



## A Systematic Literature Review: Emerging Challenges in Indonesian School Counselling to Confront Student's Mental Health Issues and its Alternative Solution

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### **Abstract**

The mental health of students is very important for their future. This research aims to discover the Emerging Challenges in Indonesian school counseling to confront students' mental Health Issues and its alternative solutions. This study uses the Systematic Literature Review (SLR) qualitative research method to identify, evaluate, and interpret all available study materials to answer certain research questions. Documents found in the period from 2018 to 2023 reached 195 publications. Then a limitation was carried out, fulfilling six Quality Assessments so that only 5 articles were selected. Then the six articles were coded with thematic analysis. The results of the study show that counselling has challenges: Lack of skills, time, infrastructure, stigma, and school system. Solutions: Training for counselors, more effective sessions, improved infrastructure, destigmatization, collaboration with external counselors.

**Keywords:** *Challenges; Mental Health; School Counseling*

### **Introduction**

Students mental health is crucial in individual development and growth (Akseer, Al-Gashm, Mehta, Mokdad, & Bhutta, 2017). Maintaining students' mental health helps them deal with complex developmental challenges such as physical changes, emotional changes, and self-identity development (Mittelmark et al., 2022). Good mental health positively impacts students' academic performance (Prowse et al., 2021). When students feel stressed, anxious, or experiencing emotional problems, their concentration and motivation to study can be disrupted (Dutta & Smita, 2020). By maintaining mental health, students can optimize their academic potential, deal better with study pressures, and achieve better results (Dekker et al., 2020). Students often face significant pressures such as academic demands, exams, social change, and self-identity development (Capel, Leask, & Younie, 2019). Maintaining mental health helps students recognize and deal with stress healthily (Sittig et al., 2020). They can learn stress management strategies, balance academic and other enjoyable activities, and develop healthy sleep patterns (Yasmin, Khalil, & Mazhar, 2020).

In Indonesia, there are still various findings indicating the existence of students with low mental health (Faizah & Amna, 2017; Nurochim, 2020; Sari, Alfansuri, Aini, Kapit, & Wulandari,

2021; Suranata, Dharsana, Paramartha, Dwiawati, & Ildil, 2021; Syafitri & Rahmah, 2021). Mental health problems in students need solutions to solve them. Counselling in school is one way to maintain students' mental health (Bhattacharya, Bashar, Srivastava, & Singh, 2019; Savitz-Romer, Nicola, Alexander, & Carroll, 2021). School counselors can help detect early signs of mental health problems in students (Pincus, Ebersol, Justice, Hannor-Walker, & Wright, 2021). Through observation, conversation, or special assessment, counselors can identify symptoms such as excessive anxiety, depression, eating disorders, or other behavioral problems (Kramer & Stiles, 2015). By detecting this problem early, counselors can provide timely intervention. School counsellors can provide counseling and education to students regarding mental health and ways to deal with problems they may face (Singh et al., 2020). This can be done through teaching sessions, seminars, or discussion groups at school. This counseling can help students understand the importance of maintaining mental health and provide valuable coping skills (Craig & Austin, 2016). School counselors can conduct individual counseling sessions with students with mental health problems (Stebleton, Soria, & Jr, 2014). Students can discuss their feelings, concerns, or problems in this session. Counselors can provide emotional support, help students understand and deal with their problems, and develop effective coping strategies (Huang, Lei, Xu, Liu, & Yu, 2020). In addition to individual counseling, counselors can also organize group counseling sessions. Group counseling allows students to share experiences and get support from peers experiencing similar problems (Zhao & Zhang, 2017). This can help reduce loneliness, increase self-understanding, and provide coping strategies from other group members. School counselors can work with medical personnel or other mental health professionals to provide more comprehensive services for needy students (Dryfoos & Maguire, 2019). Counselors can refer students to professional services outside the school setting, such as a psychologist or psychiatrist, for further evaluation and treatment (Swick & Powers, 2018). School counselors can work with medical personnel or other mental health professionals to provide more comprehensive services for needy students (Sanchez et al., 2018). Counselors can refer students to professional services outside the school setting, such as a psychologist or psychiatrist, for further evaluation and treatment.

