

Workshop Effective Strategies for High School Guidance Counselors in Addressing Students' Psychosocial Issues

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Abstract: Psychosocial issues among high school students in the digital age are becoming increasingly complex, requiring Guidance and Counseling (BK) teachers to develop service strategies that are adaptive, interactive, and relevant to the characteristics of Generation Alpha. This training activity aims to enhance the professional competence of Guidance and Counseling (BK) teachers in addressing students' psychosocial issues through experiential learning and gamification approaches. The implementation method consists of three stages: planning, implementation, and evaluation. The training was attended by 25 high school Guidance and Counseling (BK) teachers in Magetan Regency and was conducted through interactive lectures, case study discussions, simulations, experience reflections, and a workshop on developing Guidance and Counseling (BK) service programs. Evaluation was conducted using observation, assessment of participants' works products, and a satisfaction survey using a valid and reliable instrument (Cronbach's Alpha = 0.921). The results of the activity indicated that the training proceeded successfully and achieved a participant satisfaction rate of 87.6% in the "very satisfied" category. Participants found the training materials to be relevant to the practical needs of school counseling services and effective in enhancing their understanding and skills in designing counseling services based on experiential learning and gamification. In addition, the training also fostered the formation of a community of practice as a platform for collaboration and the continuous development of innovative counseling services. Thus, this training was effective in enhancing the professional capacity of school counselors to create services that are more adaptive, reflective, and supportive of students' psychosocial well-being in the digital age.

Keyword: Guidance Counselor, Psychosocial Issues, Experiential Learning, Gamification, Generation Alpha

Introduction

Psychosocial issues among high school students are a significant concern that can hinder students' personal and social development. This phenomenon has become increasingly complex in the digital age, characterized by rapid technological advancements and dynamic social changes (Sagala et al., 2024). The development of information technology has shaped the characteristics of Generation Alpha, a generation that has grown up with digital devices from an early age, is accustomed to the rapid flow of information, and prefers short-form audio-visual content such as that found on the

TikTok platform (Sitompul et al., 2023; Daniati et al., 2024). Although this generation has an advantage in technological adaptation, they also face psychosocial challenges such as decreased concentration, social isolation, and vulnerability to the negative influences of digital media (Ramadhani et al., 2024).

Generation Alpha's critical attitude toward information must also be balanced with digital literacy skills so that they can distinguish information from the misinformation widely circulating on social media (Afiatin et al., 2024). In this context, school guidance and counseling services play a crucial role in helping students manage their psychosocial dynamics. Guidance and counseling teachers are not only required to provide individual services but also to plan services that are responsive to the needs of students who are heterogeneous and rapidly changing (Velyna, 2023; Burhani et al., 2024).

Guidance and Counseling services consist of four main components: basic guidance services, individual planning, responsive services, and system support. These four components need to be redesigned to align with the characteristics of Generation Alpha, who tend to be visually oriented, interactive, and quick to respond to information (Yulianti et al., 2024). The "Seven Strategies for Great Guidance and Counseling: Appropriate Guidance for a Great Generation" program, launched by the Ministry of Education, is a policy that strengthens the role of guidance and counseling teachers in addressing students' psychosocial challenges through adaptive and contextual approaches (Integrated Service Unit of the East Java Provincial Center for Guidance and Counseling, 2023; Directorate General of Teachers and Educational Personnel, 2025; Venty et al., 2025).

One effective adaptation strategy is experiential learning and gamification-based training for guidance counselors. The experiential learning approach emphasizes learning through real-life and reflective experiences, while gamification creates a fun, safe, and meaningful learning environment (Lesmana, 2015; Hariyadi et al., 2022). Through this training, guidance counselors are expected to be able to innovate in designing service programs that are not only informative but also participatory and aligned with students' learning styles (Salima et al., 2022; Suteja, 2016).

Furthermore, the success of guidance and counseling services also depends on collaboration between schools, families, and the community in creating a learning environment that is safe, inclusive, and supportive of students' mental well-being (Meliani & Sati, 2023; Ayuningtyas et al., 2023; Prakoso et al., 2025). Strengthening media literacy is a crucial aspect to ensure students can manage the flow of information wisely (Raturahmi et al., 2021). Guidance counselors are required to understand students' issues comprehensively and implement interventions based on in-depth analysis, rather than quick fixes that could potentially worsen students' psychological conditions (Burhani et al., 2024).

