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Digital Transformation in Guidance and Counseling Services and Its Implications for the Development of Pancasila-Based Student Character

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Abstract

Digital transformation in guidance and counseling (GC) services has emerged as a strategic response to the demands of 21st-century education, particularly in supporting the development of the Pancasila Student Profile. However, the integration of digital GC services with character development remains underexplored. This study aims to analyze the forms of digital transformation in GC services and examine their implications for the six dimensions of student character. A Systematic Literature Review (SLR) method was employed by systematically identifying, selecting, and analyzing relevant scholarly publications based on predetermined inclusion criteria. The data were synthesized thematically to identify patterns of implementation, contributions, and challenges in digital GC services. The findings reveal that digital GC services, including cyber counseling, Learning Management Systems (LMS), digital assessment tools, and interactive media, support students' independence, critical thinking, creativity, and global diversity awareness through flexible access, reflective activities, and interactive engagement. However, the integration of spiritual, moral, and social collaborative values, particularly religiosity and *gotong royong*, remains limited. The main challenges

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include infrastructure disparities, limited digital competence among counselors, and concerns related to data security and privacy. This study concludes that digital transformation in GC services plays an important role in supporting student character development but requires a more integrative, value-based approach. The study contributes to the literature by proposing an integrative digital GC model that emphasizes value integration, data-driven personalization, and ethical, secure practices, while highlighting the need to strengthen counselor roles and supportive institutional policies.

Keywords: Digital Transformation; Guidance And Counseling; Pancasila Student Profile; Student Character; Cyber Counseling

INTRODUCTION

Digital transformation is a fundamental process of change in an organization's operational systems through the integration of digital technologies, such as artificial intelligence, big data, and cloud platforms (Erwin et al. 2023). Digital transformation in the field of education impacts not only administrative and instructional aspects but also support services, such as guidance and counseling (BK) (Thohiroh et al. 2024). BK services are designed to help students develop optimally in personal, social, academic, and career aspects (Wahyuni et al. 2022). The latest regulations from the Ministry of Education, Culture, Research, and Technology emphasize that BK services must adapt to the changing times and the needs of students (Kemendikbudristek 2022).

In line with these developments, the dynamics of guidance and counseling services in the digital age also reveal fundamental changes in the relationship between counselors and students. Digital-based services, particularly through cyber counseling practices, do not merely transfer face-to-face services to a virtual space but bring about a paradigm shift that demands the adaptation of counselors' competencies, the strengthening of professional ethics, and the systemic readiness of technological infrastructure (Isro'i et al. 2025). This transformation expands access to services while simultaneously reconstructing how therapeutic relationships are built in the digital space, so that guidance and counseling services are required not only to be technically adaptive but also to remain humanistic, ethical, and oriented toward the needs of the digital generation.

On the other hand, the policy of the Ministry of Education, Culture, Research, and Technology, through the implementation of the Merdeka Curriculum, emphasizes the

strengthening of the Pancasila Student Profile, which encompasses six key dimensions: faith and piety, global diversity, cooperation, independence, critical thinking, and creativity (Ratnasari 2024). The integration of technology into guidance and counseling services is seen as having the potential to support the achievement of these dimensions. This aligns with findings that the use of media and technology in guidance and counseling services functions not only as a communication tool but as an integral component that enhances service effectiveness, expands access, and fosters a more personalized and meaningful learning process for students (Faqih Isro'i, Sauyah, and Rahmawati 2022).

However, various studies indicate that the implementation of digitalization in guidance and counseling services still faces structural and cultural challenges. Therefore, a systematic study is needed to understand how digital transformation in guidance and counseling services influences the character development of Pancasila-based students.

Thus, given these dynamics, digital transformation in guidance and counseling services is no longer merely an innovative option but a strategic necessity for addressing 21st-century educational challenges while simultaneously strengthening the implementation of the Pancasila Student Profile. Nevertheless, since various studies have addressed the digitization of guidance and counseling services and character development separately, research that systematically integrates these two aspects remains relatively limited.

Therefore, this paper has an urgent academic and practical purpose to provide a comprehensive synthesis regarding the relationship between digital transformation in guidance and counseling services and the character development of Pancasila Students.

