

Prosiding Fakultas Ilmu Pendidikan
Universitas Negeri Jakarta
Homepage: https://journal.unj.ac.id/unj/index.php/semnas-ps
Vol. 4 No. 1, Bulan 2026, halaman: xx~xx
E-ISSN: xxxx-xxxx
http://dx.doi.org/

Navigating The Vuca Era: A Critical Examination Of Guidance And Counseling Services In Indonesian Higher Education

Rizqi Lestari [1*], Suwarjo Suwarjo[2], Sigit Sanyata [3] , Nanang Erma Gunawan[4], Salma Salsabila Hasna[5]
[1,2,3,4,5] Guidance and Counseling Department, Universitas Negeri Yogyakarta, Special Region of Yogyakarta, Indonesia
[1*]corresponding author: rizqilestari@uny.ac.id

Riwayat Artikel

Submited: 22-11-2026
Accepted: 24-11-2026
Published: 24-11-2026

Abstrak

Era Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) menghadirkan dinamika dan ketidakpastian yang semakin kompleks dalam kehidupan mahasiswa, termasuk dalam aspek akademik, sosial, karier, dan psikologis. Kondisi tersebut menegaskan pentingnya layanan bimbingan dan konseling di perguruan tinggi sebagai salah satu upaya mendukung mahasiswa dalam menghadapi berbagai tuntutan dan perubahan. Penelitian ini bertujuan untuk mengeksplorasi implementasi layanan bimbingan dan konseling di perguruan tinggi di Indonesia dalam menghadapi tantangan era VUCA. Penelitian menggunakan metode systematic literature review terhadap artikel ilmiah yang diperoleh melalui Google Scholar. Hasil penelusuran menghasilkan 11 artikel yang memenuhi kriteria dan dianalisis lebih lanjut. Hasil kajian menunjukkan bahwa perhatian dan implementasi layanan bimbingan dan konseling di perguruan tinggi di Indonesia masih relatif terbatas dan belum merata. Sejumlah perguruan tinggi masih menghadapi berbagai tantangan dalam membangun dan mengembangkan unit layanan bimbingan dan konseling, sementara beberapa perguruan tinggi lainnya mulai mengembangkan berbagai inovasi untuk meningkatkan aksesibilitas dan kualitas layanan. Temuan ini menunjukkan perlunya penguatan layanan bimbingan dan konseling yang adaptif, inovatif, dan responsif terhadap dinamika kehidupan mahasiswa di era VUCA. Penelitian selanjutnya perlu mengeksplorasi model implementasi layanan bimbingan dan konseling yang sesuai dengan karakteristik dan kebutuhan mahasiswa serta mampu merespons perubahan yang cepat dan kompleks di lingkungan perguruan tinggi.

Kata kunci: Bimbingan Dan Konseling; Mahasiswa; Perguruan Tinggi; Systematic Literature Review; Vuca.

Abstract

The era of Volatility, Uncertainty, Complexity, and Ambiguity (VUCA) introduces increasingly complex dynamics and uncertainties into students' lives, spanning academic, social, career, and psychological domains. This context underscores the importance of guidance and counseling services in higher education institutions as a means to support students in navigating various demands and changes. This study aims to explore the implementation of guidance and counseling services in Indonesian higher education institutions amidst the challenges of the VUCA era. A systematic literature review was conducted on scholarly articles sourced from Google Scholar; eleven articles met the inclusion criteria and were subjected to further analysis. The findings indicate that the attention given to and the implementation of guidance and counseling services in Indonesian higher education remain relatively limited and uneven. While many institutions face challenges in establishing and developing these service units, others have

Prosiding ***Fakultas Ilmu Pendidikan-Universitas Negeri Jakarta*** *diterbitkan oleh Fakultas Ilmu Pendidikan, Universitas Negeri Jakarta*

CC BY NC SA

begun to introduce innovations to enhance service accessibility and quality. These findings highlight the need to strengthen guidance and counseling services so that they are adaptive, innovative, and responsive to the dynamics of student life in the VUCA era. Future research should explore implementation models that align with students' characteristics and needs while effectively responding to the rapid and complex changes within the higher education environment

Keywords: *Guidance And Counseling Service; Student; College; Systematic Literature Review; Vuca*

