



INNOVATION IN GUIDANCE AND COUNSELING MANAGEMENT BASED ON DIGITAL TECHNOLOGY IN SCHOOLS

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Abstract

The development of digital technology offers significant opportunities to improve the effectiveness of guidance and counseling (BK) management in schools. In today's digital era, BK services are required to adapt to technological changes to meet students' needs more quickly, precisely, and efficiently. This article aims to examine various innovations in digital technology-based Guidance and Counseling management through a literature review of books, scientific journals, and other relevant sources. The study's findings indicate that the use of information technology, such as counseling data management applications, BK information systems, digital communication platforms, and interactive media, can improve data management efficiency, from recording and storing to analyzing counseling data in a systematic and integrated manner. The use of this technology also strengthens the quality of interactions between counselors and students, both through face-to-face and online services. The implementation of digital-based BK management innovations also supports more accurate reporting processes and data-driven decision-making. However, its implementation still faces various challenges, such as limited digital competence of counselors and ethical and data confidentiality issues. Therefore, a development strategy and supporting policies are needed so that digital technology-based BK management innovations can be implemented optimally and sustainably.

Keywords: Innovation, Guidance and Counseling Management, Digital Technology

Abstrak

Pengembangan teknologi digital memberikan peluang besar dalam meningkatkan efektivitas manajemen bimbingan dan konseling (BK) di sekolah. Di era digital saat ini, layanan BK dituntut untuk beradaptasi dengan perubahan teknologi agar mampu menjawab kebutuhan peserta didik secara lebih cepat, tepat dan efisien. Artikel ini bertujuan mengkaji berbagai inovasi manajemen Bimbingan dan Konseling yang berbasis teknologi digital melalui metode literature review terhadap buku, jurnal ilmiah, dan sumber relevan lainnya. Hasil kajian menunjukkan bahwa pemanfaatan teknologi informasi, seperti aplikasi manajemen data konseling, sistem informasi BK, platform komunikasi digital, serta penggunaan media interaktif mampu meningkatkan efisiensi pengelolaan data, mulai dari pencatatan, penyimpanan, hingga analisis data konseling secara sistematis dan terintegrasi, penggunaan teknologi ini turut memperkuat kualitas interaksi antara konselor dan siswa, baik melalui layanan tatap muka maupun layanan daring. Implementasi inovasi manajemen BK berbasis digital juga mendukung proses pelaporan yang lebih akurat serta pengambilan keputusan yang berbasis data. Namun demikian, penerapannya masih menghadapi berbagai tantangan, seperti keterbatasan kompetensi digital konselor serta aspek etika dan kerahasiaan data. Oleh karena itu, diperlukan strategi pengembangan dan kebijakan pendukung agar inovasi manajemen BK berbasis teknologi digital dapat diimplementasikan secara optimal dan berkelanjutan.

Keywords: Inovasi, Manajemen Bimbingan dan Konseling, Teknologi Digital.



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INTRODUCTION

Entering the digital era, the use of technology has become a primary foundation for carrying out various activities. The rapid development of technology requires all aspects of life to adapt to produce optimal resources, particularly human resources in Indonesia.¹ The ever-evolving nature of technology must be utilized to its full potential to simplify various human activities. Indonesia is currently in the era of Society 5.0, a time when collaboration between human capabilities and technology is crucial and must be optimized.

The development of digital technology has had a significant impact on various aspects of education, including guidance and counseling (BK) services in schools. As a vital service that plays a role in supporting student development, BK is required to adapt to the dynamics of ever-evolving technology.² In practice, guidance and counseling teachers face a number of challenges, such as large student populations, limited time, time-consuming manual documentation processes, and limited access to services. The advent of digital technology offers solutions to overcome these obstacles through more effective and efficient systems.³

Digital transformation in guidance and counseling services is not just about converting documents to digital format, but also includes the development of information systems, administrative automation, the use of digital assessments, and the provision of online counseling services.⁴ This technological innovation is expected to expand the reach of guidance and counseling services, improve data collection quality, provide more targeted interventions, and strengthen service responsiveness to student needs. Therefore, it is crucial to further examine digital technology-based guidance and counseling management innovations, both in terms of their potential, benefits, and implementation strategies. Based on this urgency, this article is compiled to review various studies and literature sources regarding the digitalization of guidance and counseling management in schools.

