COUNSELLING IN INDONESIAN EDUCATION: SYSTEMATIC LITERATURE REVIEW

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Abstract

Counselling is an important element in education that functions to help students develop mental, emotional, learning skills, and future career development. This article aims to discover the concept of counselling guidance in Indonesian education. Systematic Literature Review is conducted to find references relevant to the research theme. Of the 100 articles that were successfully accessed through the Open Knowledge Maps data bank, nine articles were selected and analysed manually. The selected articles were divided into three groups: a cluster of religion and culture-based counselling, a cluster of procunialism and management in counselling, and a cluster of alternative methods in counselling. The results of this study show that counselling guidance in Indonesian education has strong relationship with cultural and religious values in which counselling guidance can be done by friends, upperclassmen, parents or teachers, and can be done with a variety of different methods. This article provides an overview of the development of the literature on counselling guidance in education in Indonesia in recent times.

Keywords: *Counselling; Indonesian Education; Religion; Culture.*

Abstrak

Konseling merupakan elemen penting dalam Pendidikan yang berfungsi untuk membantu siswa mengembangkan mental, emosional, keterampilan belajar, dan pengembangan karir di masa depan. Artikel ini bertujuan untuk mengetahui konsep bimbingan konseling dalam pendidikan Indonesia. Tinjauan Pustaka Sistematis dilakukan untuk menemukan referensi yang relevan dengan tema penelitian. Dari 100 artikel yang berhasil diakses melalui bank data Open Knowledge Maps, sembilan artikel dipilih dan dianalisis secara manual. Pasal-pasal yang dipilih dibagi menjadi tiga kelompok: klaster konseling berbasis agama dan budaya, klaster prokunialisme dan manajemen dalam konseling, dan klaster metode alternatif dalam konseling. Hasil penelitian ini menunjukkan bahwa bimbingan konseling dalam pendidikan di Indonesia memiliki hubungan yang kuat dengan nilai-nilai budaya dan agama, bimbingan konseling dapat dilakukan oleh teman, kakak kelas, orang tua atau guru, dan dapat dilakukan dengan berbagai metode yang berbeda. Artikel ini memberikan gambaran perkembangan literatur tentang bimbingan konseling dalam pendidikan di Indonesia belakangan ini.

Kata Kunci: *Konseling; Pendidikan Indonesia; Agama; Budaya.*

INTRODUCTION

Education in Indonesia is an integral part of national development and is a top priority in the country's development agenda (Khurniawan & Erda, 2019). Indonesia has a broad education system, ranging from primary to higher education, which is regulated by the central and regional governments. Formal education in Indonesia consists of three levels, namely basic education (SD/MI and SMP/MTs), secondary education (SMA/MA and SMK), and higher education (universities and colleges) (Jazuli & Firdaus, 2022).

Despite significant progress, Indonesia's education system still faces a number of challenges. Some of them include unequal access to education, the quality of education that varies between

regions, the lack of trained human resources, and challenges in implementing a curriculum that is in line with the demands of the times (N. Sari, 2020). Despite the structural and systemic challenges faced by Indonesia's education system, there are essential support systems that play a crucial role in addressing these issues. One of the key elements is counselling guidance, which serves as an important mechanism to help students navigate the academic and personal challenges they encounter.

The role of counselling guidance in the context of education in Indonesia is very important. Counselling guidance is not only related to academic aspects, but also involves coaching students' social, emotional, and career aspects. Here are some reasons why the role of counselling guidance is indispensable. Counselling guidance helps students in self-understanding, exploration of interests and talents, and career-related decision-making that suits their potential. Counselling guidance also assists students in developing social skills, managing emotions, and coping with personal issues that may affect their well-being (Nugroho et al., 2018).

In addition, counselling helps students to reach their maximum potential, both in terms of academic achievement and personal development, and also provides prevention of Negative Behaviors such as bullying, drug use, and other juvenile delinquency. Research on the concept of counselling guidance in the context of education in Indonesia has great relevance in the development of the country's education system. With a better understanding of the concepts of effective counselling guidance, governments, schools, and other education stakeholders can increase their efforts in helping students develop holistically. This research can also provide valuable insights for education

policy, counselor training, and the development of a more adaptive and inclusive curriculum (Mudaim & Lestari, 2021).

Guidance and counselling in educational context refer to a range of services provided to assist students in their academic, social, emotional, and career development. In the context of education, counselling guidance aims to improve academic achievement, develop social and emotional skills, and assist students in career-related decision-making (Ayu, 2021). The development of counselling in Indonesia began in the early 20th century with the introduction of orientation services in Netherlands schools. However, the counselling system only began to develop significantly after Indonesia's independence. In the 1960s, the Indonesia government began to pay more attention to the development of counselling services in schools. In the 1980s, counselling was integrated into the educational curriculum, and the role of counselors was officially recognized in the Education system (Rahajaan, 2018).

