

The Role of Counselors in Building Students' Social Awareness so as not to be provoked by Demonstration Situations

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Abstract

This study examines the role of counselors in building students' social awareness so that they are not easily provoked by demonstration situations. The background of this study departs from the phenomenon of student demonstrations which often shift from a forum for expressing aspirations to a place for provocation and destructive actions. Using a literature review approach, this study highlights the contribution of counselors through individual, group, psychoeducation, and cross-party collaboration counseling services. The results of the study show that counselors have a central role in fostering empathy, solidarity, self-control, and critical thinking in students, which serve as a filter against mass provocations. Effective counselor strategies include open communication, peer counseling, and character education and social-emotional skills programs. However, there are still obstacles in the form of limited resources, lack of policy support, and student resistance to counseling interventions. Therefore, strengthening counselor capacity, institutional policy support, and integrating technology-based strategies are key to increasing the effectiveness of counseling services. This article emphasizes the urgency of optimizing the role of counselors in building students' social awareness, in order to create an educational environment that is safer, more inclusive, and resilient to provocation.

Keywords : Counselors, Social Awareness, Students, Demonstrations, School Counseling

Introduction

Demonstrations among students and students are a social phenomenon that is increasingly prominent in the context of modern education. The collective action is not only seen as a means of expressing aspirations, but also as a form of active participation in social, political, and educational policy issues. However, demonstrations that were initially intended



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as a form of freedom of opinion often turn into a place for provocation, conflict, and even anarchist actions that harm individuals and educational institutions. This reality shows that student involvement in demonstrations is not only related to freedom of opinion, but also involves issues of social awareness, emotion regulation, and healthy decision-making skills. In this framework, the role of the counselor is important as a companion as well as a facilitator who can help students understand the meaning of demonstration critically, without being trapped in destructive behavior that endangers themselves or their environment (Voight & King-White, 2020; Blake, 2020; Slaten et al., 2024).

Empirically, several cases show the involvement of students in demonstrations that lead to violations of school norms and legal actions. This fact illustrates that some students do not have the emotional or social readiness to face the demonstration situation which is full of the risk of provocation. In fact, educational institutions should be a conducive space to foster healthy social awareness—namely the ability to empathize, solidarity, self-control, and critical thinking in responding to public issues. This social awareness can guide students not to be easily provoked by the dynamics of the masses, as well as a filter in determining rational and responsible steps. Counselors, as professionals in the field of education, have a strategic mandate to assist students in developing these values through individual, group, and psychoeducational counseling approaches.

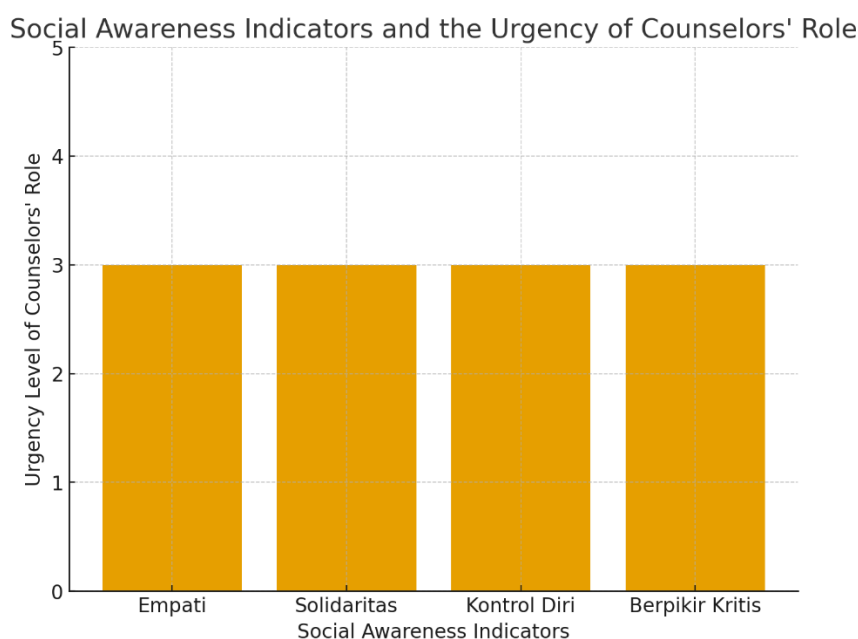
The relevant theoretical framework for examining this phenomenon includes three main perspectives. First, educational counseling, which emphasizes the function of counselors as a reinforcement of students' social-emotional, academic, and behavioral development, included in the context of preventing involvement in deviant behavior (Slaten et al., 2024). Second, the concept of social consciousness (*social awareness*), which underscores the importance of empathy, solidarity, and self-control as key skills in dealing with stressful social situations. Third, the theory of mass behavior, which highlights how psychological factors, group identity, and social pressures can affect individual involvement in demonstrations.