RESEARCH METHODS

The research method in this article uses a descriptive qualitative approach in the form of a literature review. This study examines references from related books and scientific articles published in the last ten years (2015–2025) that are relevant to the research topic. Articles were selected through

¹ Iqbal K. Burhani et al., “Inovasi Pelaksanaan Layanan Bimbingan Dan Konseling Era Society 5.0 Iqbal,” *Pendekatan Multikultural Dalam Layanan Bimbingan Konseling* 8, no. 2 (2024): 1101–7.

² Kartini Tarida Lusiana Pandiangan et al., “Pengembangan Manajemen Bimbingan Dan Konseling Berbasis Web Pada Sekolah Menengah Atas (SMA),” *G-Couns: Jurnal Bimbingan Dan Konseling* 9, no. 1 (2024): 393–403, <https://doi.org/10.31316/gcouns.v9i1.6385>.

³ Farisya A. Nadhiroh, *Mengatasi Tantangan Dalam Bimbingan Dan Konseling Di Era Digital Pada Sekolah Menengah Atas*, 7 (2025): 167–86.

⁴ Agus Purnomo, *Digitalisasi Dalam Layanan Bimbingan Dan Konseling*, 5, no. 3 (2025): 993–1003.

a Google search of articles published in reputable journals and, of course, relevant to the study theme. Data were collected through a selection of articles that met the criteria and analyzed using thematic analysis techniques, namely by identifying and grouping the main themes that emerged in previous research. The results of the synthesis of findings from the selected articles were then interpreted to describe the latest developments in the field. In data collection, the author used a reference management application such as Mendeley to organize the selected articles. With this method, the study aims to provide a comprehensive overview and in-depth understanding of the research topic, as well as identify areas that need further study.

RESULTS AND DISCUSSION

Innovation Concept for Guidance and Counseling Management Based on Digital Technology

Innovation can be defined as the "process" or "result" of developing or utilizing the mobilization of knowledge, skills and experience to create or improve products (goods/services) that provide meaningful or significant value.⁵ Innovation as an object also means a new product available for application, generally in a commercial context, usually varying degrees of novelty can be distinguished, depending on the context. An innovation can be new to the company, new to the market, new to the country or region, or even new to the world. Meanwhile, innovation as an activity is a process of creation. Innovation is often identified with commercial or invention.⁶

The concept of digital technology-based guidance and counseling management integrates technology to increase the effectiveness and reach of Guidance and Counseling services, including student data management, online counseling (*cyber counseling*), and the use of interactive media. The goal is to facilitate access for clients.⁷

Digital technology-based Guidance and Counseling (BK) management is a modern approach to providing BK services that utilizes various digital devices, applications, and systems to improve service effectiveness, efficiency, and quality. In this concept, technology is an integral part of every BK management process, from program planning and service implementation to assessment and evaluation and reporting.⁸ The shift towards digitalization is not just a trend, but a strategic necessity

⁵ Nur Afif et al., *Inovasi Pengembangan Kurikulum Dengan Pendekatan Saintifik Untuk RA / PAUD Di Provinsi Banten*, 2022, 79–102, <https://doi.org/10.30868/ei.v1i101.2244>.

⁶ Rio Hermawan, "Inovasi Layanan Bimbingan Dan Konseling Pada Siswa Di Masa Pandemi Covid-19," *Coution: Journal of Counseling and Education* 3, no. 1 (2022): 28, <https://doi.org/10.47453/coution.v3i1.621>.

⁷ Nadhiroh, *Mengatasi Tantangan Dalam Bimbingan Dan Konseling Di Era Digital Pada Sekolah Menengah Atas*.