This training on effective strategies for guidance counselors is designed to strengthen the professional competencies of school counselors in addressing various psychosocial issues faced by students in the modern era. A school-based approach must be prioritized so that guidance and counseling services become an integral part of a school culture oriented toward students' psychosocial well-being (Amahoru & Ahyani, 2023; Mustahidin et al., 2025). Thus, this training is expected to enhance guidance counselors' capacity to create effective, adaptive, and meaningful services for high school students.

Method

The training program on “Effective Strategies for High School Guidance Counselors in Addressing Students’ Psychosocial Issues” was conducted in three main phases: (1) the planning phase, (2) the implementation phase, and (3) the evaluation phase. Each phase was designed to ensure that the training program proceeded in a systematic and measurable manner and remained relevant to the participants’ needs. The process is divided into three systematic steps;

Planning Phase

The initial phase began with an assessment of the needs of guidance counselors at several partner high schools in Magetan Regency. The assessment was conducted to identify the types of psychosocial issues most frequently experienced by students, as well as the challenges faced by guidance counselors in providing counseling services in the digital age. The findings indicated that guidance counselors need to enhance their competencies in implementing service strategies that are interactive, creative, and tailored to the characteristics of Generation Alpha. Based on these findings, the implementation team designed a training program focused on two main approaches, namely; (1) Experiential Learning, which emphasizes learning through direct and reflective experiences; (2) Gamification, which is used to create a safe and enjoyable learning environment that encourages active participant engagement. (3) The training materials were developed in accordance with the technical guidelines for guidance and counseling services based on the Merdeka Curriculum and the Ministry of Education’s “Seven Strategies for Excellent Guidance and Counseling” policy.

Implementation Phase

The training was conducted online via the Zoom Meeting app and attended by 25 high school guidance counselors from several partner schools in Magetan Regency. The training was facilitated by a team of Guidance and Counseling faculty members, beginning with a theoretical presentation on the characteristics of Generation Alpha and the psychosocial challenges faced by students, followed by experiential learning-based service simulations, and practical exercises in designing gamification-based guidance and counseling programs. The learning methods used included; (1) Interactive lectures, to introduce basic concepts and current policies regarding adaptive guidance and counseling services. (2) Discussions and case studies, to analyze psychosocial issues commonly encountered in schools and explore alternative solutions. (3) Simulations and reflection on experiences, to train participants in applying experiential learning in guidance and counseling services. (4) Workshops on developing service tools, where participants design prototypes of guidance and counseling services based on gamification and experiential learning.

Evaluation Phase

The evaluation phase is conducted to assess the success of the training and changes in participants’ competencies. The evaluation includes three main components, namely; (1) Observation of participant engagement during the training, particularly during discussion and simulation sessions. (2) A participant satisfaction survey, using a 1–4 Likert scale questionnaire to measure satisfaction with the training implementation. (3) Assessment of participants’ work products, specifically the design of a guidance and counseling service program developed using the principles of experiential learning and gamification. The participant satisfaction survey instrument consisted of 10 statements, with validity test results showing calculated r values ranging from 0.602 to 0.856 ($>$ table $r = 0.396$) and p -values < 0.05 , indicating that all items were valid. The reliability test yielded a Cronbach’s Alpha value of 0.921, indicating a very high level of internal consistency. The reliability interpretation criteria refer to George & Mallery (2016), where

an α value ≥ 0.9 falls into the “excellent” category. Thus, the participant satisfaction survey instrument is deemed valid and reliable for use in evaluating this training activity. Participant satisfaction was assessed using the following scoring system;

$$\text{Skor Akhir} = \frac{\text{Jumlah Skor Diperoleh}}{\text{Skor Maksimum}} \times 100$$

Figure 1. Participant Satisfaction Assessment

Table 1. Categories of Result Interpretation

Score Range (%)	Satisfaction Category
85 – 100	Very Satisfied
70 – 84	Satisfied
55 – 69	Somewhat Satisfied
< 55	Not Very Satisfied

As a follow-up, a community of practice for guidance counselors was established in Magetan Regency as a forum for sharing experiences and innovations, as well as for the ongoing development of adaptive guidance services.

Results & Discussion

Results

Results of the Activity

The training activity on “Effective Strategies for High School Guidance Counselors in Addressing Students’ Psychosocial Issues” was held at Surabaya State University, Campus 5, Magetan. Participants included 25 high school guidance counselors from various schools in Magetan Regency.

The activity began with a presentation of conceptual material regarding the challenges of Generation Alpha and the psychosocial dynamics of students in the digital age, followed by a simulation of the application of experiential learning methods in the context of guidance and counseling services.

Participants also took part in a workshop on developing gamification-based guidance and counseling programs, in which they were asked to design service tools that are relevant, interactive, and oriented toward students’ psychosocial well-being.

