



**THE 3<sup>RD</sup> INTERNATIONAL CONFERENCE ON GUIDANCE AND COUNSELING**  
**“INVENTING GUIDANCE AND COUNSELING'S ADAPTABILITY TOWARD NEW**  
**FORCE IN COUNSELING AND PSYCHOTHERAPY”**

---

**STRENGTHENING SCHOOL COUNSELORS' COMPETENCE TO ENHANCE**  
**STUDENTS' PSYCHOLOGICAL WELL-BEING IN THE 21ST CENTURY**

**Ridho Abdurrahman Rabbani<sup>1</sup>, Evi Winingsih<sup>2</sup>**

<sup>1</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
ridho.22067@mhs.unesa.ac.id

<sup>2</sup>State University of Surabaya, Lidah Wetan, Sub-District Lakarsantri, Surabaya, Indonesia,  
ewiwiningsih@unesa.ac.id

**ABSTRACT**

*In the course of the development of the 21st century, students were confronted with a number of challenges from modern education regarding academic pressure, impact of cyber cultures, and requirements of social-emotional adjustments. In this respect, it is necessary that school counselors continue to strive with the development of professional skills in order to support students in enhancing the reinforcement of resilience, self-management, and achieving a sound psychological condition. The approach of this research uses a qualitative review technique, interpreting 30 articles that are both locally and globally released from 2010 to 2024. The interpretation of articles uses a technique of content analysis, clarifying that the central theme is categorized concerning professional skills, implementation practices, and implications for enhancing psychological conditions for students. The implications of the current research clearly mention that the four pillars of professional skills enhancement of school counselors are as follows: enhancement of professional identity, familiarity with modern counseling practices, engagement with cyber technology, and proper sensitivity to multi-cultural collaboration. Secondary, SEL interventions, cyber-based counseling practices, and collaboration with teachers as well as parents also supported in making progress toward enhancement of students' skill of regulating emotions, thereby diminishing anxiety. In consideration of the explained implications, professional developments, educational support, practices of cyber-based counseling, are also pertinents to make a school counselor capable in enhancing students' complete development, as well as psychological soundness, in the contemporary era of the globe.*

**Keywords:** : competence of counselors in schools, psychological well-being, skills in the 21st century, cyber-counseling, mental health.

## **INTRODUCTION**

The education system in the 21st century is very demanding when it comes to skills such as critical thinking, literacy, and collaboration. On the contrary, the increased learning demands, a high rate of societal change, and the pressure of the digital age tend to exhibit negative effects on the psychological state of learners. For that reason, psychological wellbeing becomes a significant aspect of learning success because of its close relationship with learning motives, engagement, and mental wellbeing.

The role of counselors in a school is strategic in ensuring the equilibrium of academic and psychological growth of students. The rising challenges that come with globalization, technological advancements, and complexities in handling adolescent problems make it essential for the counselor to be a grounded professional, with deep knowledge in contemporary approaches to counseling, multi-cultural issues, inter-professional practice, and cyber counseling skills.

Although the efficiency of counselors in educational institutions has been extensively questioned in previous research, most of the research barely identifies how the use of digital technologies, along with collaboration in integrating the skills of counselors, might be employment-oriented as far as the psychological well-being of students is concerned. The significance of the research, therefore, is that it intends to examine how the skills of counselors in educational institutions might be strengthened to accomplish the psychological well-being of students in the 21st century. The research is state-of-the-art, as it blends psychology, technologies, and collaboration concerning counselors in educational institutions.

## **METHOD**

The theme of the qualitative literature review in this research concerned the competence of school counselors, as well as the psychological state of students in the 21st century. The author has attempted, by gathering information from 30 articles, as well as publications from professional counseling associations, within the scope of counseling literature, that refer from the year 2010 to 2024.

The instruments used for gathering data included a table for reviewing, which contained details such as the name of the article, authors' names, date of publishing, aim, methods adopted for gathering data, and the findings. The databases used for searching the articles were Google Scholar, ERIC, and ProQuest, with the use of terms such as "school counselor competence," "psychological well-being," "digital counseling," and "21st-century skills."

In analysing the data, the research used content analysis with the aim of identifying themes that are significant with regard to the skills of counselors, implementation, and implications. The themes were thereafter grouped into the four pillars of competence for a school counselor.

## **RESULT AND DISCUSSION**

The results from the literature findings indicate that the improvement of the competence of school counselors is grounded on the following four pillars:

1. **Development of Professional Identity:** It is essential for school counselors to be mindful of their duties and roles as a carrier of psychological well-being. Developing a professional identity helps the counselors feel more confident in delivering desired services (Corey, 2017).