There are quite a few theories that are relevant in educational guidance and counselling in Indonesia, such as the Psychodynamic Counselling Theory which emphasizes the importance of understanding the inner conflicts of individuals to overcome problems (Suwarjo, 2013). Then there is the Cognitive-Behavioral Counselling Theory which focuses on the role of the mind and behavior in shaping individual patterns of attitude and action (Handayani et al., 2017). There is also a Humanistic Counselling Theory that encourages individuals to reach their maximum potential through self-understanding and personal development (Ratu, 2015). Then there is Career Counselling Theory: Providing a framework to assist individuals in

understanding interests, talents, and values relevant to career decision-making.

In the Indonesia Education system, counselors play a role in providing guidance and counselling services to students in academic, social, emotional, and career development, providing support and guidance to students in overcoming personal or academic problems, conducting assessments and evaluations of student needs and developing appropriate guidance and counselling programs. In addition, counselors also collaborate with teachers, parents, and other related parties to improve student achievement (A. F. Sari & Ayriza, 2021).

Some of the challenges faced in the implementation of counselling guidance in Indonesia include the limited number of trained and adequate counselors. In addition, there is a lack of understanding and support from schools, parents, and the community on the importance of counselling guidance services. Then there are also challenges in integrating counselling guidance services into the existing curriculum and education system. In addition, there is also the problem of stigmatization and negative perception of counselling in the community. And on the other hand, in some quarters, there are limited resources and funds to support counselling guidance programs in schools (Tere & Herdi, 2021). This challenge requires a joint effort from the government, schools, counselors, parents, and the community to improve the quality and accessibility of counselling services in Indonesia.

Although there have been many studies that have revealed the development and challenges of counselling guidance in the context of education in Indonesia, there are still research gaps that need further attention, regarding how local cultural values

can be integrated into the practice of counselling guidance in Indonesia, which has a rich cultural diversity. For this reason, this study aims to uncover the concepts of guidance and counselling in Indonesia in studies published in recent years. We will also make an overview of the counselling models, approaches, and strategies that exist in Indonesia, as well as the concept of counselling in Indonesia which is certainly different from counselling outside Indonesia.

This systematic review of "Counselling in Indonesian Education" will reveal several theoretical assumptions regarding approaches, models, counselling strategies, and arguments. An integrative approach is prevalent, combining various psychological theories and cultural perspectives to meet the unique needs of students, with an emphasis on culturally responsive counselling that aligns with Indonesian values and a holistic development focus that nurtures emotional, social, academic, and career growth. Models such as the Guidance and Counselling Model highlight counselors as facilitators of personal growth, while the Developmental Model tailors interventions to the specific needs of different age groups, and the Systems Theory Model examines the various influences on students' lives, including family and community contexts. Effective counselling strategies include peer counselling programs that promote student support, cognitive-behavioral techniques that encourage resilience, and group counselling sessions that foster social skills through shared experiences. Furthermore, the review underscores the need for enhanced professional training for school counselors, advocating for policies that support counselling integration in schools, and demonstrating that effective counselling services significantly

impact academic achievement and overall well-being, thereby arguing for increased investment in these essential programs.

It is hoped that this research can provide an overview of the concept of guidance and counselling that can be used in various educational institutions in Indonesia. By bridging the gaps in this research, it is hoped that this scientific work can make a more substantial contribution to the development of more effective and inclusive counselling guidance practices in Indonesia.

RESEARCH METHODS

This research was conducted using the Systematic literature Review method. Systematic Literature Review has been widely used in various studies (van Dinter et al., 2021). A systematic literature review is a systematic and structured research method for collecting, evaluating, and synthesizing the evidence available in the scientific literature on a particular topic. The main purpose of a systematic literature review is to compile a comprehensive overview of the existing knowledge about a particular research topic (Aziz & Shani, 2022). The following are the general steps taken in conducting a systematic literature review:

1. Formulation of Research Questions: The first step is to formulate a clear and specific research question. This research question will be a guide in conducting literature searches. In this study, the research question made was: "what is the concept of counselling in Education in Indonesia?"

2. Identification of Information Sources: The source of information in this study is Scientific Journals that have been indexed on the Open Knowledge Maps

(openknowledgemaps.org) website. The source taken is an Indonesian reference published in Scientific Journals and Conferences (Maps, 2024).

