



Analysis of Counseling Approaches in Addressing Students' Learning Problems in Indonesia

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Abstract

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The digital transformation in education has significantly impacted students' learning processes in Indonesia. Uncontrolled use of technology has triggered various learning issues, including concentration difficulties, academic anxiety, low motivation, and internet addiction. This study aims to identify effective counseling approaches in addressing students' learning problems in Indonesia and to analyze both learning challenges and the factors influencing intervention success. A Systematic Literature Review (SLR) method was employed, following PRISMA and Cochrane guidelines, synthesizing 29 selected studies published between 2010 and 2025. The findings indicate that counseling approaches such as individual counseling, group counseling, Cognitive Behavior Therapy (CBT), Rational Emotive Behavior Counseling (REBC), reality therapy, and self-management are effective in improving students' independence, motivation, discipline, and in reducing academic anxiety and digital addiction. The success of these interventions is influenced by internal factors (emotions, motivation, and study habits) and external factors (family support, school conditions, and technology integration). This study concludes that action-oriented, structured, and contextually adaptive counseling approaches are essential in responding to the socio-digital challenges faced by students. The results of this review offer valuable insights for developing school counseling policies and professional counselor training programs that are responsive to the demands of digital-era learning.

How to Cite this Article

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INTRODUCTION

The rapid advancement of technology has brought significant transformation to the field of education, while also presenting complex challenges to students' learning processes (Fricticarani et al., 2023; Morales, Garrido, & Martín, 2021). In Indonesia, particularly in major urban centers, widespread internet penetration and the increased use of gadgets have altered patterns of interaction, learning styles, and even students' mental health (Nursyifa, 2019). Data from the Ministry of Communication and Informatics (2023) reveals that 99.4% of Indonesian adolescents access the internet daily, with an average usage of 4–5 hours outside of school-related activities (UNICEF, 2023). This phenomenon has contributed to a decline in study focus and heightened anxiety disorders (Liu et al., 2023; Peper & Harvey, 2018; Shanmugasundaram & Tamilarasu, 2023), and the emergence of addictive behaviors related to gaming and social media (Remon, 2024). Without strategic intervention, these negative impacts may further deteriorate the quality of education and hinder students' optimal development, even though, when properly integrated, technology can enhance educational quality and learning outcomes (Suleiman, 2023; Timotheou et al., 2023).

Technology, including social media and digital platforms, inherently holds great potential to improve students' well-being and productivity (Hariyono et al., 2024; Nisa & Fitriani, 2024). Research by Ningrum et al (2023) confirmed that interactive learning applications can increase student engagement and academic performance. However, this technological integration also leads to unintended consequences. The increasing daily reliance on gadgets has caused distractions; urban students are increasingly displaying symptoms of phubbing, ignoring their surroundings in favor of smartphone use Mulyaningsih, Wisesa, & Japar (2024) which negatively impacts social skills and time management (Al-Saggaf, 2022; Putri et al., 2023). These conditions highlight the urgent need for counseling approaches that are not only solution-oriented but also adaptable to the fast-evolving digital landscape (Carlson, 2024; Fitriyah, 2023).

Uncontrolled technology use has introduced multidimensional issues (Saputra et al., 2026; Syuntyurenko, 2022). Cognitive disruptions include diminished concentration (Dontre, 2021; Shanmugasundaram & Tamilarasu, 2023), while psychological concerns involve rising levels of anxiety, fear of missing out (FOMO), and social isolation (Akbari et al., 2021; Lyngdoh et al., 2023). Academically, students' growing dependence on instant answers particularly through AI tools has reduced their critical thinking abilities (Darwin et al., 2024; Szmyd & Mitera, 2024). Although some efforts to promote mindful technology use have been initiated, their effectiveness remains limited due to individual differences in how technology impacts students (Firmani et al., 2024; Hidayati et al., 2021). Without a thorough analysis of suitable counseling approaches, interventions risk being trial-and-error in nature.

Various counseling-based intervention strategies have been implemented, including gamified educational media Oktaviani & Munahefi (2025) digital information services, parental collaboration programs, and modernized counseling services through digital platforms (Suranata et al., 2020; Vasist & Raju, 2024). However, prior studies

rarely offer a comparative analysis of counseling approach effectiveness within the Indonesian context. Most existing reviews tend to focus exclusively on evaluating single counseling interventions or specific educational media, leaving a significant gap in understanding how different approaches address varied academic problems. These prior studies often lack a comprehensive comparison of target issues and do not adequately evaluate the methodological limitations of the interventions implemented. In fact, socio-cultural factors such as parental digital literacy and school policies play a critical role in the success of these interventions.