⁸ Nurul Adela and Herman Nirwana, *Cyber Counseling Sebagai Metode Meningkatkan Layanan Bimbingan Dan Konseling Di Sekolah: Literature Review*, 02, no. June (2025): 113–17.

in line with the development of the Society 5.0 era, where technology and human resources must be integrated to achieve optimal productivity.⁹

In principle, digital technology-based BK management emphasizes the importance of using accurate and structured data.¹⁰ Digital systems enable guidance counselors to manage student information on a large scale more quickly, securely, and in an organized manner. Digitally stored data can be reprocessed to analyze student needs, map potential risks, and design appropriate interventions based on evidence (evidence-based practice).¹¹ This is certainly different from manual approaches, which are often time-consuming, error-prone, and difficult to perform in-depth analysis.

Furthermore, digital technology also plays a role in increasing service accessibility. Guidance and counseling services are no longer limited to counseling rooms or specific schedules, but can be provided flexibly through online platforms. Students can contact guidance and counseling teachers anytime through online counseling apps, complete assessments digitally, or access psychoeducational materials through digital media such as videos, podcasts, and interactive modules.¹² In this way, BK services become more inclusive and responsive to the needs of the digital-native generation who are more comfortable using technology.¹³

In terms of reporting and evaluation, digital technology enables systematic, rapid, and data-driven reporting. Guidance and counseling management applications can automatically compile statistics, graphs, and student progress records, assisting guidance and counseling teachers in preparing semester and annual reports. This not only increases efficiency but also enhances the professionalism of guidance and counseling services in schools.¹⁴

Furthermore, the concept of digital technology-based guidance and counseling management also encompasses collaboration between guidance and counseling teachers, homeroom teachers, parents, and the school through an integrated communication platform. Technology enables easier, faster, and more targeted coordination, particularly in addressing students with special needs or particular risks. This allows for a more holistic intervention process because all parties can access the same information in real time.

⁹ Purnomo, *Digitalisasi Dalam Layanan Bimbingan Dan Konseling*.

¹⁰ E. D. Lestari and N. I. Ummah, "Manajemen Pelayanan Bimbingan Dan Konseling Melalui Website Di Madrasah Tsanawiyah Negeri 8 Jember," *Jurnal Manajemen Dan Pendidikan Agama Islam* 3, no. 1 (2025): 68–76.

¹¹ Hermawan, "Inovasi Layanan Bimbingan Dan Konseling Pada Siswa Di Masa Pandemi Covid-19."

¹² Hermi Pasmawati, *Cyber Counseling Sebagai Metode Pengembangan Layanan Konseling Di Era Global*, 16 (2016): 43–54.

¹³ Hermawan, "Inovasi Layanan Bimbingan Dan Konseling Pada Siswa Di Masa Pandemi Covid-19."

¹⁴ Sumarto, *Manajemen Bimbingan Dan Konseling Di Sekolah/Madrasah*, 1st ed. (Buku Literasiologi, 2022).

Overall, digital-based guidance and counseling management represents a system transformation that elevates guidance and counseling services to a more modern, effective, and adaptive level. This transformation is not simply a shift from manual to digital systems, but rather an effort to improve service quality by utilizing technology as a primary support tool in decision-making, service delivery, and student progress monitoring.

Forms of Technological Innovation in Guidance and Counseling Management

1. Guidance and Counseling Management Information System (SIM-BK)

The Guidance and Counseling Management Information System (SIM-BK) is a digital innovation designed to integrate all data collection and administration processes for Guidance and Counseling services in one platform.¹⁵ Through SIM-BK, various important data such as student identity, service history, assessment results, counseling notes, and documentation of BK activity programs can be stored and accessed systematically. This system allows BK teachers to monitor student progress in real time because the information is presented in the form of graphs, tables, and automatic reports. In addition, SIM-BK facilitates the preparation of annual programs, activity reporting, service evaluations, and data archiving without having to use manual documents that are prone to loss or damage. With this digital system, the work process of BK teachers becomes more efficient, accurate, and faster, so that more time can be focused on direct service to students rather than administrative work.