3. Literature Search: By using the keyword "counselling guidance in Education in Indonesia" on the open knowledge maps website, on March 18, 2024, at 11.40 am, 100 articles or documents relevant to research topics published between 2016-2023 were found (Gambar 1).
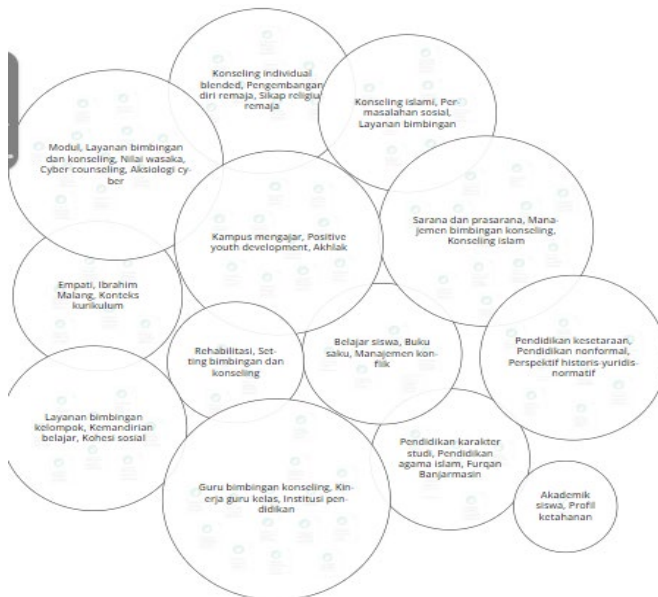

Figure 1. 100 Research Themes about Counselling and Guidance in Indonesian Education Found in Open Knowledge Map.

4. Document Selection: Documents found through literature search are then re-filtered using the keyword "concept", to find researchs related to the concept of guidance and counselling in Education in Indonesia. This aims to ensure that only relevant and high-quality documents will be included in further analysis. From the selection of documents with the keyword "concept", 11 articles were found that passed the

selection. After a manual selection, there are 9 articles that are considered suitable and worthy of further study (Figure 2).
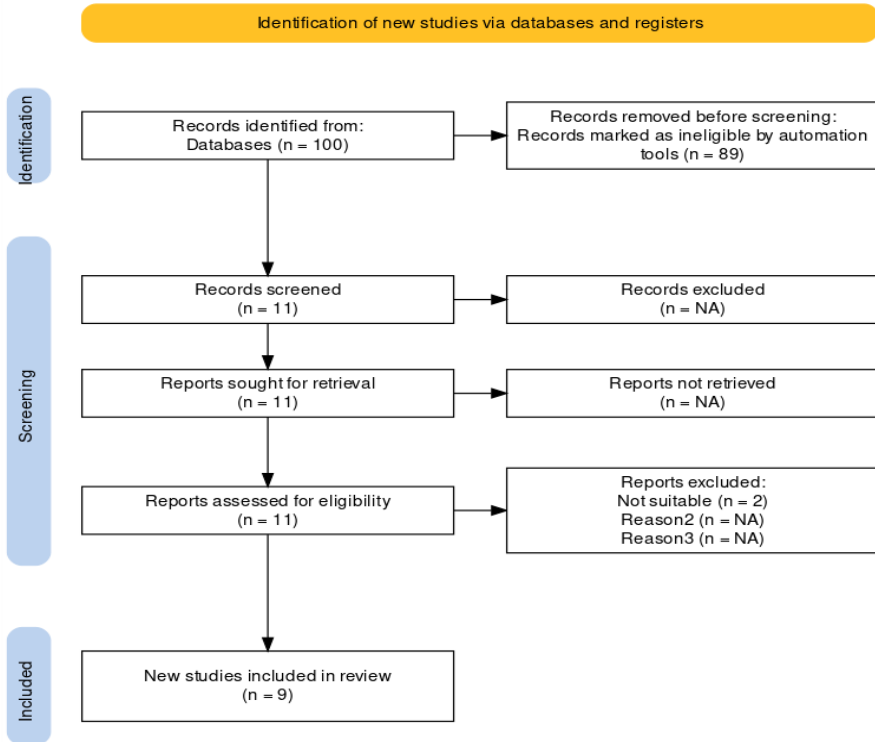

Figure 2. Strategies in Search and Selection (Source: Haddaway, N. R., Page, M. J., Pritchard, C. C., & McGuinness, 2022)

5. Document Evaluation: The selected documents are then critically evaluated to assess their methodological quality, relevance, and reliability. This evaluation helps ensure that only valid and reliable evidence will be used in data synthesis.

6. Data Extraction: Critical information from each selected document is extracted and recorded in a structured format. This includes key findings, research methods, results, and conclusions.

7. Data Analysis and Synthesis: The extracted information is then analyzed comprehensively, both qualitatively and

quantitatively. Data from the selected references will be synthesized to produce a holistic picture of the research topic.

8. Interpretation and Conclusions: The results of the analysis and synthesis of the data are then interpreted to formulate significant conclusions and implications for further research and practice.