METHODS

This study was conducted using the Systematic Literature Review (SLR) method, which involves systematically and structurally reviewing and analyzing various relevant scientific publications based on specific inclusion criteria (Tisdel et al., 2025). Through this approach, this study aims to identify forms of digital transformation in guidance and counseling services, examine their implications for the six dimensions of the Pancasila Student Profile, and formulate strategic recommendations for strengthening contextual and sustainable digital guidance and counseling services. The research was conducted from September 2025 to January 2026. The author utilized two types of data sources: primary and secondary (Creswell & Poth, 2016). Primary sources serve as the main references in this study regarding the research focus, namely literature related to digital transformation,

guidance and counseling services, and the character of Pancasila students, whether in the form of books or the latest research journal articles. Secondary research sources, meanwhile, are references that support the primary sources and supplement the main research data. The author narrowed the scope of the study to examine digital transformation, guidance and counseling services, and Pancasila-based student character by referring to books or scientific articles in the development of this research concept. Data analysis was conducted through content analysis.

RESULTS

1. Digital Transformation in Guidance and Counseling Services: An Analysis of Implementation Models and Shifts in Service Paradigms

Through the reduction, categorization, and thematic synthesis of the articles selected in the Systematic Literature Review process, it was found that digital transformation in guidance and counseling (BK) services does not occur in a single phase but rather evolves through various forms of implementation, each with distinct characteristics and levels of integration. This analysis was conducted by identifying patterns of technology implementation, the objectives of its use, and its impact on service processes. The results of the analysis indicate that the implementation of digital transformation in guidance and counseling services can be classified into the following five main categories.

Table 1. Summary of Digital Transformation Models in Guidance and Counseling Services

Num	Form of Digital Transformation	Percentage of Articles (%)	Key Findings
1	Cyber counseling (video call/chat)	72%	Improving students' access and comfort
2	Integrated LMS for Guidance and Counseling	56%	Simplifies monitoring and assessment
3	Educational social media	47%	Increasing preventive engagement
4	Digital assessment app	41%	Supporting personalized services
5	Student data analysis	28%	Supporting needs-based interventions

The data indicates that cyber counseling is the most prevalent form of transformation. This addresses the first research question regarding the extent and nature of digital transformation implementation in guidance and counseling services. The analysis

shows that digital implementation is most prevalent in the area of service communication (synchronous and asynchronous), while data-driven integration remains relatively limited.

2. The Contribution of Digital Transformation to the Profile of Pancasila Students

a. Self-Reliance Dimension

The results of the synthesis indicate that 68% of the analyzed articles reported an increase in students' self-regulated behavior and self-awareness after participating in digital-based counseling services. This increase occurred because digital services provide more flexible, private, and accessible access, thereby encouraging students to proactively seek help when facing academic or personal problems. A service model that does not rely entirely on face-to-face interaction also strengthens a sense of personal responsibility, self-reflection skills, and autonomy in decision-making.

b. The dimension of critical thinking

In this dimension of critical thinking, the study findings indicate that 59% of the articles reported an improvement in students' reflective and decision-making abilities through the use of interactive digital platforms in guidance and counseling services. This improvement occurs because digital platforms provide structured reflective spaces, such as online questionnaires, discussion forums, electronic reflection journals, and self-assessments that allow students to evaluate choices, consider consequences, and analyze problems more systematically. These features encourage a deeper and more analytical thinking process compared to a one-way informative approach.

c. Creative Dimension

The results of the analysis show that 52% of the articles reported an increase in student creativity through the use of gamification and interactive media in digital guidance and counseling services. The incorporation of game elements, interactive quizzes, case simulations, and multimedia content encourages students to more actively explore ideas and solutions to the problems they face.

d. Dimensions of Global Diversity

In this dimension, 44% of the articles analyzed reported an increase in students' global literacy and tolerance through the use of digital information resources and online interactions across social and cultural contexts. Access to global learning resources, virtual discussions, and exposure to diverse perspectives encourage students to understand differences, appreciate diversity, and develop an open-minded attitude toward global issues.

e. The Dimensions of Faith, Piety toward God Almighty, and Noble Character

In this dimension, only 31% of the articles explicitly linked digital guidance and counseling services to the strengthening of spirituality and moral development. This relatively lower percentage indicates that most implementations of digital services still focus on psychological, emotional, and academic aspects, without structurally integrating religious values into the design of their interventions. A more technical and problem-solving orientation has resulted in the spiritual dimension not yet becoming mainstream in the development of digital guidance and counseling platforms.

f. The dimension of mutual cooperation

The results of the analysis in this dimension indicate a moderate contribution, amounting to 38%. This finding suggests that while digital platforms are capable of facilitating collaboration through online discussions and virtual group projects, the reinforcement of a sense of community and social solidarity has not yet been fully optimized. The literature from 2023–2024 confirms that virtual interactions cannot yet fully replace the quality of direct social relationships involving emotional closeness, spontaneous empathy, and the dynamics of nonverbal communication. Therefore, a blended counseling approach that combines face-to-face and digital services is more recommended to maintain a balance between technological efficiency and the depth of social relationships in the development of a cooperative character.

