

Digital-Based BK Services: Counseling Innovation in the Technological Age

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Abstract

Digital-based Guidance and Counseling (BK) services are a form of innovation that emerged in response to the rapid development of information technology. This innovation allows counselors to provide services to students flexibly, efficiently, and in accordance with the needs of the digital generation. This study aims to describe the form of implementation of digital-based BK services, their benefits, and the challenges faced in their implementation. This study uses a descriptive qualitative approach with data collection techniques through interviews, observations, and documentation in several high schools in Indonesia. The results of the study show that digital BK services are able to increase the accessibility of counseling services, encourage active student participation, and expand the reach of psychopedagogical information. However, there are challenges such as limited technological infrastructure, counselor digital competence, and data privacy issues. Therefore, collaboration between schools, government, and technology providers is important to maximize the potential of this service. Digital-based BK services are believed to be a strategic solution in responding to the dynamics of counseling needs in the digital era, as well as an adaptive step towards an inclusive and responsive education system to developments in the era.

Keywords: Guidance and Counseling, Digitalization, Service Innovation

Introduction

The development of information and communication technology in the last two decades has fundamentally changed the face of the world. Almost all aspects of human life, including education, are experiencing digitalization. In the context of education, this digital



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transformation not only touches the learning aspect, but also various supporting services including Guidance and Counseling (BK) services. BK services, which were previously more conventional and face-to-face, are now starting to transform into services that are more flexible and adaptive to the development of the times through the use of digital technology.

Guidance and Counseling plays an important role in helping students overcome personal, social, learning, and career planning problems. With the complexity of the challenges faced by students in today's digital era, BK services must be able to respond with a relevant approach. The presence of digital-based BK services is a necessity to answer the needs of students who live in an era of fast-paced technology and information. Students are now more familiar with social media, online communication platforms, and digital applications, so BK services also need to adapt to the dominant interaction patterns in their lives.

The digitalization of BK services includes various forms of innovation, ranging from online counseling via video calls, consultation via chat, the use of special counseling applications, to the use of artificial intelligence to detect and predict students' psychological problems. These innovations allow counselors to reach more students efficiently and flexibly, both in terms of time and place. On the other hand, this service also offers the possibility of storing counseling records more systematically and securely if managed properly.

However, adapting to digital services is not without challenges. In Indonesia, the digital divide is still a serious problem. Not all schools have adequate infrastructure to implement digital services optimally. Likewise, the availability of devices and internet connections is not evenly distributed across regions. This gap risks widening the service gap between students in urban and rural areas.

In addition, the digital competence of counselors is also an issue that cannot be ignored. Many counselors do not yet have the technical and pedagogical skills to run digital counseling services. Continuous training, competency development, and policy support are needed so that counselors can transform into adaptive agents of change in the digital era. The success of implementing digital BK services is largely determined by the readiness and willingness of education actors to innovate.



Privacy and ethics issues in digital counseling services are also important concerns. Counseling involves sensitive personal information. In the digital world, the risk of data leakage is very high if it is not equipped with an adequate security system. Therefore, every digital-based BK service must follow professional ethical standards and have clear regulations regarding the protection of students' personal data.

On the other hand, the COVID-19 pandemic has become a momentum to accelerate digital-based education and counseling services. Distance learning that was implemented during the pandemic forced schools and counselors to shift all activities to digital platforms. This experience proves that digital-based BK services are not just additional options, but have become an urgent need in the modern education system.

Digital BK services also offer a more inclusive and adaptive approach. Students with physical or geographical limitations can now access counseling services without barriers. In addition, the digital approach allows students to be more open because communication is not done directly (face-to-face) which is often a psychological barrier.

However, the effectiveness of digital services still requires in-depth study and evaluation. It is necessary to ensure that the interaction between counselors and students remains of high quality, even though it is done online. Empathetic relationships that are key in the counseling process must be maintained on digital platforms.

In the Indonesian context, literature on digital BK services is still relatively limited. Most studies focus on technical aspects and short-term benefits. In fact, a more comprehensive study is needed regarding service models, implementation challenges, user perceptions (students and counselors), and supporting policies needed to support the sustainability of this service.

The purpose of this study is to explore in depth the forms and models of digital-based BK services that have been implemented in several secondary schools in Indonesia. This study also aims to identify the benefits felt by service users, as well as the obstacles faced in the implementation process. With the results of this study, it is hoped that it can contribute to the development of more effective, inclusive, and sustainable digital BK services.



Overall, digital BK services are a form of innovation that cannot be avoided in today's education system. This service not only adapts to technological developments, but also provides concrete solutions to the various limitations faced by conventional BK services. Therefore, it is important for all education stakeholders to support this transformation through policies, training, and adequate infrastructure development. Thus, digital-based BK services can develop into an important pillar in supporting the mental health and academic success of students in the digital era.

Research methods

This study uses a descriptive qualitative approach with the aim of describing the phenomenon in depth regarding the implementation of digital-based BK services. The subjects of the study were BK teachers and students from three high schools that have implemented this service. Data collection was carried out through in-depth interviews, participatory observation, and documentation studies. The data analysis technique used the Miles and Huberman interactive model, including data reduction, data presentation, and drawing conclusions. Data validity was tested through triangulation of sources and methods.

Results and Discussion

The results of this study indicate that digital-based Guidance and Counseling (BK) services have undergone significant transformation in their implementation in secondary schools. This transformation can be seen from the use of various digital platforms, such as instant messaging applications, video conferences, to Learning Management Systems (LMS), which allow the counseling process to run flexibly and adaptively to student needs.

In the three schools that were the subjects of the study, the implementation of digital BK services was carried out through different approaches. The first school used a Google Classroom and WhatsApp-based platform to deliver counseling materials and conduct individual communication. The second school integrated counseling services into the school's e-learning system equipped with online consultation features. Meanwhile, the third school



utilized a special internal application that included counseling session scheduling features, self-assessments, and closed discussion rooms.

From the results of interviews with BK teachers and students, it was found that digital BK services have a number of benefits, including: (1) increasing student accessibility to counseling services, especially for those who feel awkward doing face-to-face counseling; (2) allowing counselors to reach more students efficiently; (3) increasing student involvement through approaches that are in accordance with the characteristics of the digital generation; and (4) enriching counseling materials with interactive media such as videos, quizzes, and infographics.

However, this study also found a number of challenges in implementing digital BK services. The first challenge is limited infrastructure, especially in schools located in areas with unstable internet connections. The second challenge is unequal digital competence, both from the counselor and student side. Several BK teachers admitted that they still have difficulty in managing digital platforms optimally. The third challenge relates to privacy and ethics, where there are still vulnerabilities in maintaining the confidentiality of counseling data stored online.

Data analysis also shows that the success of digital BK services is highly dependent on institutional support and clear policies from the school. Schools that provide regular training, have SOPs for digital counseling services, and collaborate with technology providers are generally more successful in implementing these services sustainably.

Overall, the results of this study confirm that digital-based BK services are not only a response to the COVID-19 pandemic, but have become part of a broader educational transformation. With careful planning and an adaptive approach, these services have great potential to improve students' psychological well-being and create a more supportive and inclusive learning environment.

Conclusion

Digital-based BK services are an important innovation in the world of education that is in line with digital transformation. By utilizing technology, counseling services become more



accessible, interactive, and relevant to the needs of today's students. Despite challenges such as the digital divide and privacy ethics issues, the positive potential of this service is enormous. It is necessary to increase digital capacity for counselors, strengthen data protection regulations, and support infrastructure from the government so that digital BK services can be implemented optimally and sustainably.

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