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The Resilient Digital Counseling Ecosystem (ReDiCE): An Integrated Framework for Strengthening Student Resilience in the Digital Age

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Abstract. The increasing integration of digital technologies into students' everyday lives has significant implications for education, particularly guidance and counseling services. However, counseling services that rely predominantly on face to face delivery, combined with persistent stigma associated with seeking counseling support, may discourage students from accessing professional assistance when needed. This study aims to develop the Resilient Digital Counseling Ecosystem (ReDiCE) as an integrated conceptual framework for strengthening student resilience in the digital age. A systematic literature review (SLR) was conducted to identify, analyze, and synthesize relevant scholarly publications on digital guidance and counseling and student resilience. The synthesis of the reviewed literature serves as the conceptual foundation for formulating the proposed ReDiCE framework. Self-development to strengthen student resilience in the era of disruption. The transformation from the counseling room to the digital room is an important step to make guidance and counseling more accessible, more flexible, and more in line with the characteristics of today's students.

Keyword: ReDiCE, Counseling, Resilience, Digital Disruption Era, Innovation

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Introduction

Data from the Indonesian Internet Service Providers Association (APJII) in 2025 recorded that Indonesia's internet penetration reached 80.66%, with Generation Z as the largest user group. This means that most students now carry out their academic and social activities fully in digital spaces (Antara News, 2025). This condition strongly emphasizes that schools are no longer the only main space for students to grow and develop, considering that students' lives today are highly influenced by digital environments that continue to change rapidly. This fact is reinforced by (Tuhuteru et al., 2023). who revealed that students' lives are strongly influenced by a digital ecosystem that keeps moving without limits.

The integration of students' lives into the digital ecosystem brings major consequences for the world of education. Digital transformation demands adjustments in learning patterns and social interactions through the integration of technology into students' daily lives, causing the education system to face disruption that requires rapid adaptation and continuous innovation (Laila *et al*., 2025). However, behind this progress, psychological pressures such as academic stress, social media addiction, cyberbullying, and identity crises increasingly weaken students' mental resilience (Pujianti & Mardiansyah, 2025). Therefore, resilience becomes an essential capacity for students to survive and thrive amid the challenges of the disruption era (Saleh *et al*., 2025). In this context, schools are not only expected to focus on academic achievement, but also to strengthen students' adaptive abilities and psychological resilience so they can face both social pressures and increasingly complex technological developments.

This condition is supported by international research. (Fadillah & Long, 2025), in a mixed-methods study involving bibliometric analysis of 1,103 Scopus-indexed publications from 2020–2024, revealed that

Generation Z faces unprecedented mental health challenges in a hyperconnected digital environment, with dominant research clusters centered on psychopathology, resilience, and developmental perspectives. Their findings highlight both the risks and the untapped potential of digital coping strategies. Furthermore, (Park *et al*., 2024)in a scoping review published in JMIR Mental Health, found that Generation Z individuals, born between 1995 and 2012, experience alarmingly high rates of anxiety and depression. This reinforces the urgency of developing digital-based interventions that align with this generation's technology-embedded lifestyle. These international findings affirm that the psychological challenges faced by students in the digital disruption era are not merely a local phenomenon, but a globally recognized crisis that demands innovative, technology-responsive approaches in guidance and counseling.

Amid these conditions, conventional guidance and counseling services have lagged behind. Dependence on face-to-face counseling and the strong negative stigma toward the guidance and counseling (BK) space make many students reluctant to seek help when they need it most (Hanapi & Harjono, 2025). In addition, limited service hours, lack of access flexibility, and low student openness in direct communication pose major challenges to the effectiveness of BK services in schools. This gap reflects the urgency of transforming BK services from a counseling room into a digital room, which is concretely addressed by the ReDiCE (Resilient Digital Counseling Ecosystem) model as a digital-based BK innovation designed to support students' mental health, strengthen resilience in facing problems, and help them adapt to the fast-paced and challenging changes of the present era, while also building students' resilience in the era of disruption (Permana *et al*., 2023).