Relevant indicators of social awareness in the context of demonstrations can be summarized in **Table 1**, which shows how counsellors play a role in each aspect, as well as the relevance of their role to the prevention of destructive involvement.

Social Awareness Indicators	Counselors' Role	Relevance in Demonstration Context
Empathy	Encouraging students to understand others' feelings	Prevents violence caused by misunderstanding
Solidarity	Building cooperation and collective responsibility	Promotes healthy togetherness, not anarchism
Self-Control	Training emotional regulation in facing provocation	Reduces impulsive reactions
Critical Thinking	Encouraging rational analysis before acting	Prevents blind participation in mass actions

Table 1. Social Awareness Indicators and the Role of Counselors in the Context

In addition to mapping social awareness indicators, the urgency of the role of counselors can also be visualized through graphs. **Figure 1** shows the role of counselors high in all social awareness indicators, emphasizing the importance of counselor intervention in assisting students in dealing with demonstration situations.



Gambar 1. Social Awareness Indicators and the Urgency of Counselors' Role

However, there are research gaps that need to be considered. The existing literature tends to emphasize the role of counselors in supporting *student voice*, building an inclusive school climate, or preventing deviant behavior in general (Voight & King-White, 2020); (Blake, 2020). However, specific studies on how counselors are involved in assisting students in

dealing with the dynamics of demonstrations, especially in the aspects of preventing provocation and strengthening social awareness, are still very limited. This gap emphasizes the importance of academic exploration that specifically highlights the counselor's strategy in the context of student and student demonstrations.

Therefore, the purpose of this article is to analyze the role of counselors in building students' social awareness so as not to be provoked by demonstration situations. This article also seeks to formulate concrete strategies that counselors can use, both through educational, preventive, and interventional approaches, so that students are able to participate critically in social life without getting caught up in destructive behavior. Thus, this research is expected to enrich the treasure of guidance and counseling literature while making a practical contribution to the development of counseling services in schools and universities.

Research methods

Research on the role of counselors in the context of student demonstration is designed with a flexible approach, which can use qualitative and quantitative methods, depending on the research objectives to be achieved. A qualitative approach, for example through case studies, is chosen when the focus of the research is directed to explore in depth the experiences and strategies of counselors in dealing with students who are involved or potentially involved in demonstrations. This method allows researchers to gain contextual understanding through interviews, observations, and documentation studies in schools (Arisandi, 2024; Maidah et al., 2024). On the other hand, if the study is aimed at measuring the perception, attitude, or effectiveness of counselor interventions, then a quantitative approach is more appropriate. This approach can be carried out through surveys using questionnaire instruments or through controlled experiments to test the influence of counseling services on high school/vocational high school students (Niati et al., 2025); (Ansarulloh et al., 2023; Education Quarterly, 2021; Nurfadilah & Syofyan, 2023).

The research subjects in this study are high school/vocational students who have direct experience and the potential to be involved in demonstrations. In addition, counseling guidance teachers or school counselors are used as key informants to provide a comprehensive picture of the roles and strategies they carry out in the field (Arisandi, 2024; Maidah et al., 2024; Niati

et al., 2025). The location of the research can be determined in public and private schools that have a history of demonstration activities, so that the data obtained truly reflects the empirical dynamics that occur.