Counseling in dealing with students' mental health problems does not always run smoothly. Potential challenges that arise in counseling in the context of dealing with students' mental health problems, for example, lack of support from the school and bad stigma on students who carry out counseling to deal with mental health problems (Bohnenkamp, Stephan, & Bobo, 2015). Another problem that usually arises in counseling to deal with mental health problems is communication between the counselor and the counselee which is still less effective (Schulte-Körne, 2016). Other possible challenges of counseling in schools to address mental health problems are overcrowding, high turnover of administration and teachers, limited resources, inadequate per-student funding, and teacher shortages (Bryan, Williams, & Griffin, 2020). By uncovering and studying the challenges that arise, school counselors can identify mental health problems in students early.

In Indonesia there have been several studies that have uncovered the challenges of implementing counseling in schools but there has been no research that has specifically revealed the challenges of counseling in schools in dealing with students' mental health problems. Fadli, Mudjiran, Ildil, & Amalianit (2019) research reveals the challenges of career counseling for students in the era of the industrial revolution 4.0. Kusumawati (2020) study reveals the challenges and opportunities for counseling for students in the era of disruption, which discusses the challenges of using information technology for counseling. Rosadi & Andriyani (2021) research reveals the challenges of implementing counseling guidance for students during a pandemic. Marantika & Nugraha (2021) conducted research discussing the challenges of counselors in the new education system which are often conducted online. Zahri, Syukur, & Tania (2020) researched the challenges of counseling for students to direct them to continue their studies at tertiary institutions.

The absence of specific research discussing the challenges of counseling to solve mental health problems in Indonesian students needs to be carried out because there are several unanswered

questions. What is the level of awareness and understanding of teachers, school staff and interested parties regarding students' mental health issues and the importance of school counseling in Indonesia? How are the qualifications, training, and competence of school counselors in Indonesia in dealing with students' mental health challenges? By answering these questions, future research can provide more complete and practical insights into how school counseling can effectively deal with students' mental health problems in Indonesia.

### **Research Method**

The method used in this study is the Systematic Literature Review method with the PRISMA model (Systematic Review Protocol and Meta-Analysis). There are two types of literature reviews, namely traditional reviews or narrative reviews and Systematic Literature Reviews (SLR), or what is often referred to as "the gold standard" (Pati & Lorusso, 2018). Researchers are leaving the traditional review and switching to the SLR-type review. SLR is a review method that provides a methodological approach in mapping existing research evidence on a particular topic. In addition to mapping research evidence, SLR also assesses and synthesizes the results of his studies (Grant & Booth, 2009; Rante, Helaluddin, Wijaya, Tulak, & Umrati, 2020). However, in its development, SLR is also used in social sciences such as education and scientific management which is replicated and transparent (Helaluddin, Wijaya, Guntur, Zulfah, & Syawal, 2020; Tranfield, Denyer, & Smart, 2003). One example of an SLR widely used today is PRISMA or Preferred Reporting Items for Systematic Reviews & Meta-analyses. This model consists of a series of evidence-based items that guide the implementation and reporting of systematic reviews (Moher et al., 2015). On the other hand, Handayani sets out several stages for researchers in writing articles using the PRISMA method. These stages include: (a) establishing eligibility criteria or inclusion and exclusion criteria, (b) determining the source of information from where the data was obtained, (c) selecting literature/research articles, (d) collecting data, and (e) extracting data (Handayani, 2017). This study uses the Preferred Reporting Item for Systematic Reviews and Meta-Analytic (PRISMA). Stages of systematic literature review (SLR) research. The stages of the Systematic Literature Review (SLR) research include:

#### **1.Stage 1: Formulating the Problem**

During this phase, the researcher formulates an in-depth research question. This research question was developed to respond to the requirements of the selected problem, namely: What challenges arise in the implementation of counseling to overcome students' mental health problems?

