



THE 1ST INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING
“ENTERPREURSHIP IN GLOBAL COUNSELING”

**THE ROLE OF SOCIAL MEDIA TO IMPROVE ACCESSIBILITY OF
COUNSELOR SERVICES IN SOUTHEAST ASIA**

Riska Willyanti Handayani¹, Nabel Rifqy Anwar²

¹State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
twochoco.rp@gmail.com

²State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,
nabel.22007@mhs.unesa.ac.id

ABSTRACT

The phenomenon of adolescent mental health problems in Southeast Asia needs preventive and collaborative treatment. Social media as a socialization media has an influence on adolescent mental health. School counselors can educate adolescent through social media so they are careful about self-diagnosis. The purpose of this study is to discover the concept of the role of social media in increasing accessibility of school counselor services in the Southeast Asia region and identify challenges as well as opportunities for counselors in developing services. The method used in this study is a literature review of e-books and 26 journal articles. The analysis is done by comparing the ideas of each journal and then integrated to make new conclusions. The results of the study show that Instagram and Tiktok can be used by school counselors to provide preventive services. Through information services, Southeast Asian adolescents are educated on how to maintain mental health. Different cultural backgrounds in each Southeast Asian country can be a challenge to consider in designing content. Through social media, school counselors have the opportunity to collaborate with counselors from different countries in developing educational content that promotes support for adolescent mental health. Being in the era of advances in information technology, school counselors need to develop creativity in expanding the range of guidance and counseling services. Counselors can collaborate with counselors from various Southeast Asian countries in providing preventive services. The content topics that can be considered are emotional well-being and bullying prevention.

Keywords: social media, accesbilty, counselor services

INTRODUCTION [Times New Roman 10, bold]

In line with the development of the internet, social media has also grown rapidly to become an important part of everyday life. The exchange of information has become a natural activity on social media. More than just exchanging information, social media has changed the way humans interact, communicate, and obtain information (del Fresno García, Daly, & et.al., 2016). Not only as a means of communication, during the Covid-19 pandemic, social media has a role that cannot be underestimated when implementing social and physical distancing at the individual, social, and community levels (Hussain, 2020). Research has found that during periods of learning from home, teens spend more time at home and rely on social media to stay connected and get support from others (Septiana, 2021). The support is related to educating health protocols and maintaining mental well-being.

Today, mental health has become an important issue for global citizens. WHO reported that during the Covid-19 pandemic, the number of mental health cases increased from 193 million to 246 million (3,153 cases per 100,000 population). Members of major depression and 374 million (4.802 per 100 000 population) for anxiety disorders (World Health Organization, 2022). In the adolescent group, research reveals that 34% globally adolescents aged 10-19 years are at risk of clinical depression (Shorey, Debby Ng, & Wong, 2021).

Previously, a Southeast Asian study related to mental health involving 33,184 students aged an average of 14.6 years with a composition of 48.9% males and 51.1% females found that there was an association between victims of bullying and adverse psychosocial problems among students out of five from Indonesia, Laos, Philippines, Thailand and Timor Leste. It is explained that the impact of stress experienced is related to tobacco, alcohol and drug use, physical assault, physical fights, injuries, truancy and poor hand hygiene behavior, anxiety, loneliness, suicidal ideation, suicide attempts, no close friends, sedentary behavior, thin body and overweight or obesity (Pengpid, 2019). The study confirms that the experience of bullying affects adolescent mental health and causes the emergence of deviant behavior.

Increasing adolescent mental health problems require preventive, responsive and collaborative treatment. The involvement of teachers, parents, and the community is necessary in supporting the efforts of school counselors to organize guidance and counseling services to help students overcome conflict, manage emotions and build healthy relationships with others (Farozin, Kurniawan, & Irani, 2019). The phenomenon of increasing adolescent mental health problems has not been offset by adequate mental health education. Research results in the ASEAN context revealed several conditions: 1) only three countries have school mental health laws, 2) not all ASEAN countries include mental health education in school curricula, 3) school counselors tend to focus on students who have problems (Nishio, Kakimoto, & et. al, 2020). So it can be concluded that each ASEAN country involves counselors to deal with mental health although the approaches and challenges in each country are not the same.