In Indonesia, systematic efforts such as the revised “Merdeka Curriculum” have included digital literacy components, yet their implementation is uneven. Surveys conducted across schools in several provinces, such as East Java and the Special Region of Yogyakarta (Barida & Sari, 2025; Costa et al., 2024; Indriana et al., 2024). Moreover, many students are unaware of the negative effects of technology and struggle to manage their study time once exposed to continuous gadget (Kucuk, 2023). These gaps highlight the need for mindset-shifting approaches, including behaviorist and cognitive-behavioral strategies that restructure students' perceptions and habits around technology use approaches that will be thoroughly explored in this study (Fuchs & Fuchs, 2024; Kim & Castelli, 2021).

Unlike previous studies that heavily focused on single counseling interventions, the novelty of this review lies in its comprehensive scope. This review maps multiple counseling approaches, systematically compares their specific target problems, and identifies the contextual factors both internal and external that influence intervention success in Indonesian school settings. By synthesizing these elements, this article provides a nuanced, comparative framework that has been largely missing in the current literature.

Furthermore, addressing students' learning problems in the digital age is highly relevant to the fundamental principles of Islamic Guidance and Counseling (Eseadi, 2023; Muarifah et al., 2024). From an Islamic perspective, overcoming learning challenges is not solely aimed at academic achievement, but is deeply intertwined with character education (akhlak) and the maintenance of a psychological-spiritual balance. Counseling interventions in this context serve to cultivate students' self-control (muhasabah), enhance study discipline, and instill a profound sense of responsibility (amanah) towards their education. By integrating these values, counseling can holistically guide students to navigate digital distractions while aligning their academic behaviors with Islamic teachings.

This Systematic Literature Review (SLR) is guided by three specific research objectives: (1) to identify the common types of learning challenges experienced by students in Indonesia; (2) to map and evaluate the effective counseling approaches used to address these specific learning problems; and (3) to analyze the internal and external factors that influence the success of guidance and counseling interventions in formal education settings. Using the systematic literature review (SLR) method, this study synthesizes recent research to provide evidence-based recommendations, contributing to

the achievement of SDG 4 in promoting quality education. The findings are expected to map out best practices in school counseling for learning problems in the digital era, strengthen school policies on guidance services, and serve as a reference for counselor training module development. Thus, this research aims to make a significant contribution to improving the quality of school counseling services in the digital age.

METHOD

This systematic review was conducted following the guidelines of the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) (Page et al., 2021) and the Cochrane Collaboration recommendations for reviewing interventions.

Eligibility Criteria

The inclusion and exclusion criteria in this study were guided by the PICOS framework. The target population consisted of elementary, junior high, and senior high/vocational high school students in Indonesia experiencing learning problems, such as difficulty concentrating or academic anxiety. Studies involving university students or addressing issues outside the learning context were excluded. The intervention was limited to counseling approaches, both conventional and technology-based (e.g., e-counseling, self-help applications), excluding non-counseling interventions such as medical therapy. Only studies conducted within formal education settings and focusing on the improvement of learning aspects were considered. Empirical studies including quantitative, qualitative, mixed-method, experimental, quasi-experimental, or systematic reviews were included, while non-peer-reviewed articles, opinion pieces, conference proceedings, undergraduate theses, master's theses, and unpublished dissertations were excluded.

Data Sources and Search Strategy

Literature searches were conducted across several academic databases, including Scopus, Web of Science, ERIC, Google Scholar, and Indonesia's SINTA-accredited journals. Keywords included combinations of terms related to the population (e.g., "student learning problems," "academic anxiety"), interventions (e.g., "school counseling," "e-counseling"), and context (e.g., "Indonesia," "formal education"). The search was restricted to articles published between 2010 and 2025 in either Indonesian or English, and only full-text articles were included. To ensure data comprehensiveness, a snowballing technique was used by examining references in selected articles, along with consultations with guidance and counseling experts in Indonesia to identify potentially relevant but unindexed studies.

Study Selection

The study selection process was conducted in multiple stages by two independent reviewers to minimize bias. The first stage involved screening titles and abstracts based on the PICOS criteria. Articles meeting the criteria were then subjected to full-text screening in the second stage. Any disagreements in selection were discussed until consensus was reached. The PRISMA flow diagram was used to visualize the selection

process, including initial identification, screening, and the final number of articles that met the inclusion criteria.

Variable Coding

Data extracted from the selected studies included research characteristics (year, study design, sample), types of counseling interventions, outcome measurement tools, and key findings on the effectiveness of each approach. A thematic analysis was conducted to identify patterns and trends in the counseling methods used, their impact on learning problems, as well as facilitating or hindering factors that influenced their success.