#### **2.Step 2: Finding Literature (Identification)**

After establishing the topic and articulating the problem, the subsequent step involves searching for pertinent publications, known as the search process. This literature review comprehensively synthesises various research studies selected based on a specific theme. The literature search was conducted on May 29, 2023. The data employed in this study constitutes secondary data, acquired not through direct observation but from previous research conducted by other scholars. Secondary data sources encompass publications from reputable national journals that pertain to predetermined topics. The Google Scholars, Proquest Internasional, Neliti, Wiley Online Library, Bitannica Library, Libgen, Doaj, ResearchGate, and Springer Nature database was utilised to perform the literature search for this research, employing the Indonesian search terms "counselling" OR "student mental health". The search procedure aims to retrieve relevant sources from the Google Scholar database to address the problem formulation (RM). Upon identification, a total of 200 articles were obtained from <https://scholar.google.com>. Subsequently, all articles were limited based on the abstract of each document.

### 3. Step 3: Selecting the Results of a Literature Search That Are in Accordance with the Quality Assessment (Feasibility screening)

The PICOS method determined inclusion and exclusion criteria at this stage (Zhou et al., 2021) which looks like the table below:

Table 1. Format PICOS

PICOS Framework	Inclusion	Exclusion
<b>Population:</b> The population or problem analyzed according to the theme that has been determined in the literature review	Research related to counseling to overcome students' mental health problems	The research is not related to counseling to overcome students' mental health problems
<b>Intervention:</b> An act of management of individual or community cases as well as presentation of study management according to the theme specified in the literature review	There isn't any	There isn't any
<b>Comparison:</b> That is an intervention or other management that is used as a comparison if there is one, so you can use a control group in the selected study	There isn't any	There isn't any
<b>Outcome:</b> Results or outcomes obtained in previous studies that are in accordance with the themes determined in the literature review	The results of the analysis explain the problems or obstacles experienced in the implementation of counseling to overcome students' mental health problems	The results of the analysis do not explain the problems or obstacles experienced in implementing counseling to address students' mental health problems
<b>Study design:</b> The research design that will be used in the articles to be reviewed	Research conducted with descriptive, qualitative, quantitative research, experimental research, and development research	Literature review research

In order for articles that are permitted to reach the required criteria, a Quality Assessment (QA) will be carried out / Assessment of the quality of the feasibility of the article, and must meet the following quality assessment criteria (Alfiah et al., 2021):

No	Quality Assesment	Information
1	QA1	Is the identity of the journal complete?
2	QA2	In the abstract/conclusion section does the article tell about the counseling in overcoming or dealing with student mental health?
3	QA3	Does the article contain implementation of counseling in overcoming or dealing with students' mental health?
4	QA4	Does the article include the type of research, data collection techniques and what research tools are used to research the counseling in overcoming or dealing with student mental health?
5	QA5	Was the article published in 2018-2023?
6	QA6	Is the article in Indonesian or english?

The following are the results of a literature search and screening using the PRISMA method combined with the PICOS selection:

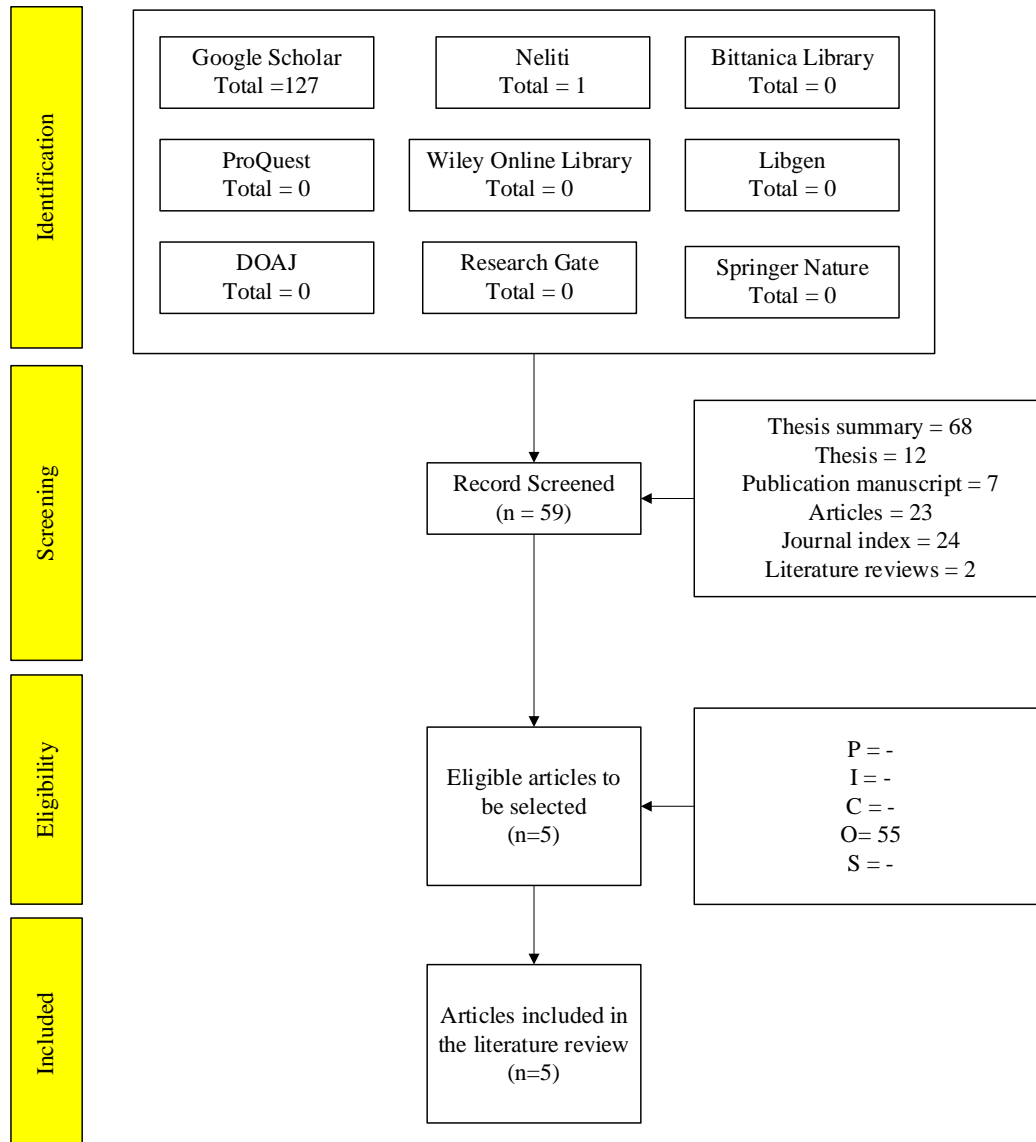


Figure 1. PRISMA diagram of search and screening results

Before the article is used for systematic literature review analysis, the quality test of the article is carried out as follows:

Table 2. Quality Assessment

No	Title	Author	Link Journal	Quality Assesment						Inf
				Q A 1	Q A 2	Q A 3	Q A 4	Q A 5	Q A 6	
1	Pengembangan Layanan Bimbingan Dan Konseling Berbasis	(Akbar, 2022)	<a href="https://jurnal.jkp-bali.com/perspektif/artic le/download/231/118">https://jurnal.jkp-bali.com/perspektif/artic le/download/231/118</a>	Y	Y	Y	Y	Y	Y	L

No	Title	Author	Link Journal	Quality Assesment						Inf
				Q A 1	Q A 2	Q A 3	Q A 4	Q A 5	Q A 6	
	Cyber Menggunakan Aplikasi Biko Bimbingan Konseling “Biko”									
2	Analisis Strategi Pembinaan Kesehatan Mental Oleh Guru Pengasuh Sekolah Berasrama Di Aceh Besar Pada Masa Pandemi	(Anwar & Julia, 2021)	<a href="https://jurnal.ar-raniry.ac.id/index.php/cobaBK/article/download/10905/6042">https://jurnal.ar-raniry.ac.id/index.php/cobaBK/article/download/10905/6042</a>	Y	Y	Y	Y	Y	Y	L
3	Self-efficacy dan Kemampuan Mendengar Aktif Konselor Sebaya terhadap Kesehatan Mental	(Fitriana & Rosyidi, 2021)	<a href="http://jurnalfpk.uinsby.ac.id/index.php/JPP/article/download/631/295">http://jurnalfpk.uinsby.ac.id/index.php/JPP/article/download/631/295</a>	Y	Y	Y	Y	Y	Y	L
4	Pelatihan Konselor Sebaya Daring Untuk Meningkatkan Literasi Kesehatan Mental Siswa di SMA Islam XY Semarang	(Syafitri & Rahmah, 2021)	<a href="https://journal.ugm.ac.id/gamajpp/article/download/62299/31399">https://journal.ugm.ac.id/gamajpp/article/download/62299/31399</a>	Y	Y	Y	Y	Y	Y	L
5	Optimalisasi Layanan Bimbingan Dan Koseling Terhadap Kesehatan Mental Siswa Di MTS Aulia Cibungbulang Bogor	(Apriyanti, 2021)	<a href="https://jurnal.staiaulia.ac.id/index.php/DIDAKTIKA/article/download/9/5">https://jurnal.staiaulia.ac.id/index.php/DIDAKTIKA/article/download/9/5</a>	Y	Y	Y	Y	Y	Y	L