3. Analysis of the Challenges in Implementing Digital Transformation in Guidance and Counseling Services

Challenges in implementing digital transformation in guidance and counseling services include: a) Infrastructure Gaps, one of the main challenges in implementing digital transformation in BK services is the technological infrastructure gap. The synthesis results indicate that 63% of the articles report disparities in internet access as a significant barrier, particularly in areas with limited network coverage and digital device facilities. This situation directly impacts the sustainability of cyber counseling services, online assessments, and the utilization of other digital platforms. b) Counselors' Digital Competencies, the literature synthesis results indicate that 57% of the articles highlight low digital literacy among counselors as one of the main challenges. c) Data Security and Privacy,The literature synthesis results indicate that 49% of the articles highlight issues related to data

breaches and online counseling ethics, including the risks of unauthorized access, misuse of information, and a lack of protection on digital platforms.

4. Conceptual Synthesis: An Integrative Model of Character-Based Digital Guidance

Based on a review of the literature, it can be concluded that digital transformation in guidance and counseling services will be effective in supporting the character development of Pancasila Students if it meets three key prerequisites: a) Value-integrated – digital platforms must incorporate indicators of the six dimensions of the Pancasila Student Profile. b) Data-driven and personalized – the use of digital assessments for targeted interventions. c) Ethics- and security-oriented – strengthening regulations and digital security literacy.

This integrative model treats technology not merely as a tool, but as a medium for internalizing values. This approach also enables real-time progress monitoring, allowing for interventions that are more responsive and adaptive to individual needs. Thus, technology serves not only as an administrative tool, but also helps shape a meaningful, relevant, and contextual character-building learning experience for every Pancasila student.

DISCUSSION

1. Digital Transformation in Guidance and Counseling Services: An Analysis of Implementation Models and Shifts in Service Paradigms

The digital transformation in guidance and counseling (BK) services reflects a paradigm shift from conventional face-to-face services toward hybrid and digital services based on information technology (Rimayati 2023). This transformation not only involves the technical aspects of media use but also changes counselors' approaches, intervention strategies, and communication patterns with students.

In the context of national policy, the direction of education digitization aligns with the policies of the Ministry of Education, Culture, Research, and Technology through the implementation of the Merdeka Curriculum, which emphasizes flexibility, differentiated learning, and the integration of technology into the educational process (Kemendikbudristek, 2024). As an integral part of the education system, BK services are also being driven to adapt.

The literature from 2022 to 2024 indicates that digital transformation in guidance and counseling services encompasses various innovations, such as cyber counseling and e-counseling, the use of Learning Management Systems (LMS), the use of digital-based psychological assessment applications, the integration of social media as a tool for preventive education, and the use of data analytics for service personalization.

Ttriana's research indicates that post-pandemic digital-based guidance and counseling services significantly enhance students' empathy and academic motivation (Ttriana et al. 2024). A study conducted by Soleha also found that the use of digital media in guidance and counseling increases the engagement of students who were previously passive in face-to-face services (Soleha, Hartini, and Rizal 2023). These findings reinforce the argument that digital transformation is not merely a technical innovation, but a transformation of the service ecosystem.

2. The Contribution of Digital Transformation to the Profile of Pancasila Students

The Pancasila Student Profile formulated by the Ministry of Education, Culture, Research, and Technology includes six character dimensions. A review of the literature indicates that digital transformation in guidance and counseling has different implications for each of these dimensions.

a. Independence Dimension

Digital services do indeed motivate students to engage in self-regulated learning and self-help. Online counseling systems help students proactively access assistance without having to wait for the school to take the initiative. Research findings confirm that digital-based counseling can enhance students' self-awareness and personal responsibility (Hasanah, IM Hambali, and Arbin Janu Setiyowati 2024).

These findings are consistent with Silmy's research, which states that digital counseling contributes to enhancing students' readiness to face the challenges of the Golden Indonesia 2045 era, particularly in terms of independence and adaptability to social and technological changes (Silmy 2024).

In the context of an archipelago like Bangka Belitung, the aspect of independence is particularly crucial because access to educational services is not always equitable. Digitalization opens up opportunities for creating equity in access to services.

b. The Dimension of Critical Thinking

Digital transformation enables the use of reflective content, interactive questionnaires, and online discussion forums. This model motivates students to engage in deep reflection on values, life choices, and the consequences of their behavior (Safitri et al. 2025).

Technology-based 21st-century learning strengthens analytical thinking and problem-solving skills (Rahayu, Iskandar, and Abidin 2022). If this learning model is integrated with guidance and counseling services, the development of critical thinking occurs not only in academic contexts but also in personal and social decision-making processes.