2. e-Counseling / Online Counseling Application

Online counseling or e-counseling is an innovative BK service that utilizes digital platforms such as instant messaging applications, video conferencing, or special counseling portals.¹⁶ Guidance and counseling teachers can provide services via chat, WhatsApp, Google Meet, video calls, or voice calls, so students can consult from anywhere without having to meet in person.¹⁷ This service is particularly relevant for students who feel awkward, have limited time, or are away from school. In addition to flexibility in time and location, e-counseling also ensures confidentiality and comfort because communication can be conducted using certain security features, such as a personal account or a secure virtual counseling room.¹⁸ Through online counseling, guidance counselors can also respond more

¹⁵ Khaifatul Husna et al., *Aplikasi Konseling Siswa Berbasis Web (Studi Kasus : SMA Negeri 41 Jakarta)*, 4221 (2020): 202–11.

¹⁶ Isna Ni'matus Sholihah and Titin Handayani, "Pemanfaatan Teknologi Dalam Layanan Bimbingan Konseling Di Tengan Pandemi Covid-19," *Open Journal System* 1, no. 1 (2020): 477–82.

¹⁷ Sumarto, *Manajemen Bimbingan Dan Konseling Di Sekolah/Madrasah*.

¹⁸ Nadhiroh, *Mengatasi Tantangan Dalam Bimbingan Dan Konseling Di Era Digital Pada Sekolah Menengah Atas*.

quickly to student issues, especially in emergencies or situations requiring immediate attention. Thus, e-counseling is a highly effective alternative for expanding access to guidance and counseling services in the digital age.

3. Digital Assessment Application

Digital assessment applications provide a variety of online psychological instruments, such as aptitude tests, personality inventories, anxiety scales, and other student development measurement tools. Completing the instruments is easier and faster because students only need to access them through their mobile devices.¹⁹ The greatest advantage of digital assessments is their ability to automatically process data, resulting in more accurate and objective interpretations. Guidance and counseling teachers no longer need to manually calculate scores, reducing the risk of errors and speeding up the analysis process. Furthermore, assessment data can be stored in a cloud-based system for easy access when needed.

This application helps guidance teachers understand student profiles in more depth and can be used for more targeted service planning.

Questionnaires/other instruments for assessment can also be created using Visual Basic, Office Mix, i-Spring, Wondershare Quiz Creator, Quizizz, Kahoot, Hot Potatoes, Propofs, Flash, Moodle, Edu20, Google form, Classmaker, Quiz center, Quizbox, Myquiz creator and many more. Students are millennials and generation Z who like practical things, so the instruments distributed in the form of links will be responded to quickly and counselors can immediately know the results of the instruments/tools distributed.²⁰

4. Digital Media-Based Psychoeducational Services

In the digital era, psychoeducation is no longer limited to face-to-face counseling. Guidance teachers can now utilize various digital media such as educational videos, infographics, interactive modules, podcasts, and even social media content to deliver guidance materials. Digital media allows guidance materials to be delivered in a more creative, engaging, and easily understood way for students. For example, animated videos about bullying, podcasts about mental health, or interactive modules about self-development.²¹ With digital media, information can be accessed at any time and repeatedly,

¹⁹ Sholihah and Handayani, "Pemanfaatan Teknologi Dalam Layanan Bimbingan Konseling Di Tengan Pandemi Covid-19."

²⁰ Sholihah and Handayani, "Pemanfaatan Teknologi Dalam Layanan Bimbingan Konseling Di Tengan Pandemi Covid-19."

²¹ Achmad Gozali, "Layanan Bimbingan dan Konseling Berbasis Teknologi Informasi pada Masa PSBB (Pembatasan Sosial Berskala Besar)," *Jurnal Bimbingan Konseling Pendidikan Islam Couston : Journal of Counseling and Education* 1, no. 2 (2020): 36–49.

so students are not limited to face-to-face sessions.²² This method also helps guidance counselors reach more students simultaneously and increases the effectiveness of psychoeducation through an approach that suits the characteristics of today's digital generation.

The Positive Impact of Technological Innovation on Guidance and Counseling Management

The following are the positive impacts of technological innovation on guidance and counseling management, namely:

1. Administrative Efficiency

The use of digital technology in guidance and counseling management makes administrative processes far more efficient than manual methods. Student data collection, service program development, recording counseling results, and activity reporting can all be automated through a system or application. Guidance and counseling teachers no longer need to fill out paperwork repeatedly or perform time-consuming manual recaps. Besides being faster, using a digital system makes administration more structured and organized. Typing errors and duplicate data are minimized because the system is usually equipped with a validation feature. Thus, guidance and counseling teachers can save significant time and energy, shifting their focus from administrative tasks to direct service activities for students.