Overall, the training session proceeded smoothly, as evidenced by the high level of participant engagement during discussion and practical sessions. Based on field observations, participants demonstrated enthusiasm for the material, particularly when attempting to integrate educational game elements (game-based activities) into guidance and counseling service scenarios.

Training Evaluation Results

The training evaluation was conducted using a participant satisfaction questionnaire with a 1–4 Likert scale (Strongly Disagree to Strongly Agree). The questionnaire consisted of 10 items measuring satisfaction with the training content, facilitator, methods, facilities, participation, and benefits.

Validity Test Results

The validity test was conducted using the Pearson Product Moment technique on 25 respondents. The test results showed that all items had a calculated r value greater than the table r value (0.396) with $p < 0.05$.

Table 1. Validity Test of the Participant Satisfaction Survey Instrument

Item	r-value	Sig. (2-tailed)	Description
The training material was relevant to my needs as a school counselor.	0.721	0.000	Valid
The trainer delivered the material clearly and understandably.	0.744	0.000	Valid
The training provided new insights into handling students' psychosocial problems.	0.812	0.000	Valid
The experiential learning and gamification approaches introduced were easy to understand.	0.698	0.001	Valid
The facilities and media used during the training supported the learning process.	0.661	0.002	Valid

Item	r-value	Sig. (2-tailed)	Description
The duration and schedule of the training met the participants' needs.	0.602	0.003	Valid
I felt actively involved during the training sessions.	0.735	0.000	Valid
This training increased my confidence in designing guidance and counseling services at school.	0.781	0.000	Valid
The speakers provided sufficient opportunities for discussion and questions.	0.714	0.001	Valid
Overall, I was satisfied with the implementation of this training program.	0.856	0.000	Valid

All items were deemed valid, as they met the criteria of calculated $r >$ table r (0.396) and a p -value below 0.05. This indicates that each statement effectively measures aspects of participant satisfaction.

Thus, this instrument empirically possesses good construct validity, meaning that the content of the statements aligns with the measurement objective, which is to assess participants' perceptions regarding the relevance of the material, clarity of delivery, participation, and the benefits of the training in the context of enhancing the competencies of guidance and counseling teachers.

Reliability Test Results

The reliability test using Cronbach's Alpha yielded a value of 0.921 for the 10-survey item.

Table 2. Reliability Test of the Participant Satisfaction Survey Instrument

Statistic	Value
Cronbach's Alpha	0.921
N of Items	10

According to George & Mallery (2016), an α value of ≥ 0.9 falls into the "excellent" category. Therefore, this instrument is deemed reliable and exhibits very high internal consistency in measuring the construct of trainee satisfaction.

Participant Satisfaction Survey Results

The overall average score was 87.6%, which falls into the "Very Satisfied" category. The distribution of average participant satisfaction scores by aspect is shown in the following table:

Table 3. Average Participant Satisfaction Scores by Aspect

Evaluated Aspect	Average Score (%)	Category
Relevance of the training materials	89	Very Satisfied
Clarity of the speakers' presentation	91	Very Satisfied
Relevance of the experiential learning and gamification approaches	88	Very Satisfied
Participant involvement and participation	86	Very Satisfied
Facilities and supporting media	84	Satisfied
Benefits of the training for improving counseling competencies	89	Very Satisfied
Speakers' attitude and interaction	92	Very Satisfied
Relevance of the training schedule and duration	83	Satisfied
Opportunities for asking questions and discussion	87	Very Satisfied
Overall satisfaction with the training activities	90	Very Satisfied

Evaluated Aspect	Average Score (%)	Category
Total Average	87.6	Very Satisfied

These results indicate that the training participants gave very high ratings to nearly all aspects of the program, particularly regarding the clarity of the presenters, the relevance of the material, and the benefits for guidance and counseling practices in schools.



Figure 2. Training Session Conducted by the Team



Figure 3. Discussion Session

Discussion

The implementation of training on effective strategies for high school guidance counselors in addressing students' psychosocial issues yielded results consistent with the context of the issues described in the introduction. As previously outlined, Generation Alpha students face complex psychosocial challenges due to rapid technological development, the overwhelming flow of information, and social interaction patterns that are increasingly shifting to the digital world (Sagala et al., 2024; Ramadhani et al., 2024). In this context, guidance counselors are required to possess adaptive and innovative capabilities to provide contextual, interactive, and relevant guidance services that align with this generation's learning styles (Yulianti et al., 2024).