Advances in internet-based information technology have opened up opportunities for students to obtain mental health information through various available applications. When students are unable to reach mental health services at school, they can search online for information. Previous research has found that information technology encourages teens and adults to try to validate their own mental health. There is a

potential for errors to occur in the self-diagnosis process so that a feeling of hopelessness and fear arises in the individual (Hook & Parker, 2002). This indicates that *self-diagnose* has a negative impact on adolescent mental health.

During the Covid-19 pandemic, large-scale social constraints had required students to learn from home. Nevertheless, there are creative efforts by school counselors to stay in touch with students through technology and online platforms (Pincus, Hannor-Walker, Wright, & Justice, 2020). Research conducted during the pandemic revealed that the Google Classroom and Google Form apps are often used as media for classical tutoring, and the WhatsApp app for individual/group counseling (Hastuti & Purbaning). Both studies describe that school counselors can provide preventive and curative services through online applications to adolescents.

Self-diagnosis efforts in adolescents show that there is a need for adolescents to be able to access mental health information when counseling services are not available in schools. Meanwhile, the phenomenon of online mentoring and counseling services during the pandemic shows that there are creative efforts by school counselors to be able to reach students online as well as provide emotional social support in difficult situations. The conclusion of both these facts is that adolescent mental health services are preventive and curative can be obtained through social media organized by professional school counselors.

As a platform that facilitates socialization, social media has created contradictory situations on aspects of social relationships. Social media makes it easier for teens to form and create online groups and communities. But on the other hand, social media can create a source of alienation and exclusion (Allen, K., Ryan, T., Gray, et. al, 2014). Social media is dynamic. "How did social media change the world?" The study concluded that broader social relationships between students, teachers and students, and teachers, and parents have proven important to understand why social media in some cases can complement certain gaps in the provision of formal educational services, by offering informal alternatives to knowledge. But elsewhere, social media is seen as a disruption to learning (Miller & Costa, 2016). Focusing on the positive side, research reveals that social media can provide interventions and resources, such as support groups, to help deal with depression symptoms. In addition, social media also contributes to adolescent well-being by improving social connections, self-esteem, and mood

Before the Covid-19 pandemic, a comparative study of media use showed that the most popular social media used for learning environments was Facebook because it has many features that can support e-learning (Patmanthara, Febiharsa, & et. al, 2019). Research related to social media features revealed that Instagram features that include upload photos, caption, comment, instastory, Instagram live, direct message in can be used by consultants to support guidance and counseling services program. (Noviyanti, 2020). During the Covid-19 pandemic period, the TikTok app served as a learning medium used by teachers during home learning. The research found that the key learning topics published in the #learnontiktok campaign and the discipline have invited the highest number of audiences to engage (A. Fiallos & Figueroa, 2021). The research also demonstrated that respondents prefer the learning method using TikTok than traditional mind maps because of its spaciousness and attractive features. It is further stated that TikTok also complies with the five principles in multimedia learning according to Mayer List (Adnan, Ramli, & Ismail, 2021). These facts prove that social media is useful for educators in providing educational services.

Consultants, as providers of psychoeducational services, have the opportunity to optimize the accessibility of their services. As stated by the American Counseling Association, different ways school counselors can use computer technology to work more efficiently and help students succeed (Gysbers & Henderson, 2012). This means that school counselors can use computer technology to work efficiently in helping students succeed. In implementing information services, consultants need media. The media of guidance and counseling is anything that can be used to convey guidance messages and advice that can stimulate the mind, feelings, attention and willingness of counselors to understand themselves, direct themselves, make decisions and solve problems facing them (Nursalim, 2015). Thus, social media plays an important role in helping school counselors provide services specifically to students and adolescents in general. In the context of Southeast Asia, professional consultants have the opportunity to increase their competitiveness in using social media and information in providing primary services to students and adolescents (Hidayah, 2015).

This study discusses 1) how the role of social media can increase the reach of school counseling services in the Southeast Asian region?, 2) identify the barriers and opportunities to be considered by counselors in providing services through social media.

METHODOLOGY

This review of the literature compiles publications on the use of social media and the accessibility of counselors in the ASEAN region. Google Scholar is used to do article searches. In the search results, there were 26 papers, most of which were recent (6 years or less) publications. The articles are then divided into two categories: 1) the contribution of social media to expanding counselor services; and 2) challenges and opportunities for counselors in offering services via social media. Data analysis is accomplished by systematically searching and collection of information from documentation. Additionally, synthesis is done by looking for connections between the ideas in the articles that were read (Sugiyono, 2013)..