2. Intervention Accuracy through data analytics

Digital technology allows guidance counselors to access more comprehensive and accurate student data. Through data analytics, the system can process information from various aspects such as attendance, academic grades, behavior, assessment results, and previous counseling records.

With this integrated data, guidance counselors can objectively understand students' conditions and design interventions tailored to each individual's needs. For example, if data shows declining grades and increasing absenteeism, the system can provide a warning signal so that guidance counselors can conduct further assessments to identify the cause. This data-driven approach improves service accuracy, as decisions are based on concrete evidence rather than assumptions. Schools can also minimize the risk of late-addressed issues, such as academic stress, bullying, or anxiety.

3. Wider and more accessible service access

Technological innovations allow guidance and counseling services to be accessed from various locations and at various times. Students can register for counseling, ask

²² Sholihah and Handayani, "Pemanfaatan Teknologi Dalam Layanan Bimbingan Konseling Di Tengan Pandemi Covid-19."

questions, access psychoeducational materials, or consult online through school-provided apps or platforms.²³ Access to these digital services is very helpful for students who: feel shy or afraid to discuss things in person, have busy schedules, live far from school, or are experiencing an emergency that requires immediate assistance. In this way, guidance and counseling services become more inclusive and responsive to the needs of all students, including those who were previously difficult to reach through traditional methods. This also improves the relationship between students and guidance and counseling teachers because communication can be more flexible and open.

4. Improving service quality through digital assessment

Digital assessments, such as aptitude tests or psychological scales, provide fast, accurate, and easily analyzed results. Digital systems can automatically calculate scores, present progress graphs, and provide initial interpretations within a short time. This advantage makes guidance and counseling services more professional and based on measurable evaluations. Guidance and counseling teachers can compare student progress over time, identify significant changes, and design more effective intervention programs. Furthermore, digital instruments tend to be more engaging for students, thus increasing their motivation to participate in the assessment process. Service quality also improves because guidance and counseling teachers obtain more comprehensive data that can be used for short- and long-term service planning.

5. Documentation is more secure and easily accessible

One of the main advantages of digitalization is the use of cloud-based data storage systems. This type of documentation is far more secure than physical archives, which are susceptible to damage, loss, or misplacement. With cloud storage, student data is automatically stored and can be restored at any time in the event of a device failure. Data security is also enhanced because digital systems generally include encryption, passwords, and access restrictions for authorized parties.²⁴ This is crucial because guidance and counseling data is highly confidential and concerns students' personal circumstances. Besides being secure, the data is also easily accessible at any time and from any device. Guidance and counseling teachers can quickly retrieve important information when needed, such as during evaluations, meetings, or impromptu interventions.

²³ Pandiangan et al., "Pengembangan Manajemen Bimbingan Dan Konseling Berbasis Web Pada Sekolah Menengah Atas (SMA)."

²⁴ Zuhairlan Zainul et al., *Cloud Storage Sebagai Pengganti Arsip Manual Dalam Penunjang Aktifitas Sehari-Hari*, 01, no. 06 (2023): 10–20.

Challenges of Implementing Digital Technology in Guidance and Counseling Management

Although technological innovation brings numerous benefits to improving the quality of Guidance and Counseling services, its implementation in schools is not always smooth. Digital transformation requires readiness across various aspects, including human resources, infrastructure, policies, and work culture. Therefore, several challenges must be overcome before technology-based guidance and counseling management can be optimally implemented. Here are some of the main challenges in its implementation:

1. Digital Competence Limitations of Guidance and Counseling Teachers

Not all guidance counselors have adequate digital skills to operate applications, manage data, or use online counseling platforms. Differences in age, experience, and access to digital training contribute to significant variations in technological literacy among guidance counselors.²⁵ This situation can hinder the optimal use of technology and even lead to system errors or negligence in data management. Improving digital competency through training and mentoring is crucial to addressing this challenge.