RESULTS AND DISCUSSION

Research Question

This systematic literature review presents a synthesized analysis of various studies on counseling interventions addressing student learning problems in Indonesia. Based on a comprehensive review of relevant literature, the central research questions guiding this analysis are formulated to systematically address the existing gaps: (1) What common learning challenges are identified among students in Indonesia?; (2) What counseling approaches are effectively employed in educational settings to address these diverse student learning problems?; and (3) What internal and external factors, including contextual barriers, influence the overall success of these guidance and counseling services? These questions aim to explore the effectiveness of implemented approaches, identify specific student issues, and understand the contextual barriers and factors influencing the success of guidance and counseling services.

Search Results and Study Characteristics

This synthesis involved 29 studies, the majority of which addressed guidance and counseling (GC) interventions for learning-related student issues in Indonesia. These studies employed a variety of methodologies, including experimental (pre-experimental, pretest-posttest, quasi-experimental), descriptive qualitative, R&D, mixed-method, and case study designs offering diverse perspectives on effectiveness and contextual implementation. The interventions were applied across various educational levels, from elementary to junior and senior high schools, including Islamic schools (MTsN), demonstrating the breadth of counseling services. A PRISMA flow diagram and a study characteristics table are presented to illustrate the systematic review process and study details.

In analyzing the synthesized studies, it is crucial to systematically distinguish the strength of evidence across different research designs to avoid bias in drawing conclusions regarding intervention efficacy. Only one study utilized a rigorous Randomized Controlled Trial (RCT) design (Stallard et al., 2011), offering the highest empirical standard for computer-based CBT. Several studies employed quasi-experimental or control-group designs (Ilanloo et al., 2022; N. K. R. A. Putri et al., 2022; Wulandari et al., 2022), providing solid evidence of interventions “proven effective through experimentation.” Conversely, studies utilizing a one-group pretest-posttest or pre-experimental design (Hanum et al., 2015; Setiyaningsih et al., 2020; Sucianti, 2020;

Yani & Harahap, 2024) must be interpreted with caution; these designs are methodologically weak in controlling for external confounding variables, meaning identified changes could be influenced by historical or maturation factors rather than the counseling alone. Furthermore, a clear distinction must be made between these experimental outcomes and studies where approaches are merely “reported to be beneficial in qualitative and case studies” (Dermawan & Asbi, 2024; Rahmatunnida et al., 2024) or “deemed viable as a development product” through R&D frameworks (Rizky & Jati, 2023; Sabila et al., 2024; Tuaputimain et al., 2024), which focus primarily on product validity and usability rather than empirical therapeutic effectiveness. Finally, to eliminate potential bias, this review explicitly separates active intervention studies from purely observational or survey-based research lacking specific counseling delivery (Chiu, 2023; Hipolito-Delgado et al., 2021; Van et al., 2019), which function instead to diagnose contextual needs and structural barriers within the educational landscape.