RESULT AND DISCUSSION

Adolescent mental health issues in the Southeast Asia region need attention. The issue of bullying in the school environment is the basis for the emergence of externalizing and internalizing disorder behavior in adolescents in five ASEAN countries (Pengpid, 2019). Prevention and intervention efforts need to involve all parties, namely schools, teachers, and families. School counselors can take preventive measures directly at school or through online media to expand the range of services. Social media can be used as a medium by school counselors.

There are various applications for basic and responsive services during learning from home (Hastuti & Purbaning, 2021). Instagram and TikTok can be considered as interactive social media in counselor services. There is evidence that Instagram can act as a medium that facilitates the exchange of information, understanding, and emotional support between users (Noviyanti, 2020). Meanwhile, research on the use of TikTok in education found that teachers' efforts to upload short videos covering course material, assignments, and study tips have built connections between teachers and students, as well as helped students understand the material in a more engaging way (A. Fiallos & Figueroa, 2021). Furthermore, the results of

the literature study show that TikTok is very interactive as a medium in counseling guidance services (Anggeraja, Supriyanto, & et. al, 2022). This means that both social media can be alternative media for counselors to provide information services.

The services provided by school counselors have a preventive and development function. Through information, school counselors can help students plan careers and develop life skills (Baugh, 2018). In addition, information services can prevent the negative impact of self-diagnosis. Research reveals that professional counsellors use interactive technology to help counsellors understand mental health so as to overcome misconceptions, debunk false claims and correct misinformation circulating on social media platforms (Goodrich, Kingsley, & Sands, 2020). In addition to information, video conferencing features available on social media can be used by counselors to conduct counseling if needed. Research reveals that counsellors can provide support and guidance to students to develop resilience during distance learning (Hengki , Rufaidah, & et. al, 2021). In line with this opinion, research evidence suggests that the use of information technology as a counseling medium is effective in improving psychological well-being (Hafnidar, Junita, & Al Kaitsar Aidilof, Improving the Psychological Well-being through Forgiveness Cyber-Counselling Approach Among Pandemic Covid-19 Community, 2021). The review shows that counselors can provide preventive, responsive and developmental services through social media.

Adolescent mental health needs attention from school counselors. Research has found that during distance learning activities, adolescents need good social support and communication in maintaining mental health (X. Chi & S.-T. Chen et al, 2020). Through information services, school counselors have the competence to guide students while providing social support. Guidelines that can be given to students include academic stress management skills to students, encouraging a healthy lifestyle and adequate sleep (Pascoe, Hetrick , & G., 2020). Guidelines also need to be developed with regard to the psychosocial impact of the post-COVID-19 pandemic on adolescent boys and girls covering aspects of physical and mental health (Wang, Harun, Baidya, & et. al, 2021). This shows that adolescents need material on stress management and healthy lifestyles to support physical and mental health.

Counselor services through social media bring up challenges and opportunities. Counselors can provide services that reach teens in Southeast Asia. The challenges that arise are certainly related to the differences in the cultural background of the targeted adolescents. Counselors need to have a strong understanding and respect for cultural diversity in providing services and be sensitive to issues affecting different groups of adolescents (Hilts & Liu, 2023). It can also be viewed as an opportunity for collaboration. Counselors need to collaborate with various parties to get resources to provide the right services to students (Pattison, K.L., Hoke, A.M., Schaefer, E.W., Alter., 2021). ASEAN Economic Community (AEC) also has the opportunity to encourage cooperation between BK teachers to increase competitiveness with professional counselors in Southeast Asia (Hidayah, 2015). Emerging competition needs to be balanced with increased competence in providing mental health services. Therefore, counselors need to receive training and education for counselors, development of remote counseling programs, collaboration with medical personnel and mental health professionals, and provision of adequate resources to support school counseling services (Karaman MA, Eşici H, Tomar İH , & Aliyev R , 2021). The review

indicates that social media presents both challenges and opportunities for counselors to expand the reach of services and collaborate between counselors domestically and across Southeast Asian countries.

Social media seems to open up vast opportunities for counselors. In addition to increasing the range of services, counselors have the opportunity to become content creators and become affiliates. As revealed in research that Tiktok content creators can benefit in the form of money from becoming Tiktok affiliates (Narto & Rizky, 2023). Viewed on the economic aspect, the creativity of counselors can add experience in the context of entrepreneurship. However, this needs to be reconsidered in terms of professional counselor ethics. Counselors need to be careful in providing services through social media. Conflicts of interest must be avoided and prioritize the realization of service effectiveness. So it needs further research related to aligning practice with professional ethics in counselor services through social media.