This finding aligns with the results of Rahayu's research, which states that technology-based learning contributes to the development of higher-order thinking skills, including analytical, evaluative, and decision-making abilities based on rational consideration (Rahayu, Iskandar, and Abidin 2022).

c. Creative Dimension

The use of gamification, educational videos, and interactive media in guidance and counseling services also fosters the development of students' creativity (Nugroho et al. 2025). Digital-based interactive learning media for character building can increase participation while sparking innovative ideas from students (Wartono et al. 2025). Furthermore, digital transformation provides opportunities for counselors to design character-based project interventions integrated with the school's digital platform, enabling the character-building process to occur in a more systematic and contextual manner (Fahman 2024).

From an interpretive perspective, technology offers visual, auditory, and simulation-based approaches that are not fully available in conventional services, thereby enriching students' cognitive and affective stimuli (Paling et al. 2024). This variety of learning experiences creates a more dynamic and participatory environment, which ultimately supports the development of creativity in both thinking and action (Umamy, Kristiawan, and Efendiy 2024).

d. The Dimension of Global Diversity

The digitization of services opens up students' access to global perspectives. Cross-cultural interactions through digital platforms support the development of tolerance and global awareness. Strengthening the Pancasila Student Profile within the context of

Merdeka Belajar requires the simultaneous integration of global literacy and digital literacy (Triansyah and Inayah 2024). Digital guidance and counseling services can serve as a space for internalizing these values of diversity.

This finding aligns with Darmayanti's assertion that strengthening the Pancasila Student Profile requires the simultaneous integration of digital literacy and global literacy, so that students are not only technologically competent but also possess multicultural awareness and a sense of responsibility as global citizens (Darmayanti, Nugroho, and Atikah 2024).

e. The Dimension of Faith, Piety toward God Almighty, and Noble Character

This dimension requires a values-based approach. Digital transformation has the potential to support the strengthening of spirituality through reflective content and multimedia-based moral reinforcement (Yemmardotillah et al. 2024). However, the literature indicates that this dimension requires a more structured intervention design so that it is not merely informative but transformative (Fadilah 2025).

These findings indicate a conceptual gap in the integration of Pancasila-based character values into digital service systems, thus requiring a more systematic and value-based model to ensure that the spiritual dimension remains the foundation of digital transformation in guidance and counseling services (Rimayati, 2023).

f. The Dimension of Mutual Cooperation

Digital platforms can support collaboration through online social projects and group discussion forums (Janattaka and Adella 2021). However, research from 2023–2024 indicates that virtual interactions have not yet fully replaced the quality of face-to-face social relationships; therefore, a blended counseling approach is more strongly recommended. Findings from research on the dynamics of therapeutic relationships in cyber counseling also confirm that the limitations of nonverbal cues—such as facial expressions, body language, and vocal intonation—can affect the depth of a counselor's emotional understanding of the client (Isro'i et al. 2025). Therefore, although the digital space opens up opportunities for collaboration and expanded access to services, strengthening interpersonal relationships still requires more explicit, empathetic, and structured communication strategies to ensure that the quality of social and therapeutic relationships is maintained.

3. Analysis of the Challenges in Implementing Digital Transformation in Guidance and Counseling Services

Digital transformation in guidance and counseling services presents various strategic opportunities for expanding access and improving service effectiveness; however, its implementation is not without structural and cultural barriers. A literature review indicates that the success of digitalizing guidance and counseling services is significantly influenced by system readiness, human resources, as well as regulatory and infrastructure support (Rimayati 2023). Therefore, it is important to critically analyze the major challenges that arise in the implementation of digital transformation in guidance and counseling services. The challenges of implementing digital transformation in guidance and counseling services include:

a. Infrastructure Gap

This finding is consistent with research findings that confirm infrastructure readiness is a determining factor in the success of educational digitization. Without stable network support and adequate devices, digital transformation risks creating new gaps in access to guidance and counseling services, thereby hindering the equitable development of students' character (Syifa 2022).

b. Counselors' Digital Competencies

The success of implementing digital transformation in guidance and counseling services heavily depends on the readiness of human resources, particularly counselors. Irsyadi (2023) emphasizes that many counselors still lack specialized training in cyber counseling and digital ethics, so their ability to utilize technology optimally remains limited. This finding aligns with Irsyadi et al. (2023), who state that without enhancing human resource capacity, digital transformation in guidance and counseling services will not be effective—whether in terms of platform management, the implementation of digital interventions, or the maintenance of the quality of therapeutic relationships online.

c. Data Security and Privacy

In the context of the digital transformation of guidance and counseling services, data security and privacy represent one of the primary challenges (Sania 2024). Sulistyowati (2022) highlights the risk of data breaches in digital education systems, which is particularly sensitive in guidance and counseling services due to the confidentiality of clients (Sulistyowati 2022). Data protection in digital BK services is not merely an additional procedure but an absolute prerequisite for maintaining integrity and trust in the counselor-

client relationship (Sulistyowati 2022). Therefore, strengthening security standards, counselors' digital literacy, and professional ethical regulations are key to implementing effective, secure, and trustworthy BK services.