INTRODUCTION

Guidance and counseling is a service provided by counselors to counselees so that counselees are able to achieve independence and optimal development in their lives. In general, guidance and counseling services are implemented at the primary and secondary education levels; however, guidance and counseling also needs to be implemented at the higher education level. This is because university students are vulnerable to psychological problems. The findings of Astuti et al. (2021) indicate that many students experience personal, social, academic, and career-related problems when beginning and undergoing their university studies. Shanley & Johnston (2008) found that students tend to feel fearful and anxious during the early period of college. Montgomery & Côté (2008) suggested that this occurs because students experience a transition from high school to higher education. Smith (2018) also supports this statement, noting that first-year university students are individuals undergoing a transition from late adolescence to early adulthood.

The need for guidance and counseling services in higher education is becoming increasingly important in the context of the VUCA era, characterized by volatility, uncertainty, complexity, and ambiguity. Rapid changes in technology, social conditions, academic demands, and the world of work require students to adapt continuously to changing circumstances. These conditions may create additional challenges in students' personal, social, academic, and career development. Therefore, guidance and counseling services in higher education need to respond not only to students' existing problems but also to their need to develop adaptive capacities, resilience, and readiness to navigate a rapidly changing and uncertain environment.

In addition to adjustment problems, Cernat & Moldovan (2018) stated that university students also tend to experience academic problems, emotional disturbances, maladjustment, and financial problems. These various problems are concerning because they may interfere with students' lives and well-being. This condition indicates that guidance and counseling services in higher education are needed to help students overcome these various problems.

Guidance and counseling services in higher education have been widely implemented in various countries in the form of counseling centers. Higher education institutions in the United States have University Counseling Centers (UCCs), which are service centers provided by universities to improve students' mental health through various services such as individual counseling, crisis intervention, and outreach programs (Watson & Paladino, 2025). Meanwhile, the Consultation Service for Students (SACS) at a university in Italy has developed technology-based services to facilitate the increasing counseling needs of students (Mammarella et al., 2024). The implementation of guidance and counseling services in higher education has not been evenly distributed throughout Indonesia. Only several higher education institutions in Indonesia have implemented guidance and counseling services to facilitate students' psychological development. Guidance and counseling services at these institutions generally rely on individual counseling to help address students' problems. This is consistent with observations at one provider of guidance and counseling services in higher education, namely the Unit Layanan Bimbingan dan Konseling Peduli (ULBKP) at Universitas Negeri Yogyakarta (UNY), where individual counseling is the primary strategy for providing psychological services to students. However, not all students can be served optimally because of limited human resources.

ULBKP UNY has only 24 counselors, while the total number of students reaches tens of thousands, resulting in many students not receiving services. The university has attempted to increase its resources by developing a peer counselor program that can provide services; however, the counselor-to-counselee ratio in higher education remains far from ideal. This is consistent with Myrick (2011), who stated that as the prevalence of mental health disorders increases, individual counseling becomes a luxury that cannot be accessed by all students.

Based on this description, the authors consider it urgent to examine the implementation of guidance and counseling in higher education. Several previous studies have investigated the implementation of guidance and counseling services in higher education, including studies conducted in countries other than Indonesia. Almaheireh et al. (2018) stated that the implementation of guidance and counseling services in higher education is highly necessary for students. However, no research has examined how guidance and counseling services are implemented by guidance and counseling service units in higher education institutions in Indonesia. Therefore, this paper aims to explore and examine the implementation of guidance and counseling services provided by guidance and counseling service units in Indonesian higher education institutions.

RESEARCH METHODS

This article uses a systematic literature review (SLR) research method, namely a research method that summarizes literature reviews or research findings to present more comprehensive facts concerning a research topic in a structured and specific manner (Siswanto, 2012; Gorman & Macintosh, 2012). The systematic literature review (SLR) process was conducted through several steps, namely formulating research questions, establishing inclusion and exclusion criteria, selecting and accessing the literature, evaluating the quality of the literature, analyzing and synthesizing findings, and disseminating the research results (Cronin et al., 2008).