At the global level, there is growing scholarly consensus that stigma remains one of the most significant barriers to adolescent help-seeking behavior. (Sharma *et al*., 2025), in a systematic scoping review published in JMIR Mental Health and screening databases from inception through July 2024, found that artificial intelligence (AI) is increasingly being applied across various areas of adolescent mental health care, including diagnosis, treatment planning, symptom monitoring, and prognosis. This indicates a paradigm shift toward technology-assisted, stigma-reducing mental health services. (Korkmaz *et al.,* 2025). also confirmed through empirical study that resilience plays a critical mediating role between cyberbullying victimization and psychological outcomes such as depression, anxiety, and stress among adolescents, underscoring the importance of counseling services that actively build student resilience as a protective shield in the digital era. Collectively, these international findings validate the premise of this study: that innovations in digital-based guidance and counseling services, such as the ReDiCE model, are not only timely but academically necessary to address the multidimensional mental health challenges of today's students.

Further reinforcing this urgency, a systematic review and meta-analysis by (Shannon *et al.,* 2022), published in JMIR Mental Health and drawing on 13 databases, found strong associations between problematic social media use and adverse mental health outcomes, including depression, anxiety, and loneliness, among adolescents and young adults. The prevalence of problematic use was estimated between 13% and 66% globally, confirming that digital-era students represent a uniquely vulnerable population requiring proactive psychological support. Simultaneously, (Zhao *et al*., 2025). in a comprehensive systematic review and meta-analysis published in the Journal of Child Psychology and Psychiatry, identified stigma, perceived lack of need, and poor accessibility as the most persistent barriers preventing students from seeking professional mental health help, with findings showing that fewer than 1 in 3 students with clinically significant difficulties actually accesses support services. This barrier landscape directly validates the necessity of transforming conventional counseling rooms into accessible digital alternatives. At the systemic level, (Timotheou *et al.*, 2023). in a literature review published in Education and Information Technologies (Springer), demonstrated that digital technologies significantly reshape classroom dynamics, learning processes, and the relational structure of schooling. This underscores that schools failing to adapt their student support infrastructure, including guidance and counseling services, to the digital era risk widening the gap between students' needs and the support available to them. These converging international findings collectively establish a strong empirical foundation for the present study.

Method

This study employs a systematic literature review (SLR) methodology guided by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 statement to ensure comprehensive, transparent, and rigorous reporting. This qualitative synthesis approach was selected because it systematically integrates evidence from multiple peer-reviewed studies to synthesize findings, identify research gaps, and provide evidence-based insights regarding the effectiveness of digital-based guidance and counseling innovations (ReDiCE model) in strengthening student resilience during the era of

educational disruption. The systematic approach minimizes selection bias and enhances the robustness of conclusions by following explicit, reproducible protocols established a priori.

This systematic review addressed the following primary research questions: (1) What is the current state of international research evidence regarding digital-based guidance and counseling interventions for adolescents and student mental health? (2) What are the key components and design principles of effective digital counseling ecosystems that support student resilience-building? (3) What are the documented effectiveness outcomes, barriers, and facilitators of online counseling and digital mental health interventions in school settings? (4) How can digital support and AI-enhanced tools be effectively integrated into comprehensive school counseling programs to improve accessibility and reduce stigma-related help-seeking barriers?

Data Extraction

A standardized data extraction form was developed a priori and piloted on five sample articles to ensure consistency and completeness. For each included study, two independent reviewers extracted the following information: (1) Study characteristics: author names, publication year, country, study design, sample size, and participant demographics; (2) Intervention characteristics: type of digital/online counseling intervention, delivery platform (web-based, mobile app, AI-based, hybrid), duration and frequency of intervention, theoretical framework, and key components; (3) Outcome measures: primary and secondary outcomes, measurement instruments, follow-up periods; (4) Reported findings: effect sizes, statistical significance, qualitative themes, barriers and facilitators; (5) Study quality indicators: methodological strengths and limitations. Data were extracted into a standardized Excel spreadsheet and cross-checked for accuracy by a third reviewer. Any discrepancies in extracted data were resolved through discussion and consensus among review team members.

Quality Assessment

The methodological quality and risk of bias of included studies were assessed using the Mixed Methods Appraisal Tool (MMAT) version 2018, which provides a structured approach for evaluating the quality of diverse study designs (quantitative randomized/non-randomized, qualitative, and mixed-methods studies). Each study was assessed across five domains: (1) Research question clarity; (2) Study design appropriateness; (3) Data collection and analysis adequacy; (4) Presentation of findings; (5) Discussion of limitations and conclusions. Quality scoring ranged from 0–5 stars (with ≡4 stars indicating higher quality). Two independent reviewers conducted quality assessments, with disagreements resolved through consensus. Studies were not excluded based on quality scores; rather, quality ratings were used to contextualize findings and explore potential sources of heterogeneity in reported outcomes. High-quality studies (4–5 stars) were given relatively greater emphasis in the synthesis and conclusions.