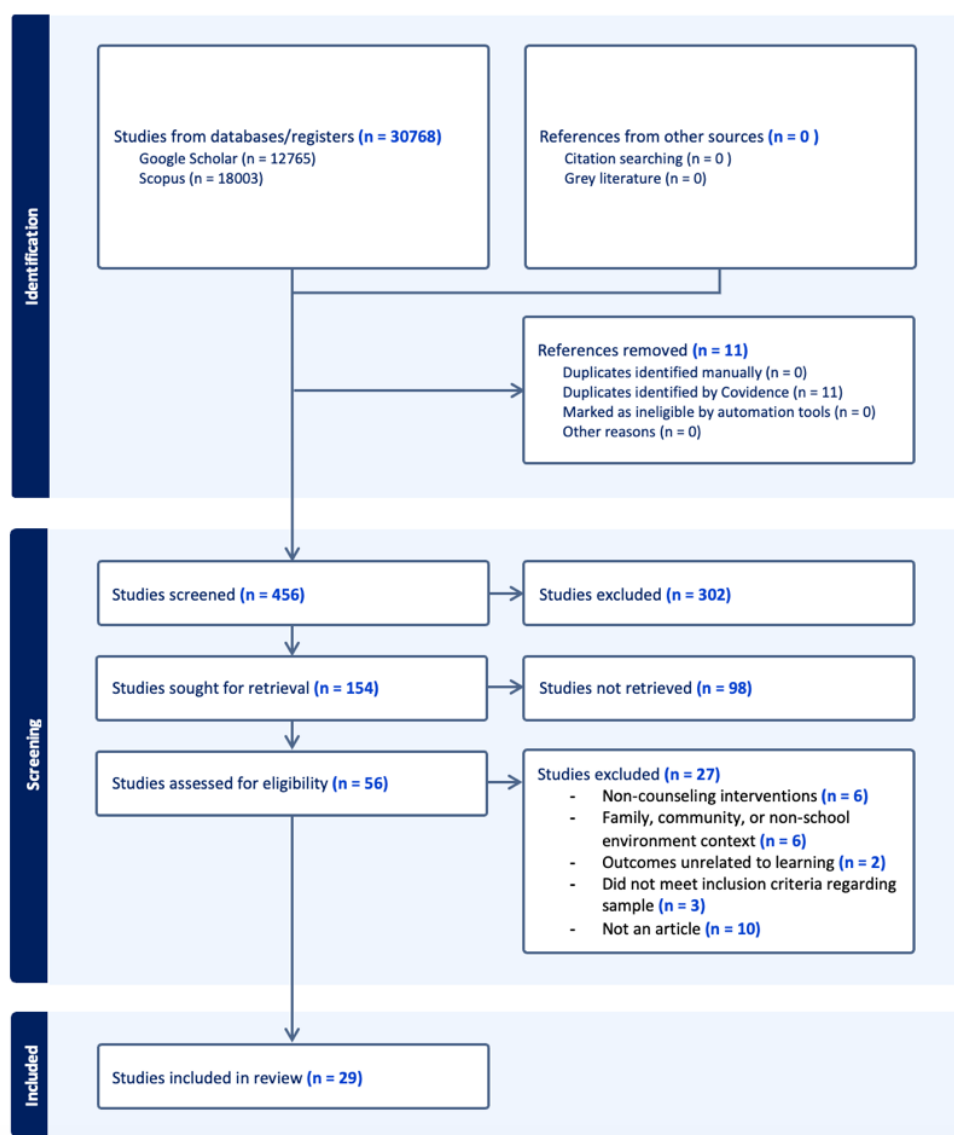


Figure 1. PRISMA Flow Diagram by Covidence

Table 1. Characteristics of Synthesized Studies on Counseling Interventions

Author (Year)	Design	Intervention / Approach	Primary Issue Addressed	Key Findings on Effectiveness
(Hanum et al., 2015)	Pre-experimental	Individual Counseling	Students' independence in addressing learning problems	Significantly effective in enhancing students' independence.
(Setiyaningsih et al., 2020)	One-group pretest-posttest design	Group Counseling using Reality Therapy	Students' learning interest	Effective in increasing students' interest in learning.
(Wulandari et al., 2022)	Quasi-experimental (non-equivalent control group design)	Group Counseling using Cognitive Behavior Therapy (CBT)	Students' learning discipline	Effective in improving learning discipline, more effective compared to control group.
(N. K. R. A. Putri et al., 2022)	Pretest-posttest control group design	REBT (Rational Emotive Behavior Therapy) with self-talk technique	Academic anxiety	Effective in reducing academic anxiety.
(Rahmatunnida et al., 2024)	Qualitative (descriptive analysis)	Comprehensive School Counseling	Students' psychological well-being and academic performance	Proven to improve students' well-being and performance, emphasizing collaborative efforts.
(Yani & Harahap, 2024)	Quantitative experimental (one-group pretest-posttest)	Individual Counseling using Classical Psychoanalysis	Academic anxiety in gifted students	Effective in reducing academic anxiety among superior IQ students.
(Sucianti, 2020)	Quasi-experimental (pretest-posttest one group design)	Group Counseling using Reality Therapy	Learning independence	Effective in increasing learning independence.
(Tuaputimain et al., 2024)	R&D (ADDIE Model)	Reality Therapy Counseling (module development)	Academic resilience in adolescents	Module found to be highly appropriate for use.
(Dermawan & Asbi, 2024)	Descriptive Qualitative	Individual Counseling using CBT	General learning difficulties	Successfully reduced learning difficulties and fostered positive thinking.
(Sibua, 2020)	Descriptive Qualitative (Case Study)	Classical Guidance (remedial, enrichment, motivation, learning skills)	Learning difficulties	Learning issues stem from internal/external factors, counseling services are unstructured.
(Faisal, 2016)	Descriptive Qualitative (Field Research)	Individual Counseling	Learning difficulties	Caused by student, school, family, and community factors.
(Muna, 2020)	Descriptive Qualitative	Individual and Group Counseling	Study burnout	Caused by family factors and dislike of subjects; challenges include limited resources and lack of collaboration.
(Naimah, 2023)	Descriptive Qualitative	Individual and Group Counseling	Learning difficulties	Learning problems linked to low motivation,