#### 4.Stage 4: Analyzing Some of the Literature from the Results of Articles That Have Passed QA

Data analysis used to analyze the literature is using thematic analysis (Xu & Zammit, 2020). Thematic analysis is a qualitative analysis method used to identify, analyze, and understand the thematic patterns or themes that emerge from qualitative data (Kiger & Varpio, 2020). This method is often used in qualitative research such as case studies, interviews, focus groups, or document analysis (Wood, Sebar, & Vecchio, 2020). This analysis serves to reveal and understand ideas, patterns, or findings that are hidden in the literature that has been collected, especially on the challenges that arise in the application of counseling in schools to solve students' mental health problems.

## 5. Stage 5. Make Research Conclusions

Understanding the search results summarized in the analysis stage is the fifth step. This section offers answers to the questions presented in the problem formulation phase. The overall responses address only the scope of the question, and the number of responses is proportional to the problem statement.

### *Discussion*

#### **Emerging Challenges in Indonesian School Counselling to Confront Student's Mental Health Issues**

Based on the results of a study of the 5 literatures that have been selected, there are several challenges faced in the implementation to address students' mental health problems.

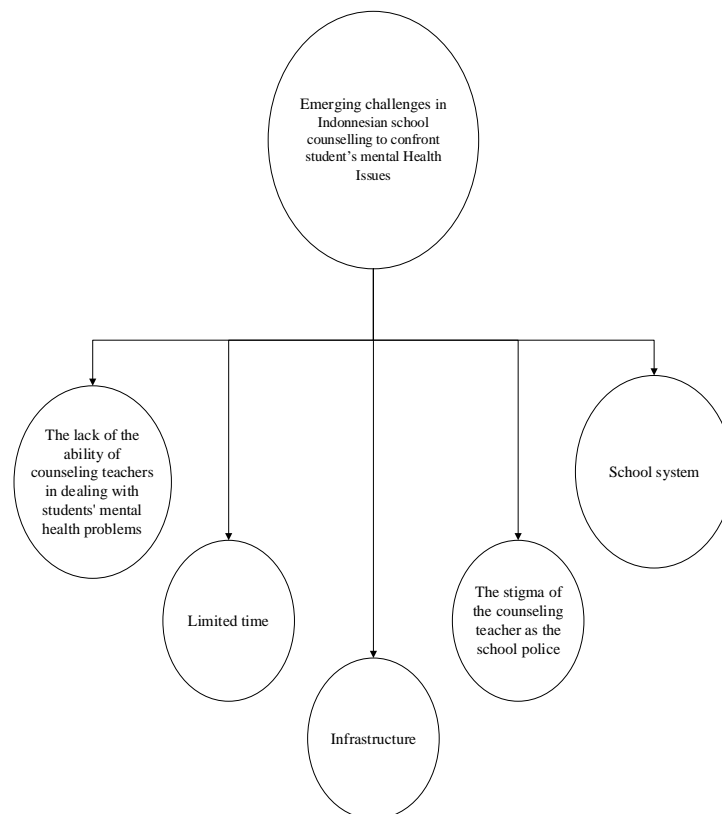


Figure 2. Coding Network for Emerging Challenges in Indonesian school counselling to confront student's mental Health Issues

The low ability of counselors to deal with students who experience mental health problems is a challenge for the success of counseling in schools in dealing with mental health (Akbar, 2022; Anwar & Julia, 2021; Fitriana & Rosyidi, 2021). Counselors with low abilities will find it difficult to communicate with students who experience mental health problems. Low communication skills do not allow counselors to build a deep sense of trust, empathy, and understanding with students. If a counselor has low communication skills, they may have difficulty forming adequate relationships with students, which can affect the effectiveness of counseling. Poor communication skills will prevent counsellors from understanding and responding appropriately to students' feelings, thoughts, and experiences. With low communication skills, counselors may have difficulty understanding students' mental health problems

properly and providing appropriate empathy and support. This can hinder the counseling process and make students feel they are not being heard or understood.