Through these steps, this systematic literature review is expected to make an important contribution in understanding the latest knowledge development about Counselling Guidance in Education in Indonesia

RESULTS AND DISCUSSION

Based on the search that has been carried out, there are 9 articles that are related to the concept of counselling guidance in Education in Indonesia. The analyzed articles were published in different years. The 9 articles were published between 2016-2023 (Figure 3). Oldest article published in 2016 (Nurrohman, 2016). Furthermore, in 2017, and 2018, there was one article each that was included in the group of articles analyzed. Then in 2019 there was an increase in the number of articles, namely there were 2 articles. Furthermore, there was a gap of several years, and only in 2022 there were 2 articles included in the group of articles analyzed. And the latest article included in this article was published in 2023.
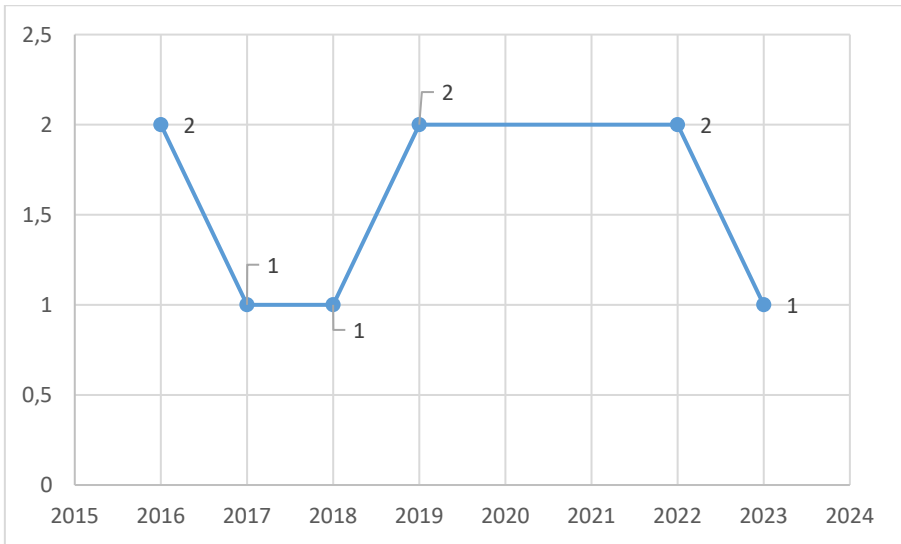
Figure 3. Number of Studies Analyzed on the Concept of Counselling Guidance in Education in Indonesia between 2013-2023.
(Source: Author Elaboration).

If we look at the selected articles in terms of citations, we will find that all the selected articles have been cited. The most cited article is the one by Heru Nurrohman which was cited 11 times (Table 1). But this is of course because the article was published first, namely in 2016. Meanwhile, the most recent article published in 2023 only got one citation(Fachrurrazi et al., 2023). If we pay attention, there is one article that has a higher citation than other articles published in the same year, namely an article by Ardi Andika (2019) which received 5 citations (Ardi Andika Wadi, 2017), 3 citations more than the article published in the same year by Syafrianto which was only cited 2 times. This could be because Ardi Andika's article discusses counselling guidance in a cultural context, so it has a wider readership, while Syafrianto's article seems to have a narrower readership because it discusses one of the methods in counselling guidance, namely Self-talk (Tambunan et al., 2019).

If we look at the journals of these articles, we can see that there is one journal that has two articles on the concept of counselling guidance in education in Indonesia, namely the Al-Irsyad Journal (Table 1). This shows that the journal has paid considerable attention to the concept of guidance and counselling in Education. However, there are also many other journals that also have interesting articles about counselling guidance in education in Indonesia, this shows that the theme of counselling guidance has become an interesting theme that attracted the attention of many authors and researchers, there are even several journals that have been made to publish research related to counselling guidance, such as Al-Irsyad and Counselors (Mudaim & Lestari, 2021).

Table 1. Distribution of Publications from Each Author. (Source: Author's Elaboration)

Writer	Journal	year	sitasi
Muhammad Fachrurrazi	Jurnal EDUCATIO (Jurnal Pendidikan Indonesia)	2023	1
Jihan Intan Ekawati	Jurnal Pendidikan Tambusai	2022	2
Hasru	Jurnal Realita Bimbingan dan Konseling (JRbk)	2022	3
Ardi AndikaWadi,	AL-IRSYAD: Jurnal Bimbingan Konseling Islam	2019	5
Syafrianto Tambunan	AL-IRSYAD: Jurnal Bimbingan Konseling Islam	2019	2
Muh. Afroji	Andragogi Jurnal Diklat Teknis	2018	2
Andriyana Sugiyanto	Prosiding Seminar Nasional Pendidikan FKIP UNTIRTA	2017	3
Arnelis, Marjohan	KONSELOR	2016	7
Heru Nurrohman	Jurnal Penelitian Pendidikan	2016	11