2. Lack of technological facilities in certain schools

Not all schools have adequate technology facilities, especially those in remote areas or those with limited budgets. Unstable internet access, a lack of computers, limited Wi-Fi access, or the lack of a digital management system are serious obstacles to the implementation of guidance and counseling technology. These lack of resources makes it difficult for guidance and counseling teachers to access applications, conduct digital assessments, or store data online. As a result, digital transformation is difficult to achieve equitably across all schools.²⁶

3. Student data privacy and security issues

The data managed by guidance and counseling services is highly sensitive because it relates to students' psychological conditions, behavior, and personal lives. If not managed properly, this data is at risk of being leaked or misused. The use of digital systems requires the implementation of high security standards such as encryption, user authentication, and data confidentiality policies. Without proper security management, the use of technology can compromise student privacy and raise ethical issues.²⁷

²⁵ Nadhiroh, *Mengatasi Tantangan Dalam Bimbingan Dan Konseling Di Era Digital Pada Sekolah Menengah Atas*.

²⁶ Titik Wiyul Fitri et al., "Mengoptimalkan Akuntabilitas Dalam Manajemen Bimbingan Dan Konseling: Tantangan, Analisis, Dan Solusi," *Journal of Educational Management and Strategy* 3, no. 01 (2024): 10–16, <https://doi.org/10.57255/jemast.v3i01.321>.

²⁷ Nadhiroh, *Mengatasi Tantangan Dalam Bimbingan Dan Konseling Di Era Digital Pada Sekolah Menengah Atas*.

4. Resistance to change from educators

Some educators, including guidance counselors, sometimes show resistance to change, especially if they are comfortable with old ways of working. Digital transformation is perceived as requiring additional effort, changing habits, or causing anxiety due to fear of making technological mistakes.²⁸ This resistance can manifest itself in the form of refusal to use the application, reluctance to participate in training, or a lack of initiative in learning the new system. Without a change in mindset, technological innovation is difficult to implement comprehensively.

5. School policies that do not yet support digital transformation

The implementation of technology in guidance and counseling services requires policy support from the school, such as budgeting for ICT facilities, providing training, data security procedures, and integrating digital systems into school programs.²⁹ However, in reality, some schools lack clear policies regarding the digitalization of guidance and counseling services. Some still prioritize budgets solely for academic aspects or don't yet understand the importance of technology in counseling services. As a result, guidance and counseling teachers are forced to work independently without adequate structural support.

Digital Technology Implementation Optimization Strategy

For the effective and sustainable use of technology in Guidance and Counseling (BK) management, a well-planned, systematic strategy integrated with school policies is required. Digital transformation in BK services is not just about the use of devices and applications, but also about ensuring that all school components—from BK teachers, educators, school leaders, and students—are prepared and understand the proper use of technology.³⁰ Therefore, a number of strategies need to be implemented so that the implementation of technology is not merely a formality, but actually has a significant impact on improving the quality of guidance and counseling services. Here are some of the main strategies that can be implemented, including 1) Training Guidance and Counseling Teachers on Digital Literacy and Data Security, 2) Developing School Policies Related to Digital-Based Guidance and Counseling Data Management, 3) Collaborating with Educational Application Developers, 4) Periodic Evaluation of the Effectiveness of Digital Systems, 5) Integrating Technology with the Guidance and Counseling Curriculum.³¹

²⁸ Burhani et al., “Inovasi Pelaksanaan Layanan Bimbingan Dan Konseling Era Society 5.0 Iqbal.”

²⁹ Wiyul Fitri et al., “Mengoptimalkan Akuntabilitas Dalam Manajemen Bimbingan Dan Konseling: Tantangan, Analisis, Dan Solusi.”

³⁰ Dominikus David and Biondi Situmorang, *Online / Cyber Counseling Services in the COVID-19 Outbreak : Are They Really New ?*, 2020, <https://doi.org/10.1177/1542305020948170>.

³¹ Wiyul Fitri et al., “Mengoptimalkan Akuntabilitas Dalam Manajemen Bimbingan Dan Konseling: Tantangan, Analisis, Dan Solusi.”