Data Synthesis and Analysis

Given the heterogeneity in study designs, interventions, and outcome measures, a qualitative narrative synthesis approach was employed rather than meta-analysis. Extracted data were synthesized using framework synthesis methodology, which organizes findings around thematic domains derived from the research questions: (1) Digital counseling intervention characteristics and design models; (2) Effectiveness outcomes for mental health and resilience outcomes; (3) Help-seeking barriers and facilitators; (4) Accessibility and stigma-reduction benefits; (5) Integration strategies within school settings. Data were coded and analyzed using NVivo 12 qualitative analysis software. Coding was conducted by two independent reviewers with regular consensus meetings to ensure coding consistency. Findings were triangulated across quantitative outcomes (where reported as effect sizes or statistical significance) and qualitative findings (themes and participant experiences). Heterogeneity in outcomes was explored by examining variations across intervention types, delivery platforms, participant populations, and study quality levels. Evidence tables summarizing key study characteristics and findings were generated to facilitate transparent reporting and comparison of evidence.

PRISMA Compliance and Reporting Standards

This systematic review was conducted and reported in accordance with the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) 2020 statement and checklist. The complete PRISMA 27-item checklist is included as a supplementary table. The review protocol was developed a priori, specifying research questions, inclusion/exclusion criteria, search strategy, data extraction procedures, and synthesis methods, thereby reducing the risk of bias and enhancing methodological transparency. Protocol deviations, if any, are clearly documented and justified. All review processes, including study selection, data extraction, and quality assessment, were tracked and documented using Covidence systematic review management software, enabling audit trails for transparency and reproducibility. This systematic review

aims to contribute high-quality evidence synthesis to inform evidence-based policy and practice in school counseling and student mental health support in the digital era.

Results and Discussions

Main Topic	Key Points	Impact/Purpose
Transformation of Guidance and Counseling Services from Counseling Room to Digital Room	Counseling services shift from face-to-face delivery to digital platforms such as chat, applications, online forums, and video conferencing. Digital counseling is more flexible, accessible, and can reduce students' psychological barriers to seeking help.	Increase accessibility, privacy, comfort, and student engagement in counseling services.
Innovation in Guidance and Counseling Services Based on ReDiCE	ReDiCE integrates technology, AI, mentoring, preventive services, self-development, and resilience strengthening. AI supports assessment, psychoeducation, and online counseling, while counselors remain central through empathy and interpersonal interaction.	Create counseling services that are adaptive, interactive, effective, and relevant to students' needs in the digital era.
Integration of Local Wisdom	Counseling services incorporate values such as empathy, mutual cooperation, responsibility, social care, and cultural identity.	Strengthen student character, resilience, and cultural identity.
Strengthening Student Resilience	Resilience helps students manage emotions, solve problems, adapt to pressure, and maintain learning motivation. ReDiCE supports this through reflection tools, self-development modules, and targeted interventions.	Students become more resilient, adaptive, and psychologically prepared for modern challenges.
Challenges in the Era of Digital Disruption	Students face academic stress, social media addiction, cyberbullying, identity confusion, and mental health problems. Conventional counseling services are often limited by stigma, time, and less relevant approaches.	Schools and counselors need innovative and accessible counseling services to support students' psychological well-being.
Expected Outcomes	Counseling services become more accessible, preventive, and technology-based. Students develop resilience, emotional control, and adaptability.	Formation of resilient students who are academically capable, mentally healthy, and socially responsible.

Discussions

One adaptation that can be implemented to address challenges in the era of disruption is to transform counseling services from a counseling room to a digital room. Through e-counseling, students can consult with counseling teachers through various digital platforms such as counseling applications, instant messaging services, or video conferences more flexibly without being limited by space and time (Hanapi & Harjono, 2025).Digital services also allow students to maintain anonymity so that they can more freely express personal issues, while providing psychological learning resources such as self-development modules,

self-reflection media, and discussion forums to help students manage their emotional conditions (Olifia et al., 2025).