2. **Skill in Modern Counseling Techniques** In addition to the classical approaches to counseling, counselors in the 21st century are supposed to be competent in the most contemporary methods such as cognitive behavior therapy, solution-oriented interventions, as well as mindfulness-based interventions that would efficiently cope with the psychological problems of students.
3. **Digital Counseling Technology Adoption:** with the increased adoption of digital transformation, the counselors are supposed to interact with various e-counseling platforms, technologies, and artificial intelligence in rendering increased accessibility to their services. This is stated by Harris et al. (2022). This is a result of the growth in e-counseling practices that are being adopted within the learning environment of the schools.
4. **Multicultural Sensitivity and Collaboration,** The 21st-century schools are characterized by cultural diversities within the school fraternity. In this regard, it is highly necessary that counselors are highly sensitive to cultural diversities along with collaboration with teachers, parents, and other community members with a goal of developing a caring environment within the institution.

Therefore, the impact on the students would be positive, resulting in an enhancement of the psychological state of the students. Initiatives such as SEL have been identified to result in increased empathetic behavior, improved control over emotions, and a reduction in the anxiety level of students (Durlak et al., 2011). Incorporating counselor competencies in well-being programs helps develop students who are not only academically sound but emotionally stable as well. Such findings are underscored by a research study wherein Durlak et al. (2011) were able to confirm that the SEL programs support developing empathetic skills, as well as regulating emotions, along with a reduction of anxiety, within the students.

The application of digital counseling helps increase services, with more learning institutions embracing e-counseling services, which is a fact that was confirmed by Harris et al. (2022). On the matter of competency on the other hand, that pertaining to multis cultural competency is essential and cannot be overlooked within a diverse learning environment, which gives a counselor scope for improvement in terms of developing a caring environment within a learning institution.

The originality of this research initiative is that it has been able to identify counselor competence, usability of digital technology, and collaboration as a trio on which the development of adaptable models of counseling within a digital age is based. The application of findings provides a theoretical background from which policymakers, educators, and influencers can develop continuous professional practice at a learning institution within the context of a 21st-century requirement within the scope of a counselor's role within a learning institution.

## **CONCLUSION**

In light of such, mental health within learning institutions within a 21st-century setting largely correlates with how far the professional duties of counselors within such institutions are being met. Developing a counselor's professional identity, keeping updated on modern models of counseling practices, leveraging innovation within a counselors' practice on a digital age, along with developing multis cultural competence, are strategic aspects within which the challenges of a 21st-century setting are met within a learning institution. The discussion following the research development highlights the need for a counselor

within a learning institution making use of professional learning platforms, positive educational policy, along with embracing a digital learning service within which a counselor provides, within a learning institution. Future research development is most welcome within which such a development of counselor competence within which such collaboration-based models on a digital age are met within which such success factors within enhancing wellbeing within a learning community are adequately assessed.

## REFERENCES

- American School Counselor Association. (2021). ASCA National Model: A Framework for School Counseling Programs (4th ed.). ASCA.
- Bray, J. H. (2020). The future of counseling psychology: Connecting theory, research, and practice. *Journal of Counseling Psychology*, 67(5), 543–555. <https://doi.org/10.1037/cou0000417>
- Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432. <https://doi.org/10.1111/j.1467-8624.2010.01564.x>
- Harris, B., Brown, C., & Adams, J. (2022). Digital counseling in schools: Opportunities and challenges. *Journal of School Counseling*, 20(4), 1–19.
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727.
- Suldo, S. M., Thalji, A., & Ferron, J. (2014). Longitudinal academic outcomes predicted by early adolescents' subjective well-being, psychopathology, and mental health status yielded from a dual-factor model. *Journal of Positive Psychology*, 6(1), 17–30. <https://doi.org/10.1080/17439760.2010.536774>
- Trilling, B., & Fadel, C. (2009). *21st century skills: Learning for life in our times*. Jossey-Bass.
- Erford, B. T. (2019). *Transforming the school counseling profession* (5th ed.). Pearson.
- Goodman-Scott, E., Sink, C. A., Cholewa, B. E., & Burgess, M. (2018). An updated review of the ASCA National Model: Themes and progress. *Professional School Counseling*, 21(1b), 2156759X1876184. <https://doi.org/10.1177/2156759X18761844>
- Korkut-Owen, F., & Owen, D. W. (2013). School counselors' self-efficacy: A study from Turkey. *Counseling Psychology Quarterly*, 26(2), 131–143. <https://doi.org/10.1080/09515070.2013.792997>
- Lambie, G. W., & Williamson, L. L. (2004). The challenge to change from guidance counseling to professional school counseling: A historical proposition. *Professional School Counseling*, 8(2), 124–131. <https://doi.org/10.1177/2156759X0400800202>
- Li, C., & Fang, T. (2022). School counselors' roles in promoting students' mental health in the digital era. *Journal of Educational Technology & Society*, 25(3), 45–56.

- Singh, A., Urbano, A., Haston, M., & McMahon, H. (2010). School counselors' strategies for social justice change: A grounded theory of what works in the real world. *Professional School Counseling, 13*(3), 135–145. <https://doi.org/10.1177/2156759X1001300302>
- Zhou, Z., & Ee, J. (2012). Development and validation of the Multicultural Counseling Competence Scale. *International Journal for the Advancement of Counselling, 34*(3), 172–187. <https://doi.org/10.1007/s10447-012-9149-7>