Guidance and counseling teachers play a central role in the utilization of technology, making digital competency development a primary need. Training can include the use of guidance and counseling management applications, online counseling platforms, data processing through digital assessment applications, and mastery of the basics of data security. Digital literacy enables guidance and counseling teachers to optimally utilize technology, avoid technical errors, and maintain the confidentiality of student information. This training is also crucial for guidance and counseling teachers to adapt to constantly evolving technological developments.³²

Technology implementation requires a strong policy foundation to ensure data collection, storage, and information management are secure and compliant with professional ethics. Schools need to develop Standard Operating Procedures (SOPs) for application use, digital data archiving, data access restrictions, and procedures for handling data breaches.³³ This policy is also crucial for protecting student privacy and minimizing the risk of information misuse. With a formal policy, guidance counselors have clear guidelines for implementing digital-based services.

Schools can collaborate with educational technology app developers to create systems tailored to their guidance and counseling needs. This collaboration is crucial to ensure that the available features truly support counseling activities, such as digital assessments, counseling scheduling, student progress monitoring systems, and online counseling. This collaboration also allows schools to receive training on how to use the applications and technical support should any issues arise. Effective collaboration will result in a more user-friendly, secure, and efficient system.

Any technology used must be periodically evaluated to ensure it remains relevant, effective, and provides optimal benefits for guidance and counseling services. Evaluations can include access speed, data security, user satisfaction, and the system's ability to assist guidance and counseling teachers in processing student information. If obstacles or limitations are identified, schools can update or replace the platform with a more appropriate one. Regular evaluations also allow for continuous innovation, ensuring guidance and counseling services remain responsive to current needs and prevent stagnation.

Technology is not only used as an administrative tool, but can also be integrated into the BK curriculum, especially in basic services, responsive services, individual planning services, and system support.³⁴ Guidance and counseling teachers can utilize digital media to deliver psychoeducational materials, create interactive modules, use educational videos, or provide online career assessments. Integrating technology into the curriculum makes guidance and counseling services more engaging,

³² Burhani et al., "Inovasi Pelaksanaan Layanan Bimbingan Dan Konseling Era Society 5.0 Iqbal."

³³ Nadiva Afni Azizah, *Cyber Counseling : Sebuah Solusi Layanan Konseling Di Tengah Pandemi Covid-19*, 2 (2022): 260–71.

³⁴ T. Triyono and R. D. Febriani, "Pentingnya Pemanfaatan Teknologi Informasi Oleh," : *Jurnal Wahana Konseling* 1, no. 2 (2018): 74–83.

easier to understand, and more suited to the characteristics of digital-native students who prefer interactions through digital media.³⁵With this integration, technology becomes not just a tool but also part of the learning process and character building for students.

CONCLUSION

Digital technology innovation has brought significant changes to guidance and counseling (BK) management in schools. The use of digital devices, assessment applications, BK management information systems, and online counseling services can improve administrative efficiency, accelerate the assessment process, and expand access to services for all students. Digitalization also enables BK teachers to conduct more accurate needs analysis through the use of student data and analytics, resulting in more targeted and evidence-based interventions.

However, the implementation of technology is not without challenges, such as limited digital competency among guidance and counseling teachers, a lack of technological facilities in some schools, the risk of student data leaks, resistance to change, and school policies that do not fully support digital transformation. Therefore, a focused strategy is needed to optimize the use of technology in guidance and counseling services, including digital literacy training for guidance and counseling teachers, the development of robust school policies related to digital data management, collaboration with educational application developers, regular evaluation of digital systems, and the integration of technology into the guidance and counseling curriculum.

Overall, digital technology-based guidance and counseling management is a necessity in facing the challenges of education in the era of Society 5.0. If implemented appropriately and comprehensively, digitalization will improve the quality of guidance and counseling services, strengthen the role of guidance and counseling teachers as facilitators of student development, and create counseling services that are more innovative, adaptive, and relevant to the needs of the digital generation. Thus, digital transformation in guidance and counseling services is not merely an option, but a strategic step towards realizing professional, effective, and future-oriented guidance and counseling services.

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³⁵ Purnomo, *Digitalisasi Dalam Layanan Bimbingan Dan Konseling*.

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