Author (Year)	Design	Intervention / Approach	Primary Issue Addressed	Key Findings on Effectiveness
				cognition, and family support.
(Maryama & Salmia, 2023)	Descriptive Qualitative	Individual and Group Counseling	Learning difficulties	Difficulties stem from internal/external factors (physical, psychological, social, family, facilities, teachers, habits).
(Ayuningtyas, 2023)	Qualitative	Guidance, Individual Counseling, Classical Services	Learning difficulties (formula comprehension, memorization, low scores)	Counseling services are well-implemented through active counselor roles and collaboration.
(Saugadi et al., 2020)	Descriptive Qualitative	Counseling and learning guidance services	Learning difficulties (poor understanding, low interest/motivation, tool limitations)	Counselor role as motivator is crucial.
(Mawarni & Sarjun, 2018)	Mixed-method	Individual Counseling with Behaviorist Approach	Aggressive behavior	Did not show significant effectiveness; further development needed.
(Hipolito-Delgado et al., 2021)	Illustrative Case Study	No intervention (observational)	Distance learning experience	Emphasized the role of school counselors in advocating for student needs.
(Van et al., 2019)	Survey Method	No specific counseling intervention (descriptive/correlational study)	Stress issues and need for stress counseling	Students lack stress coping skills; counseling services are inadequate.
(Fadila et al., 2022)	Descriptive Qualitative	Information service and individual counseling using emotional approach	Declining motivation due to online learning	Online learning reduced motivation; counselors provided services despite barriers (enthusiasm/environmental support).
(Agriani, 2023)	Field Research	Group and Individual Counseling	Learning motivation of students from broken homes	Effective in increasing motivation; supported by parental role and collaboration.
(Pangestie et al., 2023)	Design-Based Research (DBR)	Core, responsive services, and individual planning (guidebook/app development)	Learning motivation	Tracking model can be an alternative to non-test assessments.
(Sabila et al., 2024)	R&D	Self-Management (Module)	Learning discipline	Module found to be highly appropriate and effective in improving discipline.
(Rizky & Jati, 2023)	R&D	Student Problem Identification Instrument (Android app)	Identifying student problems	App is accurate and highly suitable to assist counselors.
(Putra & Rahman, 2019)	Descriptive Qualitative & Survey	Classical Guidance, Individual, and Group Counseling	Physics learning difficulties	Counselor role and collaboration are crucial.

Author (Year)	Design	Intervention / Approach	Primary Issue Addressed	Key Findings on Effectiveness
(Ilanloo et al., 2022)	Quasi-experimental (pretest-posttest)	Group Counseling with Mindfulness-Based Cognitive Therapy	Internet addiction, emotion regulation	Effective in reducing internet addiction and enhancing positive emotional regulation.
(Chiu, 2023)	Qualitative	Self-Determination Theory (Observational)	Student engagement in emergency online learning	Autonomy support boosts engagement; emotional/technical barriers hinder it.
(Stallard et al., 2011)	Randomized Controlled Trial (RCT)	Computer-Based CBT (cCBT)	Emotional symptoms and total difficulties	Showed significant improvements.
(Kholifah et al., 2024)	Descriptive Qualitative	Individual Counseling	Learning independence	Counselor plays a critical role; faces barriers such as limited time, facilities, and support.

Effective Counseling Approaches and Their Impacts

The analysis of the synthesized studies reveals various counseling approaches proven to be effective in addressing students' learning problems. These approaches differ in focus and methodology, yet consistently demonstrate positive outcomes in improving multiple aspects of student learning.

1. Individual Counseling

Individual counseling, a one-on-one intervention tailored to a student's specific needs, is frequently cited as highly effective. Hanum et al. (2015) found it significantly improved student independence in problem-solving. Yani & Harahap (2024) demonstrated its effectiveness in reducing academic anxiety using a classical psychoanalytic approach. Dermawan & Asbi (2024) reported that CBT-based individual counseling successfully reduced learning difficulties and fostered positive thinking. It is also a core component of comprehensive GC services in addressing general learning difficulties and study burnout (Faisal, 2016; Muna, 2020). Kholifah et al. (2024) highlighted the role of individual counseling in enhancing students' learning autonomy and self-identity. Fadila et al. (2022) found that individual counseling using an emotional approach was effective in increasing students' learning motivation during online learning.