Data collection is carried out by utilizing several techniques. In-depth interviews were used to explore the perspectives of students and counselors regarding the role of counseling in preventing deviant behavior during demonstrations. Observations are carried out to observe student behavior both in daily life at school and in the context of action. Questionnaires or surveys function to measure students' attitudes and perceptions of counselor interventions. Meanwhile, the documentation was used to study school archives, activity reports, and news related to student involvement in demonstrations. The diversity of data collection techniques aims to make the research results have stronger validity and reliability (Arisandi, 2024; (Maidah et al., 2024; Niati et al., 2025; Ansarulloh et al., 2023).

The data obtained were analyzed with two approaches according to the selected research design. In qualitative research, the analysis is carried out thematically, namely by reducing data, categorizing findings, and drawing the main themes related to counselor strategies. This process allows researchers to understand the pattern of the role of counselors in building students' social awareness (Arisandi, 2024;Maidah et al., 2024). Meanwhile, in quantitative research, data analysis is carried out through descriptive statistical tests, such as percentage and mean calculations, as well as inferential tests, such as t-tests or regressions, to see the relationship between variables or the effectiveness of counselor interventions (Niati et al., 2025; Ansarulloh et al., 2023; Education Quarterly Reviews, 2021; Nurfadilah & Syofyan, 2023).

Thus, this research method provides a flexible and comprehensive framework. The choice between qualitative, quantitative, or even a combination of the two approaches (*mixed methods*) is largely determined by the focus of the research. If the goal of the research is in-depth exploration, a qualitative approach is more appropriate. However, if the research is aimed at testing the effectiveness of interventions or measuring student perceptions on a broad scale, a quantitative approach would be more appropriate. The integration of the two allows research to yield richer understanding, while also making a practical contribution to the development of counseling strategies in preventing students' destructive involvement in demonstrations.

In summary, the research flow of the role of counselors in the context of student demonstration can be described in the following Figure 2 .

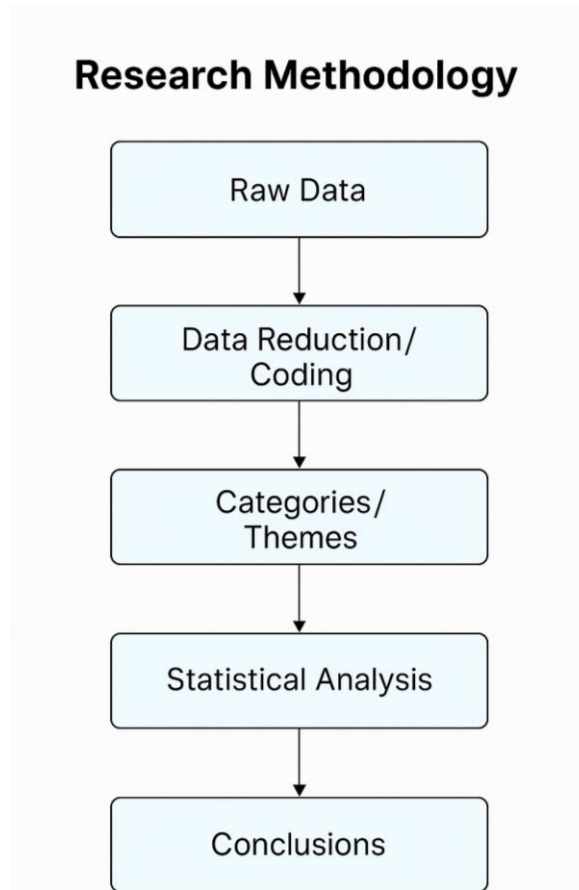


Figure 2: Narrative Flowchart of Research Methods.