In this study, the SLR was used to obtain an understanding of the implementation of guidance and counseling service units in higher education through a review of published scientific articles. Data collection was conducted through searches in Google Scholar using keywords in Indonesian and English, namely "guidance and counseling service unit," "higher education," and "Indonesia." The search initially identified 63 articles that were considered suitable for analysis. The articles were then screened according to the established inclusion and exclusion criteria. Articles meeting these criteria were used as the primary data sources in this study.

The inclusion and exclusion criteria in this study were as follows:

1. Inclusion Criteria
    a. Articles in the form of conference proceedings or research journal articles
    b. Published during 2000–2026
    c. Discussing guidance and counseling services and higher education
2. Exclusion Criteria
    a. Articles in the form of undergraduate theses, master's theses, dissertations, books, or modules
    b. Articles without full-text manuscripts

Data analysis in this systematic literature review was conducted using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) model, as follows:

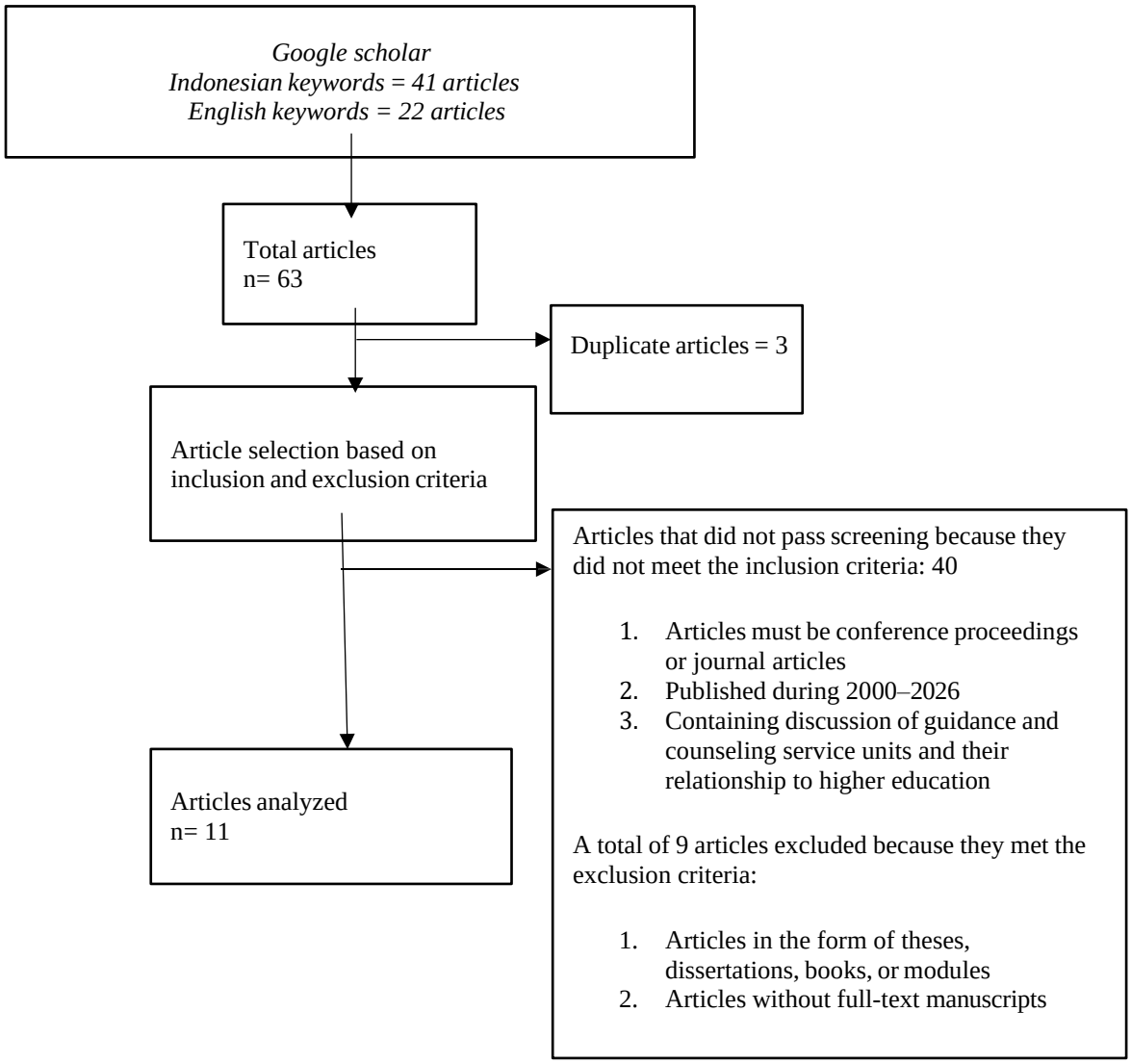

Figure 1. PRISMA Diagram

.