In terms of methodology, most of the articles analyzed came from qualitative research. Eight of the 9 articles are the result of qualitative research. Meanwhile, there is one study that

uses a quantitative approach method (Figure 4). This is of course a fairly natural phenomenon, because the development of concepts usually occurs through qualitative research, through observation, and literature study. In addition to literature studies, there are 4 articles that use field studies and observations in several educational institutions. Meanwhile, the other 5 articles are pure literature studies that examine various literature related to the theme of the article. Meanwhile, 1 study used a quantitative method using a survey with a questionnaire distributed to students.
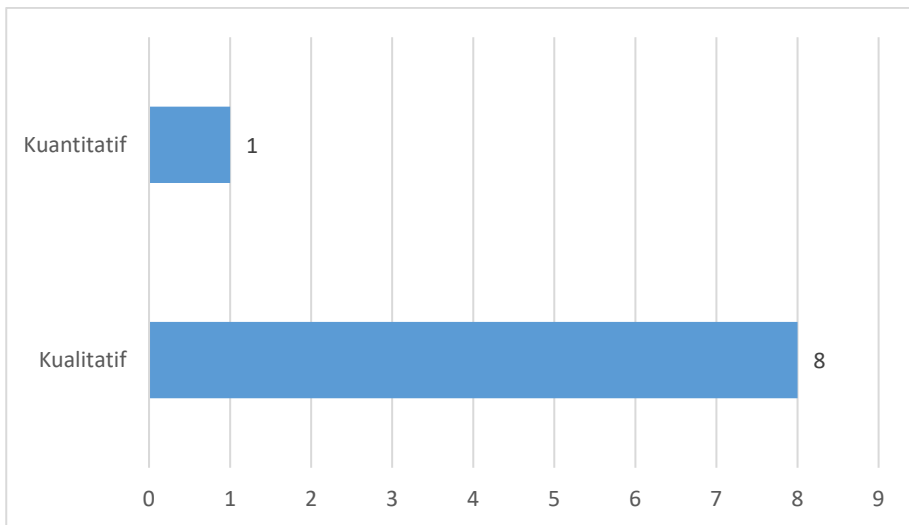

Figure 4. Methodology in The Analyzed Research. (Source: Author Elaboration).

After analyzing these articles, the author found several articles that have similarities in terms of tetma and studies. These themes are divided into 3 main clusters separated from each other (Table 2), namely:

1. A group of articles related to culture and religion. This group of articles reveals the concepts of guidance and counselling based on cultural and religious values used in several educational institutions in Indonesia.

2. A group of articles related to professionalization and management. This group of articles contains several concepts about the professionalism of Counselling teachers in educational institutions and how educational institutions can optimize the pattern of counselling for students.

3. A group of articles related to new approaches in counselling guidance. This group of articles reveals two approaches to counselling in educational institutions, namely by self-talk and blended methods or a combination of online and face-to-face.

Table 2. Analysis Clusters Based on Research Themes (Source: Author's Elaboration).

Cluster	Theme
1	Religious, Culture
2	Professionalization, Management
3	Counselling Model

Each article collected in one cluster is grouped together and viewed as a general in terms of methodology and findings. The first cluster is a group of articles that discuss guidance and counselling discussing religious and cultural values (Table 3). Religious and cultural values are two things that are very prominent in recent studies on the concept of counselling guidance in education in Indonesia. Muhammad Fachrurrazi revealed that there are two main elements that will affect the guidance and counselling process, namely the environmental element consisting of friends, upperclassmen and parents, and the second is the school represented by teachers (Fachrurrazi et al., 2023). These two elements have an equally important role. Fachrurrazi study is actually a literature study that focuses on counselling guidance activities in the Islamic boarding school environment. In this context, social and religious values must be

embedded in the formal environment and education to be able to provide a good guidance and counselling experience. A study on counselling guidance based on religious values was also carried out by Hasrul who recommended five religious counselling techniques (Hasrul, 2022) (Figure 5) which consists of: praying, meditating, reading the Qur'an-hadith, repentance, and worship. These five elements can be combined to provide a positive influence on student behavior.
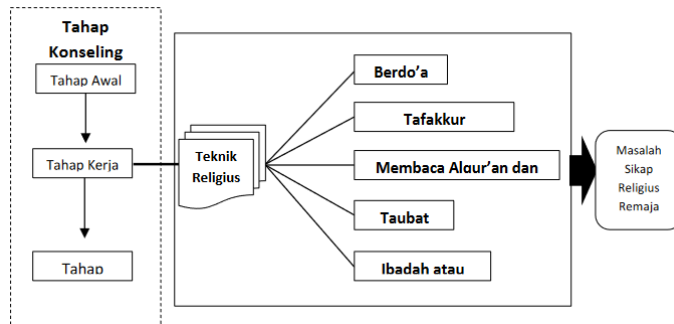

Figure 5. The Concept of Five Techniques of Religious Counselling (Source: Hasru, 2022).