The effectiveness of individual counseling lies in its capacity to provide personalized support, allowing for in-depth exploration of problems and the development of tailored strategies. This approach demonstrates considerable flexibility, with reported success in addressing a range of student issues such as learning autonomy, academic anxiety, general learning difficulties, study burnout, and learning motivation. Individual counseling is adaptable to diverse student needs and counselor orientations through the application of various theoretical frameworks, including classical psychoanalysis, Cognitive Behavioral Therapy (CBT), emotion-focused approaches, Reality Therapy, and behavioristic approaches.

2. Group Counseling

Group counseling involves a small group of students facing similar issues, facilitating peer support, shared experiences, and collective problem-solving. Setyaningsih et al. (2020) found that group counseling using the reality therapy approach was effective in enhancing students' learning interest. Wulandari et al. (2022) demonstrated that group counseling based on Cognitive Behavioral Therapy (CBT) effectively improved students' learning discipline. Sucianti (2020) reported that group counseling using the reality approach significantly increased students' learning independence. Group counseling is also part of comprehensive services addressing study burnout and general learning difficulties (Muna, 2020; Naimah, 2023). Ilanloo et al. (2022) found that online group counseling based on mindfulness-based cognitive therapy effectively reduced internet addiction and improved emotional regulation. Agriani (2023) noted the effectiveness of group counseling in enhancing motivation among students from broken homes. Group counseling leverages social dynamics for therapeutic benefits.

Its effectiveness in areas such as learning interest, discipline, independence, and emotional regulation highlights its utility in addressing common academic and developmental challenges, particularly where peer influence and shared experience are beneficial. The emergence of online group counseling, as illustrated by Ilanloo et al. (2022) further demonstrates that school counseling services are capable of adapting to new contexts and various innovations.

3. Cognitive Behavioral Therapy (CBT) and Rational Emotive Behavior Counseling (REBC)

These approaches focus on identifying and modifying maladaptive thought patterns and behaviors that contribute to psychological distress and learning difficulties. Wulandari et al. (2022) showed that group counseling using CBT was effective in improving learning discipline. Putri et al. (2022) found that REBT with self-talk techniques effectively reduced academic anxiety. Dermawan & Asbi (2024) reported that individual counseling based on CBT reduced learning difficulties and fostered positive thinking. Stallard et al. (2011) highlighted the effectiveness of computer-based CBT (cCBT) in addressing emotional symptoms and overall difficulties. Ilanloo et al. (2022) applied mindfulness-based cognitive therapy in group counseling, which proved effective in reducing internet addiction and enhancing emotional regulation.

The consistent effectiveness of CBT/REBT across a range of issues such as discipline, anxiety, general learning difficulties, emotional regulation, and internet addiction underscores the practical, structured, and goal-oriented nature of these approaches. Theoretically, CBT and REBC are highly potent in mitigating academic anxiety and digital addiction because they facilitate cognitive restructuring. This process enables students to identify, challenge, and replace maladaptive automatic thoughts such as catastrophic fears of academic failure or compulsive behaviors driven by digital instant gratification with rational beliefs. Through specific cognitive-

behavioral techniques such as rational self-talk, students successfully retake control over their cognitive functions and emotional states. Within the Indonesian educational context, where immense pressure for academic performance intersects with high smartphone penetration and digital distractions, these structured and time-limited approaches provide school counselors with a highly pragmatic and effective framework to rebuild students' psychological coping mechanisms. They provide students with concrete strategies to manage their thoughts and behaviors, making them highly relevant in educational settings where measurable outcomes are essential.

4. Reality Counseling Approach

Reality counseling focuses on present behavior, personal responsibility, and making choices that lead to the fulfillment of one's needs, rather than dwelling on past causes. Setiyaningsih et al. (2020) found that group counseling using a reality approach was effective in increasing students' learning interest. Suciанти (2020) reported that group counseling with a reality approach effectively improved students' learning independence. Tuaputimain et al. (2024) developed an individual counseling module based on reality therapy to enhance academic resilience. The emphasis of reality counseling on responsibility and action makes it particularly suitable for developing self-management skills such as learning autonomy and academic motivation. Its focus on practical solutions aligns well with the needs of students facing academic challenges.

5. Other Counseling Approaches and Interventions

Various counseling approaches have demonstrated their relevance and effectiveness in addressing student problems. The classical psychoanalytic approach has proven effective in reducing academic anxiety among students (Yani & Harahap, 2024), indicating that psychodynamic approaches remain relevant for specific psychological cases. Meanwhile, the self-management approach developed by Sabila et al. (2024) successfully improved students' learning discipline by enhancing self-regulation skills. A behavioristic approach was also applied by Mawarni & Sarjun (2018) to reduce aggressive behavior and increase self-control factors that, while not directly academic, significantly affect the learning process. In addition, technology-based innovations such as Android applications for identifying student problems (Rizky & Jati, 2023) and the implementation of computer-based cognitive behavioral therapy (cCBT) (Stallard et al., 2011) reflect an emerging trend in the use of digital tools for both assessment and counseling service delivery.