The results of the activity indicate that training integrating experiential learning and gamification approaches is effective in enhancing guidance counselors' understanding, motivation, and skills in designing innovative guidance services. Survey data on

satisfaction revealed an average score of 87.6% (the “very satisfied” category), indicating that participants experienced tangible benefits from the training both conceptually and practically. The aspects that received the highest scores included the clarity of the presenters’ delivery (91%) and the relevance of the material to participants’ needs (89%), indicating that the training content aligned with the challenges faced by guidance counselors in their daily practice.

These findings reinforce the argument presented in the introduction that school guidance and counseling services need to be redesigned to align with the characteristics of Generation Alpha, who tend to be visually oriented, interactive, and quick to adapt to digital information (Sitompul et al., 2023; Daniati et al., 2024). Through an experiential learning approach, guidance and counseling teachers are encouraged to learn through real-world and reflective experiences, ranging from simulations of student case management, reflection on personal experiences, to the design of service programs based on actual issues in schools. This process aligns with Kolb’s learning model (1984), where concrete experiences form the foundation for the development of more meaningful conceptual understanding.

In addition to experiential learning, the application of gamification has proven effective in creating a learning environment that is enjoyable, safe, and participatory. As stated by Deterding et al. (2011), game elements in learning can enhance intrinsic motivation and encourage active participant engagement. In the context of this training, gamification is used not merely for entertainment, but as a means for behavioral reflection, enhancing empathy, and creatively simulating the handling of psychosocial cases. This aligns with the findings of Hariyadi et al. (2022), who emphasize that a game-based approach in guidance and counseling services can strengthen students’ social and emotional skills.

The active participation of participants during the training was one of the indicators of the activity’s success. Based on observations, participants showed high enthusiasm during simulation sessions and group discussions, particularly when integrating elements of educational games into the design of guidance and counseling services. This indicates that the training successfully created a collaborative and reflective learning environment, where participants were not merely recipients of information but also producers of new knowledge. This approach supports the principles of andragogy, namely adult learning that emphasizes experience and active participation in the learning process.

The high level of participant satisfaction also indicates that this activity has met the real needs of guidance and counseling teachers in the field. As explained by Burhani et al. (2024), guidance and counseling teachers in the digital age require practical strategies to address students with increasingly diverse psychosocial conditions, ranging from academic anxiety, reduced social interaction, to identity-related pressures stemming from the influence of social media. Through this training, participants had the opportunity to understand a more humanistic and contextual approach, which focuses on empowering students through direct experience and reflection.

Furthermore, the results of the program also indicate the emergence of a community of practice among the training participants. This community serves as a collaborative space for sharing ideas, best practices, and innovations in guidance and counseling services at their respective schools. The existence of this community represents a strategic step in ensuring the sustainability of the training outcomes and strengthening a professional culture among guidance and counseling teachers. This phenomenon aligns with Wenger’s (1998) theory of social learning, in which the learning process occurs not only individually but also through interactions within professional communities that share common goals.

From a policy perspective, the outcomes of this training directly contribute to the implementation of the “Seven Strategies for Great Guidance Counseling: Targeted Guidance for a Great Generation” program, launched by the Ministry of Education. The program emphasizes the importance of innovative, adaptive guidance and counseling services grounded in students’ psychosocial well-being. Through this training, guidance and counseling teachers not only understand the policy but also acquire concrete skills to apply it in schools. This demonstrates the integration between government policy and real-world practice in the field.

Conclusion

The training program on effective strategies for high school guidance counselors in addressing students’ psychosocial issues successfully enhanced the professional skills and competencies of guidance counselors in addressing the various psychosocial challenges faced by Generation Alpha students in the digital age. The training, which integrated experiential learning and gamification approaches, proved effective in enhancing participants’ understanding and skills in designing more interactive, reflective, adaptive, and enjoyable guidance and counseling services, with participant satisfaction reaching 87.6% in the “very satisfied” category. In addition to strengthening the practical competencies of guidance counselors, this initiative also fosters the formation of a community of practice as a collaborative platform for sharing innovations and experiences in guidance counseling services. The training results indicate that guidance counselors must continue to transform into creative and context-sensitive facilitators of social-emotional learning, in alignment with the Ministry of Education’s “Seven Strategies for Excellent Guidance Counseling” program. Therefore, guidance counselors are advised to implement and periodically evaluate experience-based and gamified guidance and counseling services in their respective schools, while schools, education offices, universities, and the guidance counselor community need to provide ongoing support through continuing education, professional mentoring, development research, and the strengthening of communities of practice to create innovative guidance and counseling services that sustainably support students’ psychosocial well-being.

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