The challenge faced in school counselling to overcome student problems is time constraints (Anwar & Julia, 2021). Counseling for students with mental health problems lasts a long time. The process to make students recover from mental problems cannot run quickly. Guidance and counseling teachers or peer counselors must identify the source of problems that worsen students' mental health. The counseling teacher or peer counselor then looks for alternative solutions to provide services to students who experience mental health problems. Guidance and counseling teachers or peer counselors must identify the source of problems that worsen students' mental health. The counseling teacher or peer counselor then looks for alternative solutions to provide services to students who experience mental health problems. Every student has different needs and mental health conditions. Some mental health issues may be more complex than others, and take longer for counselors to explore and properly understand. The counseling process often involves an in-depth understanding of the problems students are facing, including their history, triggering factors, and underlying mindsets. This requires time to develop a strong therapeutic relationship and thoroughly understand the student's background. The severity of mental health problems also affects the length of the counseling process. More serious and complex problems, such as severe anxiety disorder, major depression, or a chronic eating disorder, often require long-term counseling. Students may need a long time to understand and overcome these problems with the help of a counselor.

Indonesia is still a developing country. Infrastructure is a challenge that arises during the implementation of counseling in order to solve the problems of students who have mental health problems (Akbar, 2022; Syafitri & Rahmah, 2021). Counseling for students with mental health problems cannot be done only in schools. Counselors need to provide counseling services outside of school by using the internet. In Indonesia, internet infrastructure cannot promise to be reliable. Many obstacles arise from poor infrastructure that is not good. For example, when online counseling takes place, the internet connection suddenly becomes low or disconnected. This will make the counseling session less effective and less significant.

Guidance and counseling teachers often have the stigma of being school police (Apriyanti, 2021). This stigma makes a guidance and counseling teacher unable to provide counselling services to overcome students' mental health problems. The stigma of the BK teacher as the school police also raises many other problems. Students may feel uncomfortable or afraid to share their personal or mental health problems with guidance and counseling teachers if they view them as the "school police." They may worry that the information they provide will be used to punish or admonish them, not to help them solve problems. This stigma can cause students to refrain from sharing their personal or emotional problems with guidance and counseling teachers. They may feel that disclosing their problems will get them seen as a problem or face sanctions, so they choose to hide or cover up their problems. This can hinder counseling efforts to assist students in dealing with their problems. This stigma can also cause students to be reluctant to attend counseling sessions or to benefit from guidance and counseling services available at schools. They may think that the guidance and counseling teacher's role is limited to supervising and enforcing rules, not providing emotional support and assistance. As a result, students may miss opportunities to get the help they need.

The last challenge faced in implementing counseling in schools in overcoming students' mental health problems is the inflexibility of the school system (Anwar & Julia, 2021; Syafitri & Rahmah, 2021). The findings from the study are that there is an imbalance in the number of guidance and counseling teachers and the number of students who experience mental health problems. If the number of guidance and counseling teachers is insufficient to meet the needs of students with mental health problems, access to and counseling services may be limited. Students may have to wait a long time to get counseling appointments or be unable to get counseling services at all. This can lead to delays in getting the help they



need, exacerbating their mental health problems. Another problem with the school system is that there has to be a complicated bureaucracy to provide counseling time for students with mental health problems. Complicated bureaucratic processes can cause delays in providing counseling time to students who need it. This can have a negative impact on the mental health of students who may need immediate assistance. This delay can exacerbate their problems and hinder the recovery process. Complex bureaucracy may limit the number of counseling sessions given to students. If some rules or policies limit the frequency or duration of counseling sessions, students who need extra help or ongoing support may be unable to get it. This can affect the quality and continuity of counseling assistance provided to students.