Overall, there is a strong tendency toward structured, action-oriented counseling approaches, as evidenced by the dominance of CBT, REBT, and Reality Therapy-based interventions, along with the self-management model, which aligns with this paradigm. These approaches generally focus on present problems, are time-limited, and emphasize behavioral change and cognitive restructuring through a clear framework. Their effectiveness lies in equipping students with practical skills to manage thoughts, emotions, and behaviors related to the learning process. Besides being goal-oriented and outcome-focused, such approaches are also considered more feasible for school settings,

as they offer practical solutions to common issues such as discipline, anxiety, motivation, and learning independence. This trend reflects a pragmatic shift in school counseling, emphasizing measurable outcomes and seamless integration into existing school structures especially amid limited resources and increasing academic performance pressures.

The following provides an overview of effective counseling approaches and the main issues these approaches are designed to address, as shown in Table 2.

Table 2. Effective Counseling Approaches and Their Primary Target Issues

Counseling Approach	Primary Issues Addressed	Number of Studies Reporting Effectiveness
Individual Counseling	Learning independence, academic anxiety, general learning difficulties, study burnout, learning motivation, aggressive behavior	14
Group Counseling	Learning interest, study discipline, learning independence, study burnout, general learning difficulties, internet addiction, emotional regulation, learning motivation	9
CBT/REBT (including Mindfulness-CBT, cCBT)	Study discipline, academic anxiety, general learning difficulties, emotional symptoms/overall difficulties, internet addiction, emotional regulation	5
Reality Therapy	Learning interest, learning independence, academic resilience	3
Comprehensive Guidance/General Counseling Services	Psychological well-being, academic achievement, learning motivation, problem identification	4
Self-Management	Study discipline	1
Classical Psychoanalysis	Academic anxiety	1
Behavioristic Approach	Aggressive behavior	1

The flexibility in implementing individual and group counseling services is evident, with both formats proving effective for addressing various issues using diverse theoretical approaches such as CBT, Reality Therapy, and Psychoanalysis. Individual counseling is generally more suitable for in-depth and specific issues, whereas group counseling leverages social dynamics and is more efficient for addressing common challenges. The choice of service format depends on the nature of the problem, students' preferences, and the availability of personnel and supporting facilities, reflecting Indonesian counselors' competence in adapting service formats. Additionally, the integration of technology is beginning to emerge in counseling practices, such as the use of applications for problem identification and the implementation of computer-based or online CBT. Although still in its early stages, this trend signals significant potential for expanding access, enhancing efficiency, and increasing the reach of counseling services particularly in areas with limited professional resources or supporting infrastructure.

Common Learning Challenges Addressed

The studies synthesized in this review highlight a range of learning-related problems and issues faced by students, revealing the complexity of challenges that school counseling services must address. The table below outlines the specific learning problems most frequently identified and the counseling approaches commonly applied to address them:

Table 3. Common Learning Issues and Their Frequency in the Synthesized Studies

Learning Issues/Challenges	Number of Studies Addressing the Issue	Common Counseling Approaches Used
General learning difficulties	8	Individual Counseling, Group Counseling, Classroom Guidance, CBT
Learning motivation	5	Reality Group Counseling, Individual Counseling, Comprehensive Guidance & Counseling, Self-Management
Learning independence	3	Individual Counseling, Reality Group Counseling
Academic anxiety	2	REBT, Classical Psychoanalytic Individual Counseling
Learning discipline	2	CBT Group Counseling, Self-Management Module
Study burnout	1	Individual and Group Counseling
Academic resilience	1	Reality Counseling (module development)
Internet addiction	1	Group Counseling with Mindfulness-Based Cognitive Therapy
Stress	1	(No specific counseling intervention reported in the study)
Aggressive behavior	1	Individual Counseling with Behaviorist Approach
Psychological well-being / Academic achievement	1	Comprehensive School Counseling
Emotional symptoms / Overall difficulties	1	Computer-Based Cognitive Behavioral Therapy (cCBT)
Engagement in online learning	1	(Observational study, no intervention)