Meanwhile, culture-based counselling guidance is also a topic discussed by some researchers in this article. Ardi Andika gave an overview of the importance of the counselling guidance process based on an understanding of multiculturalism and diversity(Ardi Andika Wadi, 2017). Meanwhile, culture-based counselling guidance is also a topic discussed by some researchers in this article. Ardi Andika gave an overview of the importance of the counselling guidance process based on an understanding of multiculturalism and diversity (Nurrohman, 2016). The cultural values in question are the 18 values of cultural education and the nation's character that have been determined by the 2010 Ministry of National Education Curriculum Research and Development (Table 3).

Table 3. Cultural and Character Education Values (Source: Nurrohman, 2016).

Value	Description
1. Religious.	Obedient attitude and behavior in carrying out the religious teachings they adhere, tolerant of the implementation of other religions, and living in harmony with followers of other religions.
2. Honest.	Behavior that is based on trying to make oneself a person who can always be trusted in words, actions, and deeds.
3. Tolerance.	Attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes, and actions of others who are different from oneself.
4. Discipline.	Actions that show orderly behavior and compliance with various provisions and regulations.
5. Strive.	Actions that show orderly behavior and compliance with various provisions and regulations.
6. Creative.	Thinking and doing something to produce a new way or result from something that has been owned.
7. Self-sufficient.	Attitudes and behaviors that are not easy depend on others in completing tasks.
8. Democratic.	A way of thinking, behaving, and acting that assesses the rights and obligations of oneself and others.
9. Curiosity.	An attitude and action that always seeks to know more deeply and broadly from something that he learns, sees, and hears.

Value	Description
10. National Spirit.	A way of thinking, acting, and having insight that puts the interests of the nation and state above the interests of oneself and its group.
11. Love the Motherland.	A way of thinking, acting, and having insight that puts the interests of the nation and state above the interests of oneself and its group.
12. Rewarding achievements.	Attitudes and actions that motivate oneself to produce something useful for society, and recognize, and respect the successes of others.
13. Friendly/Communicative.	Attitudes and actions that motivate oneself to produce something useful for society, and recognize, and respect the successes of others.
14. Love of Peace.	Attitudes and actions that motivate oneself to produce something useful for society, and recognize, and respect the successes of others.
15. Loves to read.	The habit of taking time to read various readings that provide virtue for him.
16. Care for the Environment.	Attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair natural damage that has already occurred.
17. Social Care.	An attitude and action that always wants to give help to others and people in need.
18. Responsibility.	A person's attitude and behavior to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the state and God Almighty.

The next article is the development of post-colonial education written by Arnelis Manjohan (2016). This literature study with a historical approach reveals significant curriculum changes after the colonial era (Arnelis et al., 2016). This study uses a document analysis method on the curriculum in the colonial period with the curriculum in the independence period. The striking difference from the colonial period and the post-colonial era is the cultural and religious elements included in the curriculum. This makes learning activities and counselling guidance also affected by cultural and religious elements.

Table 4. Cluster of Cultural and Historical Approaches in Counselling Guidance (Source: Author's Elaboration).

Writer	Methodology	Methodology
Muhammad Fachrurrazi (2023)	Qualitative Literature and Data	There are two main elements in guidance and counselling: 1) the environment, which consists of parents, fellow students and upperclassmen, 2) formal education, which is supported by teachers
Ardi AndikaWadi (2019)	Literature studies	The practice of multicultural counselling prioritizes the understanding of cultural diversity in society and openness in thinking.

Writer	Methodology	Methodology
Hasru (2022)	Literature studies	Counselors can use the Reiligi counselling intervention model which consists of five techniques, namely praying, tafakkur (contemplation), reading the Qur'an and Hadith, repentance, worship or ritual.
Arnelis, Marjohan (2016)	Literature study with a historical approach	The reform of post-colonial education emphasizes religious and cultural elements, and this is influential in terms of counselling guidance.
Heru Nurrohman (2013)	Research and Development, quantitative	The results of field tests show that the guidance and counselling program based on cultural values is effective in improving students' self-adjustment skills

The next article cluster is a cluster related to professionalism and activity management in counselling guidance in Education. In this article there are only two articles. The first article was written by Muh. Afroji (2018) which discusses the professionalism of BK teachers in Madrasas. This article reveals the function of Guidance and Counselling teachers in educational institutions and the challenges faced by educational institutions in the implementation of guidance and counselling. One of the phenomena that occurs a lot is the

limitation of human resources which makes some teachers have to serve as guidance and counselling teachers even though they do not have a background in guidance and counselling education (Afroji, 2018). For this reason, Madrasah must provide structured training to provide insight to teachers about the principles of counselling guidance. This article reveals that there are four important functions of counselling guidance teachers in educational institutions, namely: 1) personal guidance, 2) study guidance, 3) social guidance, and 4) career guidance.

Table 5. Cluster of Professionalization and Management in Counselling and Guidance.