CONCLUSION

Instagram and TikTok can serve as alternatives for counselors to expand their reach of services in Southeast Asia. Counseling services through social media can be preventive, responsive, and development-oriented, depending on the needs of adolescents. Informational service materials that can be provided through social media include stress management and healthy lifestyle to support physical and mental well-being. The challenges and opportunities for counselors in utilizing social media include the cultural diversity of adolescents and the demand to enhance counselors' competencies for online service delivery, as well as collaborative activities among counselors within the country and across Southeast Asian countries.

REFERENCES

- A. Fiallos, C., & Figueroa, S. (2021). Tiktok and Education: Discovering Knowledge through Learning Videos. *Eighth International Conference on eDemocracy & eGovernment (ICEDEG)*, 172-176.
- Adnan, N. I., Ramli, S., & Ismail. (2021). Investigating the Usefulness of TikTok as an Educational Tool. *International Journal of Practices in Teaching and Learning (IJPTL)*, 1-5.
- Allen, K., Ryan, T., Gray, et. al. (2014). Social Media Use and Social Connectedness in Adolescents: The Positives and the Potential Pitfalls. *The Educational and Developmental Psychologist*, 18-31.
- del Fresno García, M., Daly, A. J., & et.al. (2016). Identifying the new Influences in the Internet Era: Social Media and Social Network Analysis. *Revista Española de Investigaciones Sociológicas*, 23-40.
- Farozin, M., Kurniawan, L., & Irani, L. (2019). The Role of Guidance and Counseling in Character Education. *Advances in Social Science, Education and Humanities Research*, volume 46.
- Gysbers, N., & Henderson, P. (2012). *Developing & Managing Your School Guidance & Counseling Program*. Alexandria: American Counseling Association.
- Hastuti, M., & Purbaning, P. (n.d.). Online Media Usage in Guidance and Counseling Services during Covid-19 Pandemic. *Jurnal Kajian Bimbingan dan Konseling*.
- Hidayah, N. (2015). Peluang dan Tantangan Guru BK Berdaya Saing di Era MEA. *Seminar Nasional Bimbingan dan Konseling*, 15-21.

- Hook, D., & Parker, I. (2002). Special feature : Critical contexts of pathology Deconstruction ., *Psychopathology and Dialectics*, 32(2), 49–54.
- Hussain , W. (2020). Role of Social Media in COVID-19 Pandemic. *The International Journal of Frontier Sciences*, 59–60.
- Miller, D., & Costa, E. (2016). *How the World Changed Social Media*. London: University College London Press.
- Nishio, A., Kakimoto, M., & et. al. (2020). Current Situation and Comparison of School Mental Health in ASEAN Countries. *Pediatrics International*, 438–443.
- Noviyanti, N. (2020). Instagram Social Media As Guidance And Counseling Media Based On Technology. *IJAGC: International Journal of Applied Guidance Counseling*, 16-19.
- Nursalim, M. (2015). *Pengembangan Media Bimbingan dan Konseling*. Jakarta : : Indeks .
- Patmanthara, S., Febiharsa , D., & et. al. (2019). Social Media as a Learning Media: A Comparative Analysis of Youtube, WhatsApp, Facebook and Instagram Utilization. *International Conference on Electrical, Electronics and Information Engineering (ICEEIE)*, 183-186.
- Pengpid, S. &. (2019). Bullying victimization and externalizing and internalizing symptoms among in-school adolescents from five ASEAN countries. *Children and Youth Services Review*, doi:10.1016/j.childyouth.2019.104473 .
- Pincus, R., Hannor-Walker, T., Wright, L. S., & Justice, J. (2020). Covid-19’s Effect on Students: How School Counselors Rise to the Rescue. *NASSP Bulletin*, 241 –256.
- Shorey, S., Debby Ng, E., & Wong, H. C. (2021). Global prevalence of depression and elevated depressive symptoms among adolescents: A systematic review and meta-analysis. *British Journal of Developmental Psychology*, doi.org/10.1111/bjc.12333.
- Sugiyono. (2013). *Metodologi Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta .
- World Health Organization . (2022). *World Mental Health Report : Transforming Mental Health For All*. Geneva: World Health Organization.