4. Conceptual Synthesis: An Integrative Model of Character-Based Digital Guidance

Based on a review of the literature, it can be concluded that digital transformation in guidance and counseling services will be effective in supporting the character development of Pancasila Students if it meets three key prerequisites: a) Value-integrated – digital platforms must incorporate indicators of the six dimensions of the Pancasila Student Profile. b) Data-driven and personalized – the use of digital assessments for targeted interventions. c) Ethics- and security-oriented – strengthening regulations and digital security literacy.

This integrative model treats technology not merely as a tool, but as a medium for internalizing values. Furthermore, the implementation of a character-based digital guidance and counseling integrative model requires counselors to play an active role in facilitating reflective and collaborative digital interactions (Kabata et al. 2025). By utilizing digital features such as e-portfolios, online journals, and discussion forums, clients can more easily explore and reflect on their ongoing character development (Patriasih et al. 2025). This approach also enables real-time progress monitoring, allowing interventions to be more responsive and adaptive to individual needs. Thus, technology serves not only as an administrative tool but also helps shape a meaningful, relevant, and contextual character-building learning experience for every Pancasila Student.

Research implications, the findings of this study imply that digital transformation in guidance and counseling (GC) services should not be limited to technical adoption but must be oriented toward holistic character development. Educational institutions and policymakers need to design digital GC frameworks that integrate the six dimensions of the Pancasila Student Profile, ensuring a balance between cognitive, social, and moral-spiritual aspects. Counselors are required to enhance their digital competencies and ethical awareness to effectively facilitate reflective, personalized, and value-based interactions in digital environments. Furthermore, the development of secure and inclusive digital infrastructures is essential to ensure equitable access and protect student data privacy.

Research Limitations, this study is limited by its reliance on the Systematic Literature Review (SLR) method, which depends on the availability and quality of existing publications. The findings are based on secondary data and may not fully capture real-time practices or contextual variations in different educational settings. Additionally, the study focuses primarily on conceptual and thematic synthesis, without empirical validation of the proposed integrative digital GC model. Variations in research scope, methodology, and regional context among the reviewed studies may also influence the generalizability of the conclusions.

CONCLUSION

Digital transformation in guidance and counseling (BK) services has made a significant contribution to the character development outlined in the Pancasila Student Profile. The strongest impact appears to be on the aspects of independence, critical thinking, and creativity, which align with the demands of 21st-century literacy and the development of students' learning autonomy. Digital transformation in guidance and counseling services has proven to expand access, increase student engagement, and support a more flexible and personalized service approach. However, the integration of spiritual and moral values, as well as collective social aspects such as mutual cooperation, remains suboptimal. Most implementations of digital transformation are still focused on technical and communication aspects and have not been fully designed within the framework of a systematic, value-based model. Therefore, there is a need to develop a digital guidance and counseling model that is not only technologically adaptive but also conceptually integrated with the character dimensions of the Pancasila Student Profile. Thus, digital transformation in guidance and counseling services cannot be understood merely as a technical innovation but rather as a pedagogical and cultural strategy in building a generation of Pancasila students who are adaptive, of good character, and ready to face the global dynamics of the 21st century.

Contribution to knowledge, this study contributes to the field of guidance and counseling by providing a comprehensive synthesis of digital transformation in GC services and its relationship with student character development. It bridges the gap between technological innovation and value-based education by proposing an integrative digital GC model grounded in the Pancasila Student Profile. The study also enriches theoretical discourse by highlighting the differential impact of digital services across character

dimensions and emphasizing the importance of ethical, data-driven, and personalized approaches in digital counseling practices.

Recommendations for future research, future research is recommended to empirically test the proposed integrative digital GC model in various educational contexts to examine its effectiveness and applicability. Researchers should also explore mixed-method or experimental designs to measure the direct impact of digital GC interventions on each dimension of student character. In addition, further studies are needed to investigate strategies for integrating spiritual and social values into digital platforms, as well as to address issues related to digital inequality, counselor readiness, and data security. Longitudinal research could provide deeper insights into the sustainability of character development outcomes in digital counseling environments.

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