Writer	Methodology	Findings
Muh. Afroji (2018)	Studi Pustaka	Counselling Guidance is divided into several important areas: Personal guidance, social guidance, study guidance, and career guidance. In practice, counselling guidance can be carried out by BK teachers and non-BK teachers.
Andriyana Sugiyanto (2017)	Kualitatif Deskriptif	the implementation of BK management based on Total Quality Management (TQM) in school settings, the implementation of TQM is based on empowering human resources

The next article is about Total Quality Management which is carried out in the implementation of guidance and counselling. The quality management process offered in the article is a work cycle that ensures that each person in charge of counselling guidance makes a guidance strategy, carries out counselling

guidance, and then evaluates the guidance process that has been carried out (Sugiyanto et al., 2017). This article also offers a framework that can be used by educational institutions in the provision of guidance and counselling. This work pattern provides an overview of a more structured and sustainable counselling guidance work process.
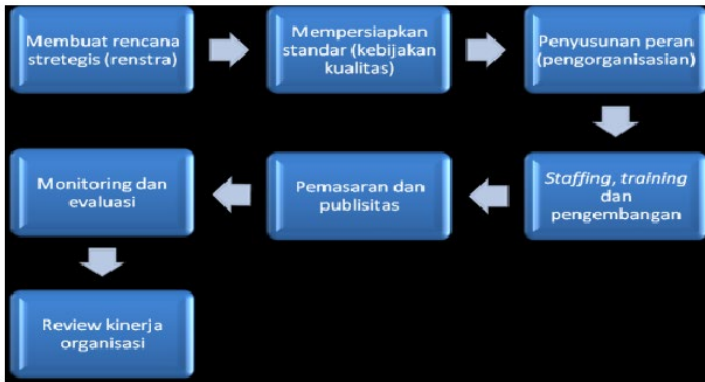

Figure 6. Steps to Implement Counselling and Guidance Management based on Total Quality Management. (Source: Sugiyanto et. al., 2017)

In the last cluster (Table 6), there are two articles that offer counselling guidance methods that have been used in recent years. The first is the self-talk method (Syafrianto: 2019). This method encourages students to say positive words to themselves to have a positive influence within them. This is done consistently for a period of time. There are several examples of words that are recommended for researchers to use. This method has been tested and has had a positive influence on students (Tambunan et al., 2019). However, it seems that this method still needs further development to be more mature and can be used in various educational institutions.

Table 6. Cluster Counselling and Guidance Methods.

Writer	Methodology	Findings
Syafrianto Tambunan (2019)	Findings	In schools, self-talk can be given to motivate students and to hone their interests and talents. It can also be used to have a positive influence on student behavior
Jihan Intan Ekawati (2022)	Studi Literatur	Counselling with a blended or hybrid concept has now become an option that should be considered by combining online and face-to-face counselling to adjust to post-pandemic development conditions.

The second method that has emerged in the post-pandemic era is blended-based counselling guidance that combines online and face-to-face counselling guidance (Intan Ekawati et al., 2022). This method is proposed to provide flexibility and convenience, and to take advantage of digital technology that has developed in recent years. In this article written by Jihan in 2022, a graphic is also displayed about how counselling guidance can be carried out with a blended or hybrid system, to provide convenience for students and teachers who provide guidance and counselling.

Figure 7. The Concept of Counselling Mixed between Online and Face-to-face. (Source: Jihan Intan, 2002).

Based on our systematic literature review, we can conclude that the concept of counselling guidance in education in Indonesia is a method used to develop students' competencies and abilities in education. This method aims to help students improve their learning abilities, improve their skills, and build students' character. How to apply counselling guidance in education in Indonesia can be done through several stages. First, teachers must know the needs of students, their abilities, and their attitudes. After that, teachers must choose the right counselling guidance method according to the needs of students. Counselling guidance methods that can be used include: 1) Competency-based method, this method uses competency criteria as a basis to improve students' abilities. 2) Education-based method, This method uses education as a basis to improve students' abilities. 3) Experience-based method (Amalia & Gumilar, 2019). This method uses student experience as a basis to improve students' abilities.

Counselling guidance in education also has benefits, such as improving learning ability, improving skills, and building character. What stands out from the concept of counselling guidance in Indonesia is the existence of strong religious and cultural elements that are instilled in the guidance and

counselling process. However, there are shortcomings of counselling guidance in education in Indonesia, such as lack of time (Wilna et al., 2017). Because the time required to apply the counselling guidance method is usually quite a lot. In addition, a lack of resources is also a frequent occurrence, because the counselling guidance process does require sufficient resources. In addition, there is also the problem of lack of teacher skills. Teachers who do not have the skills in applying counselling guidance methods can cause unsatisfactory results for students. Therefore, as suggested by Afroji (2018), educational institutions may use the services of teachers without a background in counselling guidance education, if indeed human resources are inadequate (Afroji, 2018), However, they must still provide adequate direction and training, so that teachers can carry out their functions properly. Afroji's research also revealed that teachers who do not have a background in counselling guidance can still carry out their functions well in various madrasas.