Results and Discussion:

Based on a literature review, school counselors play a central role in shaping students' social and emotional competencies. Counsellor-run structured counseling programs, such as life skills training, character education, and crisis intervention, have been shown to instill the values of tolerance, empathy, and self-control, which contribute to the prevention of conflict, violence, and bullying in schools (Nurochim & Ngaisah, 2020); Malek, 2024; Jia & Chu, 2023). Counselors apply various strategies to prevent provocation and deviant behavior, which can be categorized as follows:

Strategy	Description	Reference
Effective communication	Interaction with students, teachers, and parents to build mutual understanding	Jia & Chu, 2023
Psychoeducation	Provide information about the dangers of provocation and the importance of self-control	Nurochim & Ngaisah, 2020; Malek, 2024
Peer counseling	Peer support for early detection of social problems	Malek, 2024
Cross-party collaboration	Cooperation between teachers, parents, and the community in creating a supportive school environment	Nurochim & Ngaisah, 2020; Malek, 2024

Table 2. Strategies to prevent provocation and deviant behavior

Although the role of counselors is effective, there are structural and cultural barriers that limit the optimization of counseling programs. The main obstacles include: Lack of policy support and unclear roles, so counseling time is limited (Blake, 2020; Savitz-Romer et al., 2021; Jia & Chu, 2023), Student resistance to counseling interventions, especially in schools that do not yet have an open culture (Blake, 2020; Malek, 2024), Limited resources, including the number of counselors, support facilities, and professional training (Blake, 2020; Savitz-Romer et al., 2021; Malek, 2024; Jia & Chu, 2023).

Literature results show that counselor interventions improve **students' social awareness**, strengthen social-emotional skills, decrease aggressive behavior, and create a safe and inclusive school environment (Nurochim & Ngaisah, 2020; Malek, 2024; Jia & Chu, 2023). These findings are consistent with previous studies on the effectiveness of counselors in reducing violence, bullying, and improving student well-being (Nurochim & Ngaisah, 2020; Malek, 2024).

Discussion

The findings suggest that counselors play a role more than just academic companions; They function as agents of social change. Structured counseling programs that emphasize the values of tolerance, empathy, and self-control have been shown to strengthen students' social-emotional competencies. These results support the research of Nurochim & Ngaisah (2020) and Malek (2024), which affirm that counselor intervention is effective in shaping prosocial behaviors and suppressing conflict risk

Effective communication strategies, psychoeducation, peer counseling, and cross-party collaboration demonstrate a holistic counselor approach. These strategies not only target individual students, but also encompass the school ecosystem, including teachers, parents, and communities. These findings are in line with research by Jia & Chu (2023) and Malek (2024), which emphasizes the importance of the involvement of all stakeholders to create a supportive and safe school environment.

Although effective, the optimization of counselor roles is often hampered by a lack of policy support, ambiguous roles, student resistance, and resource limitations (Blake, 2020; Savitz-Romer et al., 2021). This shows that there is a gap between counselor capacity and implementation in the field, which needs to be addressed through clear policies, ongoing training, and adequate resource allocation. This study identifies the need for further studies related to the adaptation of digital counseling strategies, cultural contexts, and evaluation of the effectiveness of cross-community programs.

The results of this study have significant implications for the development of counseling policies and practices in schools: Clear role designation of counselors and consistent policy support, Provision of ongoing training and professional capacity building, Strengthening cross-stakeholder collaboration between students, teachers, parents, and communities to create a safe and inclusive learning environment.

With these measures, counselors can optimally instill social values, increase students' social awareness, and prevent provocative and aggressive behavior.

Conclusion

Based on literature reviews, counselors play a strategic role in building students' social awareness, especially to prevent destructive involvement in demonstrations. This role is realized through strengthening the values of empathy, solidarity, self-control, and critical thinking skills that help students make rational and responsible decisions. The counseling strategies used, such as effective communication, psychoeducation, peer counseling, and cross-party collaboration, have been proven to support the formation of a conducive and supportive school environment.

However, the role of counselors is not fully optimal because it is hampered by limited policies, resources, and school culture that are not yet open to counseling services. Therefore, strategic steps are needed in the form of clear policy support, continuous training, and the use of digital technology in counseling services. With this reinforcement, counselors can function optimally as agents of social change, who not only accompany students individually, but also contribute to building a school culture that is safe, inclusive, and resilient to provocation.

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