### **Alternatif Solution for the Challenges**

Guidance and counseling teachers or peer counselors need to be given training and guidance to improve their competence. Guidance and counseling teachers need to be provided with training and development of effective communication skills in the context of mental health. This training can include active listening techniques, empathetic use of language, and the ability to understand and respond appropriately to students' feelings. By improving communication skills, counselors will be better able to build strong relationships with students, understand their problems, and provide the support they need.

Counseling session time constraints can be overcome by developing strategies and techniques to increase the efficiency of counseling sessions. This can include focusing on the main issues affecting students, using a targeted and structured approach in sessions, and utilizing techniques that are effective in helping students overcome their concerns more quickly. By increasing efficiency, counselors can provide students a wider range of services with limited time. Guidance and counseling teachers can work closely with other parties in the school, such as teachers or staff who deal with students who experience mental health problems. By sharing information and working collaboratively, the tasks of monitoring, following up, and supporting students can be shared, thereby reducing the workload of individual guidance and counseling teachers. Technology can be an effective tool in supporting counseling services. Counselors can utilize online platforms or counseling apps to provide remote counseling sessions or provide additional support via text message or email. This can help overcome time constraints and provide wider access to students.

To overcome infrastructure problems in the implementation of counseling in Indonesia, the Government and related institutions need to be committed to increasing internet accessibility in all parts of Indonesia. This can be done by expanding the reach of internet infrastructure, improving network quality, and reducing the digital divide between urban and rural areas. Government initiatives such as developing telecommunications infrastructure and improving connectivity in remote areas need to be accelerated. Schools and counseling agencies can work with internet service providers to gain better access or find customized solutions to suit their needs. By establishing partnerships, solutions can be found that can overcome existing infrastructure constraints. In addition to online counseling services, it is important to consider offline alternatives in supporting students with mental health problems. This could include increasing the number of one-on-one sessions with counselors in schools, providing safe spaces for group discussions or support groups, or involving counselors in school activities that can support students' mental health.

Stigmatizing guidance and counseling teachers as "school police" can be overcome by making ongoing efforts to increase students', parents' and school staff's understanding of the true role of guidance and counseling teachers. Socialization can be done through parent meetings, class presentations, seminars, or other activities that allow guidance and counseling teachers to explain their role as emotional supports and facilitators in overcoming student problems. Guidance and counseling teachers need to build strong and trusting relationships with students. This can be done by listening actively, practicing empathy, showing understanding, and respecting student privacy. By building positive relationships, students will feel more comfortable opening up and sharing their personal or mental health issues. Guidance and

counseling teachers need to change the approach and language used to feel more inclusive and supportive. Avoiding language associated with punishment or discipline, and prefer language that promotes understanding, acceptance, and emotional support. This will help reduce students' perceptions that guidance and counseling teachers act as the "school police."

To overcome the problem of inflexibility of the school system in the implementation of counseling in schools to address students' mental health problems, the Government and related institutions need to pay attention to the need for an adequate number of guidance and counseling teachers. Allocating sufficient resources to employ more guidance and counseling teachers will help reduce the gap between the number of teachers and the number of students needing counseling services. Accommodate student needs by providing flexibility in the schedule and duration of counseling sessions. This includes considering an adequate schedule for students, including time outside of school hours if necessary. It is also important to remove or update policies that limit the frequency or duration of counseling sessions, especially for students who need additional support or long-term care.

### **Conclusion**

Based on the results of the research and discussion, it can be concluded that the challenges faced in counseling to address students' mental health problems are a lack of counselor skills, a lack of time sessions for counseling, infrastructure that has not been met, the stigma of counseling guidance teachers as school police, and an unsavory school system. Lack of counselor ability can be overcome by providing training. Lack of counseling time can be overcome by making counseling sessions more effective. Infrastructure problems can be faced by demanding commitment to improve infrastructure. The stigma of counseling teachers as school police can be resolved by socializing to students that counseling teachers are not school police. The complicated school system can be solved by collaborating with external counselors to overcome the overlapping number of counseling teachers and the number of students with mental health problems.

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