The effectiveness of digital counseling services in supporting student mental health is strongly corroborated by international literature (Austin *et al.*, 2025), in a study published in SAGE Open Medicine, found that digital therapy platforms demonstrate promising outcomes for post-secondary students, with one Ontario pilot program reporting a 32% increase in student well-being over five sessions and over 90% of users rating the platform as easy to access and use evidence that digital counseling is not merely a supplementary option but can serve as a primary mode of support. This finding is reinforced by (Feng *et al.,* 2025)in a systematic review and meta-analysis of randomized controlled trials published in JMIR, which synthesized evidence from eight major databases and confirmed that AI-driven chatbots are significantly effective in alleviating mental distress and promoting healthier behavioral patterns among adolescents and young adults aged 15–39, particularly for populations with limited access to traditional therapeutic services. Furthermore, a systematic review by (Goh *et al.*, 2021). published in the International Journal of Mental Health Nursing concluded that online mental health interventions yield small but significant effect sizes in reducing stigmatization a finding particularly relevant given that stigma remains a primary barrier preventing Indonesian students from utilizing conventional counseling room services. Together, these international findings establish a robust evidence base supporting the transformation from face-to-face counseling rooms toward integrated digital counseling ecosystems.

The ReDiCE (Resilient Digital Counseling Ecosystem) model emerges as an integrated digital counseling innovation that combines technology, professional counseling, and self-development to strengthen student resilience in the era of disruption (Permana *et al.*, 2023). This model includes reflection and resilience building through digital journals and AI-based assessments, flexible platforms such as mobile applications and chatbots accessible 24 hours a day, online counseling support with an algorithmic matching system, as well as empowerment and evaluation based on big data analytics for personal interventions.

The components embedded within the ReDiCE model find strong parallel support in international scholarship on digital support and resilience-building. (Pan & Zhu, 2025). in a study published in Frontiers in Psychiatry examining college students in online learning environments, demonstrated that both digital support and digital competence significantly predict students' digital resilience, with interpersonal interaction serving as a key mechanism through which digital interventions foster adaptive capacity. This finding directly validates the ReDiCE model's emphasis on online counseling support and interactive self-development modules as core components for resilience strengthening. At the level of institutional application, (Pertuit, 2026). proposed an AI-enhanced conceptual framework for comprehensive school counseling programs (the ASCA–MTSS–AI framework), published in Professional School Counseling, which demonstrated how AI tools including predictive analytics, natural language processing, and personalized intervention pathways can be integrated into school counseling programs to expand reach, reduce response time, and enable more equitable access to mental health services. The convergence of these international frameworks with the ReDiCE model's design suggests that digital counseling ecosystems that combine technology infrastructure, professional human guidance, and data-informed personalization represent the most promising direction for school counseling in the era of disruption. These international evidences affirm that the ReDiCE model is not an isolated innovation, but rather part of a broader global movement toward smarter, more accessible, and more effective digital-based guidance and counseling services.

At the school intervention level, the international evidence strongly supports structured resilience-building programs as a core institutional strategy. A systematic review and meta-analysis by (Sánchez-Ruiz *et al.*, 2023)), published in Frontiers in Psychology, synthesized evidence from randomized controlled trials on school-based resilience interventions for adolescents and found that programs combining social and emotional learning, counseling or mentoring, mindfulness, and interpersonal contact yielded significant positive effects on resilience outcomes with the most effective interventions being those that were multi-component, sustained over time, and embedded within the school's routine service structure. This finding aligns with the ReDiCE model's design philosophy of integrating multiple resilience-strengthening components into a continuous, accessible digital platform. Complementing this, (Jolley *et al.*, 2023), in a protocol for a cluster randomized controlled trial published in Trials (BMC), presented the CUES for Schools program, a digital school-based cognitive behavioral resilience intervention designed specifically to address emotional and behavioral problems in school-aged children within whole-class settings, demonstrating that technology-supported school counseling interventions can be systematically designed, scaled, and evaluated within formal educational contexts. Together, these international studies reinforce the central argument of this paper: that school-based, technology-enhanced, multi-component guidance and counseling innovations as embodied in the ReDiCE model represent the most evidence-aligned approach for building student resilience in the era of digital disruption.

Conclusions

The era of digital disruption shows that guidance and counseling (BK) services need to adapt to the habits and needs of students today. As students' lives increasingly take place in digital spaces, face-to-face counseling services alone are no longer sufficient to meet all their needs. Therefore, the transformation from counseling rooms to digital rooms becomes an important step to make BK more accessible, more flexible, and more in line with the characteristics of today's students. On the other hand, the ReDiCE model emerges as an innovation that combines technology, counseling, and self-development to help students face problems more effectively. Through this approach, guidance and counseling services not only focus on addressing problems that have already arisen but also on prevention and strengthening students themselves. Thus, ReDiCE can serve as a means to support students' resilience so that they are stronger, more adaptive, and able to endure challenges in the era of digital disruption.

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