RESULT AND DISCUSSION

1. Legal and Psychological Foundations for the Implementation of Guidance and Counseling in Higher Education

Guidance and counseling is a psychological service provided to help facilitate students' development. Based on Law No. 12 of 2012, university students are defined as learners who are undergoing the learning process at the higher education level. Therefore, students in higher education need to receive guidance and counseling services to support the achievement of optimal personal development. However, to date, there has been no explicit policy regulating the existence of guidance and counseling services in higher education. Provisions concerning these services are instead implicitly contained in Minister of National Education Regulation No. 27 of 2008 concerning Counselor Competency Standards. In the pedagogical competency aspect, counselors are expected to master the principles of guidance and counseling across all levels of education, from early childhood and primary and secondary education to higher education.

The term "higher education" itself is defined in Law No. 20 of 2003 as an educational level following secondary education, comprising diploma, undergraduate, master's, specialist, and

doctoral programs organized by higher education institutions. These two regulations provide an implicit basis that guidance and counseling services should also be implemented in higher education. The need for guidance and counseling services is further strengthened by Law No. 12 of 2012 on Higher Education, which emphasizes the strategic role of higher education in educating the nation and advancing science and technology while upholding humanistic values and sustainably developing national culture and empowerment.

The application of humanistic values can be supported by guidance and counseling services, which seek to facilitate students' development so that they can achieve optimal development. Based on these three regulations, it can be concluded that guidance and counseling services in higher education have not yet been explicitly regulated by laws or regulations, but they have been addressed implicitly and therefore need to be implemented in higher education.

From a psychological perspective, guidance and counseling services in higher education are necessary because students at the undergraduate, master's, and doctoral levels face developmental tasks that need to be fulfilled. Undergraduate students are generally between 18 and 24 years old and are in the early adulthood developmental stage. During this period, individuals are vulnerable to adjustment problems when transitioning from high school to higher education. Erikson (1980) stated that individuals in early adulthood face the developmental task of intimacy versus isolation. Students need to establish intimate social relationships with others, both in friendships and in social relationships with peers. In reality, however, students still experience various difficulties in establishing good social relationships with people around them. In addition, at the master's and doctoral levels, students experience personal and learning-related problems. Graduate students often have difficulty managing multiple roles as students and workers, or even as parents. Based on the review of the legal and psychological foundations, it can be concluded that guidance and counseling services in higher education are highly necessary to help facilitate students' development.

2. Implementation of Guidance and Counseling Services in Indonesian Higher Education

The implementation of guidance and counseling services in Indonesian higher education has been taking place for quite a long time. Along with the development of guidance and counseling in Indonesia since the 1970s, higher education institutions offering guidance and counseling programs have established guidance and counseling service units within their respective institutions. This development can be traced through the history of the Unit Layanan Bimbingan dan Konseling Peduli (ULBKP) at Universitas Negeri Yogyakarta, formerly known as the Unit Pelayanan Bimbingan dan Konseling (UPBK). UPBK was established in 1976 with a focus on providing counseling services for students. Since 1982, UPBK expanded its scope of services to include university employees and their families, as well as the general public.

Over time, an increasing number of universities in Indonesia have also provided guidance and counseling services in higher education, although under different nomenclatures. The details areas follows:

1. Unit Layanan Bimbingan dan Konseling Peduli (ULBKP) UNY
2. Pusat Layanan Konseling dan Pengembangan Karir (PLKPK) UG
3. Pusat Konseling dan Pengembangan Karir (PKPK) UI
4. Lembaga Konseling dan Pengembangan Pribadi (LKPP) ITB
5. Pusat Bimbingan dan Konseling (PBK) IPB
6. Biro Konseling dan Pengembangan Karir (BKPK) UNPAD
7. Layanan Konseling dan Psikologi (LKP) ITS
8. Biro Konseling dan Karir (BKK) UNESA
9. Lembaga Konseling dan Layanan Psikologi (LKLP) UIN Suka
10. Pusat Bimbingan dan Konseling Mahasiswa (PBKM) UNDIP
11. And several other higher education institutions.