Factors Influencing Learning Difficulties and Counseling Outcomes

Students' learning difficulties and the success of counseling interventions are significantly influenced by the complex interplay of internal and external factors. Existing studies provide a clear depiction of these dimensions. The first are internal factors, which refer to students' personal characteristics that affect their learning capabilities. These include cognitive, emotional, motivational, physical aspects, as well as attitudes and habits. Low cognitive ability is cited by and intelligence by Faisal (2016) as contributors to learning difficulties. Emotional conditions also play a role, as discussed by Faisal dan Maryama & Salmia (2023), and are evident in studies on academic anxiety (Putri et al., 2022; Yani & Harahap, 2024) and stress (Van et al., 2019). Low motivation is also noted by Faisal and Naimah, while students' physical condition, attitudes, learning habits, and negative self-talk are reported by Maryama & Salmia dan Putri. These factors are highly personal and demand individualized assessment and intervention, where counseling approaches such as CBT/REBC target cognitive and emotional domains, while

interventions focusing on independence and discipline aim to reinforce habits and self-regulation.

Next, external factors influencing student learning include the family, school, social environment, and pandemic-related conditions. Parental relationships, parenting patterns, and family situations such as broken homes are critical influences (Agriani, 2023; Faisal, 2016; Naimah, 2023). At school, teacher quality, curriculum design, classroom atmosphere, and limited resources also affect learning outcomes (Faisal, 2016; Kholifah et al., 2024; Maryama & Salmia, 2023; Muna, 2020). The lack of collaboration among school stakeholders is also cited as a barrier (Muna, 2020; Rahmatunnida et al., 2024). Social environments, media exposure, and the impact of the COVID-19 pandemic particularly through remote learning further complicate these issues. These realities underscore the need for systemic and adaptive counseling approaches.

In summary, this synthesis reveals that various counseling approaches such as individual counseling, group counseling, CBT, REBC, Reality Therapy, and self-management have proven effective in addressing students' learning problems in Indonesia, with a strong tendency toward structured and action-oriented interventions. Commonly encountered issues include general learning difficulties, academic anxiety, low motivation, lack of independence, and poor discipline, which are often closely tied to psychological and socio-emotional factors. The underlying causes range from internal aspects such as emotion and motivation to external ones like family and school environment. However, the implementation of counseling still faces major challenges, such as limited professional personnel, inadequate facilities, time constraints, and insufficient collaboration between schools and parents. To strengthen counseling practice in Indonesia, future research should focus on rigorous effectiveness studies (e.g., randomized controlled trials), longitudinal research, and cost-effectiveness analyses of various counseling approaches. Additionally, further exploration of contextual adaptations, the impact of systemic factors, and the integration of technology into counseling services is essential.

CONCLUSION

Based on a systematic review of 29 studies, it can be concluded that counseling approaches play a vital role in addressing various student learning problems in Indonesia. A sharper synthesis of the findings reveals that general learning difficulties and learning motivation are the most extensively studied issues in the current literature. In terms of empirical strength, structured, action-oriented behavioral and cognitive approaches specifically Cognitive Behavior Therapy (CBT) and Rational Emotive Behavior Counseling (REBC) demonstrate the strongest evidence of effectiveness due to their verification through more rigorous experimental and quasi-experimental designs. These interventions successfully enhance students' learning independence, motivation, and discipline, while reducing academic anxiety and digital addiction.

The success of these interventions remains influenced by the interplay of internal student characteristics and external environmental support. However, this systematic

review possesses several limitations that must be highlighted. First, there is a high heterogeneity of research designs among the synthesized studies, which limits direct comparison across datasets. Second, significant variations in methodological quality exist, particularly due to the prevalence of weak one-group pretest-posttest designs that lack adequate control over external variables. Lastly, this study is restricted to publications indexed in Indonesian and English, which may exclude relevant evidence published in other languages or unindexed local repositories. To address these remaining research gaps, future research should prioritize the implementation of rigorous multi-site Randomized Controlled Trials (RCTs) within the Indonesian context to establish absolute intervention efficacy. Longitudinal studies are also urgently required to evaluate the long-term sustainability of counseling outcomes over time, alongside cost-effectiveness analyses of technology-based versus face-to-face counseling delivery.

Therefore, this study provides strategic recommendations for the development of educational policy, counselor training, and innovation in guidance and counseling services to be more responsive to the evolving dynamics of student learning and well-being.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

In the preparation of this manuscript, the authors utilized ChatGPT (OpenAI) as an AI-assisted writing tool to support language editing, grammar improvement, and refinement of academic English expressions. The AI tool was also used to assist in organizing summaries during the synthesis of literature within the Systematic Literature Review (SLR) process.

All generated outputs were carefully reviewed, validated, and substantially revised by the authors to ensure accuracy, coherence, and compliance with academic standards. The AI tool was not used for data analysis, study selection, or interpretation of research findings. The authors take full responsibility for the final content and conclusions of this publication.

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