Based on the literature in this article, the concept of guidance and counselling in education in Indonesia has a foundation that is firmly rooted in religious and cultural elements (Baharudin, 2017). Counselling in Indonesia must emphasize the cultural elements that have been determined by the Government, which are formulated in 18 cultural values, such as honesty, democracy, love of peace, friendship, and so on. These cultural values are also very important to maintain diversity in Indonesia's very diverse, multi-ethnic, and cultural society. For this reason, the values of tolerance are very important so that students can alternately understand and not fall into conflict with fellow students.

In addition, because Indonesia is a country based on religious and divine values, the process of counselling guidance in education in Indonesia is greatly influenced by religious values. Counselling guidance in educational institutions is encouraged to direct students to religious activities that can develop spiritual values such as dhikr, reading the holy book, worship, and so on (Hasrul, 2022). This can also be a solution to the limited time in guidance and counselling. Because this kind of religious ritual activity can be carried out by students independently or together with their friends in educational institutions. Limitations in the number of teachers and teacher competence must also be closed by encouraging people in the student environment to participate in the guidance and counselling process. Friends, upperclassmen, and parents must actively participate in providing direction, guidance and counselling to students in need, so that the problems faced by students can be solved properly.

The development of increasingly advanced technology has opened up opportunities for educational institutions and communities in Indonesia to carry out the guidance and counselling process virtually (Jannah & Marjo, 2022). Applications such as zoom and whatsapp have been widely used in online learning, but have not been widely used in the guidance and counselling process. Therefore, the use of online counselling or blended counselling is one of the options offered by researchers to overcome space and time limitations (Mustika Septi Handini et al., 2022). This option can provide convenience and flexibility for teachers and students, because it can be done anywhere, as long as there are devices and internet networks that support (Roller, 2022). In addition, new counselling methods

such as self-talk and counselling using music also seem to need to be developed to provide alternatives in counselling activities, and so that there is no stagnation and boredom in the guidance and counselling process (Logren et al., 2017).

This research was carried out in a short time and using limited data. In addition, there are also limitations from the author in understanding each article analyzed. The limited number of articles also makes the scope of research even narrower. The open knowledge map is indeed able to provide scientific articles that are relevant to the topic being sought, but the quality of the filtering and selection process of articles on the website is still uncertain because it is indeed strengthened by AI which sometimes faces obstacles. Therefore, manual search seems to be an option if the results in this study are still not satisfactory. However, the studies that have been successfully collected in three clusters in this article provide an overview of the pattern of counselling guidance that has developed in educational institutions in Indonesia in recent times.

CONCLUSION

After conducting a systematic literature review, to find out about the concept of guidance and counselling in Education in Indonesia, using data from open knowledge maps, the author found 100 related articles, and selected them into 9 relevant related articles. The article can be classified into 3 main clusters: the cluster of counselling guidance based on religious and cultural values, the cluster of professionalism and management in counselling guidance, and the cluster of new methods in counselling guidance. From the first cluster, it was found that the

concept of guidance and counselling in Indonesia has a strong religious and cultural pattern. Cultural and religious values are also instilled in students in various ways, including through worship and religious rituals. From the professionalism and management cluster, it was found that the function of guidance and counselling in educational institutions is to provide four main guidance: personal guidance, social guidance, study guidance, and career guidance. And this guidance and counselling process can be carried out by friends, parents, upperclassmen, or teachers, both from counselling guidance teachers and from other teachers who do not have a counselling guidance background. In addition, there is also a framework called Total Quality Control in counselling guidance that can be used by educational institutions to maintain quality in guidance and counselling. Meanwhile, two methods that are alternative in guidance and counselling are the self-talk and blended counselling methods that have been tried and developed in several studies.

The findings in this article provide an overview of the latest developments in the world of guidance and counselling, especially those in educational institutions. Religious and cultural values are the main characteristics of guidance and counselling in Indonesia. Therefore, these two elements seem to have to be maintained to maintain the quality and characteristics of counselling guidance in Indonesia. New methods that have emerged such as a mixed online and offline counselling system can also be an alternative for decision-makers to overcome the constraints of lack of human resources or time constraints. This research offers a novel insight into the concept of counselling in Indonesia. In addition, it discusses the development of new

counselling methods within the country. This contribution is expected to provide valuable information to the international community interested in the evolution of counselling within Indonesia's educational sector. Furthermore, it aims to fill the gap in the literature regarding the latest counselling concepts emerging in Asia, particularly in Indonesia.

This research is still very limited because it relies on the main reference which is only 9 articles. Meanwhile, there are still many other studies that have not been analyzed in this article. Therefore, further studies can be conducted to uncover other aspects of guidance and counselling, such as human resource problems in guidance and counselling, as well as the role of the environment in guidance and counselling. In addition, this study also reveals that the concept of guidance and counselling in Indonesia still needs to be developed more maturely, so that it can be used and applied more easily in educational institutions.

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