT. Technological advancements create challenges and threats that emerge in the digital age. People can quickly adapt to new environments, and those who are able to compete will prevail. To address these issues, counselors must have a strong commitment to their profession and continuously strive to improve themselves and enhance their skills in today's technological era. Furthermore, counselors can also have a positive impact online. ²¹Here are some strategies for implementing guidance and counseling principles that can be used to address digital challenges:

1. Strengthening Ethics and Data

Counselors must understand and apply new ethical standards, such as maintaining the confidentiality of clients' personal data on digital platforms and ensuring the security of the systems used, because the use of digital technology in counseling services requires special attention to the privacy and security of

²¹ Yulianti et al., "Challenges and Opportunities for the Guidance and Counseling Teacher Profession in the Digital Era."

client data. ²²Counselors need specific training on the safe and ethical use of technology, and institutional policies must be updated to protect client data.

2. Utilization of Technology for Wider and More Flexible Access

Counseling services can be accessed without geographical or time constraints thanks to digital technologies such as online platforms, chat apps, and video conferencing. This increases the reach of services, especially for those who struggle to access face-to-face counseling. Counselors can use social media to communicate with others, but they must maintain professional and ethical boundaries when interacting online.

Many studies have shown that technology can aid counseling. For example, many schools in Indonesia still face challenges in optimizing the use of technology in guidance and counseling, such as utilizing digital platforms for mentoring, assessment, and communication between counselors and clients to improve service effectiveness. Furthermore, there are concerns that the media may not meet the needs of counselees. For example, online counseling services are less effective in rural areas with limited internet access. Furthermore, counselors' failure to utilize digital platforms can hinder their services. Rahmawati's case study shows that many school counselors struggle to utilize technology due to limited infrastructure and a lack of policy support.

By using information technology in counseling services, accessibility and flexibility can be increased. Using online platforms, counselors can reach more people without geographical limitations. However, issues such as lack of instruction, inadequate infrastructure, and ethical concerns remain barriers. Therefore, incorporating technology into counseling is crucial to improve

²² Guidance and Counseling Teacher, "Application of Guidance and Counseling Principles in the Digital Era" (gurubk.com, nd).

service quality. Policies that ensure data security, infrastructure improvements, and specialized training for counselors are needed.

When using technology for counseling services, data security is a top priority. A study by Prasetyo et al. found that many counselors worry about client data leaks due to security system failures on digital platforms. The use of artificial intelligence-based applications is another relevant example, as despite their benefits, they still struggle to understand the emotional and empathetic aspects of human interaction. In some situations, algorithmic inaccuracies can lead to misinterpretation of a client's condition, negatively impacting the counseling process. Technological changes in counseling pose complex challenges. These include constraints such as limited technological infrastructure, lack of counselor instruction, and concerns about client data privacy and security.²³

3. Improving counselor competency in the digital era

With the rapid development of the digital era, marked by the increasingly widespread distribution of the internet, some people still lack internet access, including some places that still lack it. Schools, teachers, and students in urban areas are all connected to the internet, but there are still areas that lack telecommunications infrastructure. However, Indonesian society has become an integral part of the technological era in the 21st century. Consequently, it is crucial for us to adapt to the technological era and use digital technology efficiently. ²⁴Therefore, counselors must improve their competency in utilizing technology to face the challenges of the digital era. Effective communication skills, the ability to use software and hardware, and digital

²³ Chintyasari, "The Role of Information Technology in the Digital Counseling Revolution and Its Impact on Counseling Guidance Practice."

²⁴ Zainuddin Notanubun, "Development of Teacher Professionalism Competence in the Digital Era (21st Century)," *Journal of Applied Guidance and Counseling* 03, no. 1 (2019): 54–64.

literacy are necessary skills. These skill enhancements are crucial for guidance and counseling services to meet student needs and current developments. ²⁵Counselors must continue to learn digital skills so they can utilize various platforms and applications relevant to guidance and counseling services. This includes learning to use creative media, story-based simulations, and using virtual reality to model counseling situations. Counselors are expected to receive ongoing training and development related to digital technology from educational institutions and professional organizations. Training to become a "creator counselor" is essential so that counselors can develop engaging service content tailored to clients' needs in the digital age, for example through videos, microblogs, or other digital scenarios relevant to students or young clients. This innovation makes counseling services more accessible and accessible to the digital generation.

Counselors also play a role in improving clients' digital literacy, helping them use technology healthily, and assisting them in addressing risks such as cyberbullying or digital addiction. Counselors must be able to provide education and effective coping strategies for these challenges.

4. Innovative Strategy in Digital Bk Services

The use of social media platforms like WhatsApp can be an effective strategy for online guidance and counseling services. Through WhatsApp, counselors can collect data using Google Forms, provide consultations, and conduct individual counseling via chat or voice notes. However, barriers such as signal issues, device limitations, and lack of interaction still need to be addressed to ensure service effectiveness. WhatsApp has features that support the implementation of online guidance and counseling services.

²⁵ Rafael Lisinus Ginting et al., "INFORMATION IN GUIDANCE AND COUNSELING SERVICES AT STATE HIGH SCHOOL 8 MEDAN" 8, no. 6 (2024): 494–98.

Using WhatsApp as a social media platform, guidance and counseling services and support activities can be provided in classic, group, and individual formats. Classic and group formats can be provided through the WhatsApp Messenger Group feature, while individual formats can be provided through the WhatsApp Chat feature.²⁶

One effective way to provide online counseling services is through e-counseling, or electronic consultation. This is particularly helpful during pandemic situations or physical limitations, as clients can consult via chat, email, or video call without the need for face-to-face meetings. By using e-literature as a counseling tool, digital bibliotherapy can improve adolescents' mental well-being and help them overcome psychological issues.²⁷ The cybercounseling model allows students to access services anytime and anywhere, overcoming geographical and time barriers, using online communication technologies such as WhatsApp, email, video conferencing, and chat platforms. Furthermore, online consultations can be conducted synchronously (in real time) or asynchronously (for example, via chat or email that can be responded to at different times), allowing counselors and clients to interact more easily.

The key to successfully implementing mentoring principles in the digital age is creating an inclusive, safe, and responsive platform. Furthermore, the use of technology can improve the efficiency and effectiveness of mentoring, enable better monitoring of individual progress, and provide easier access to relevant information and resources. However, it is important to always maintain ethical

²⁶ Yuni Chotimawati, "Strategies and Solutions for Guidance and Counseling Services During the Covid-19 Pandemic," *JCOSE Journal of Guidance and Counseling* 3 (June 2021): 96–101, <https://doi.org/10.24905/jcose.v3i2.79>.

²⁷ Titik Angereni Wahyuningtyas Nur Nafisa Salsabila, Anis Nurlaili, "Guidance and Counseling Strategies in Supporting Adolescent Mental Health in the Digital Era Through Bibliotherapy," *EDUCOUNS GUIDANCE*, nd

and legal compliance when providing mentoring in a digital context, including protecting individual data privacy.

Conclusion

The development of digital technology has had a significant impact on the lives of students, particularly in aspects of social interaction, mental health, and the formation of self-identity. Digital challenges such as social media addiction and cyberbullying have become serious problems that require addressing through guidance and counseling (BK) approaches that are relevant to the needs of the times. The application of basic BK principles, such as the principles of individuality, independence, openness, confidentiality, and moral responsibility, has proven effective as a foundation for establishing adaptive and responsive counseling services to students' needs in the digital era. Ultimately, adaptive BK services not only resolve student problems but also play a vital role in shaping character, strengthening independence, and increasing students' psychosocial resilience in facing the dynamics of the digital era.

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