Although guidance and counseling services in higher education have been implemented for a long time, based on the search of articles available in Google Scholar, it is known that articles discussing guidance and counseling services in higher education remain limited. Only 63 articles appeared in the search results, and only 11 articles met the inclusion and exclusion criteria. The analysis results for each article are presented in Table 1.

Table 1. Analysis Results of the Articles

No.	Author	Title / Method	Research Findings
1	Zulhammi, Z. (2021).	Model of an Islamic-Based Guidance and Counseling Service Unit in Higher Education Literature review	An appropriate Islamic-based Guidanc and Counseling Service Unit (UPBK) model to develop is a service model grounded in the principle of Tawhid throughout its implementation. The purpose of the UPBK is to guide individuals to have sound beliefs, noble character, and the ability to benefit others as a manifestation of their role as khalifah of Allah on earth, while also inspiring others to draw closer to Him as part of the mission of da'wah.
2	Adawiyah, V.I., Taufiq, A., Saripah, I. (2024).	The Urgency of a Peer Guidance Approach to Improve Students Academic Resilience Descriptive quantitative	Students frequently face various academic challenges, but most tend to seek help from fellow students rather than utilizing guidance and counseling services in higher education. The findings indicate an urgent need to develop peer guidance services to strengthen students' academic resilience. Therefore, higher education guidance and counseling services are recommended to design and systematically implement peer guidance programs
3	Hernawati, L., & Goeritno, H. (2016).	Overview of the Implementation of Online Counseling Services in Higher Education Phenomenology	Online counseling services were delivered through text-chat media. Supporting facilities such as smartphones, headsets, microphones, webcams, data quotas, and Wi-Fi connections were prepared. Most counselors demonstrated a friendly attitude and created a comfortable counseling atmosphere, enabling students to feel understood both emotionally and in relation to their problems. Counselors were also able to help students gain new insights. The counseling process was considered effective, as indicated by adequate facilities, clear targets and strategies, clear problem analysis, careful planning, and the achievement of new understanding among students.
4	Ardana, E.M., & Makaria, E.C. (2024).	The Role of Guidance and Counseling Services in Higher Education in Minimizing Culture Shock among New Students Literature review	Basic services in the personal and social domains can be used by guidance and counseling service units as a strategy to address culture shock among new students.

5	Fadhilah, S.S., & Santoso, F. (2014).	An Islamic Guidance and Counseling Model for Developing Strong and Intelligent Character among FKIP UNS Students Exploratory sequential mixed method	Guidance services concerning information about effective learning are generally provided once when students begin their studies. At the Guidance and Counseling Service Unit (ULBK), guidance officers assist students experiencing learning difficulties, particularly those receiving early warnings through an early warning system. These services also help students address various personal problems from an Islamic perspective, including religious life, so that students can develop optimally according to Islamic values and succeed in their studies and lives, both at present and in the future.
6	Azhari, D.S., Afnibar, A., Ulfatmi, U., & Kenedi, G. (2023).	Overview of the Implementation of Online Counseling Services in Higher Education Phenomenology	Ideally, a higher education institution should have a Guidance and Counseling Bureau or Center at the university level (above the faculty) and directly under the responsibility of the Vice Rector for Student Affairs. Its main function is to design and coordinate all guidance activities on campus, including training for individuals involved in guidance services who are not professionals, such as academic advisors and selected students. If available, its human-resource structure includes: (1) Head of the Guidance Bureau/Center; (2) General Counselor; (3) Psychological Test Specialist; and (4) Career Consultant.
7	Purnama, D.S., Rachmawati, I., Kurniasari, M., Millenia, P., Rahmadania, A., & Dewanti, S.R.	Job Stress of University Employees: The Role of Guidance and Counseling Descriptive quantitative	The findings indicate that 72% of workers reported not experiencing work stress in terms of workload, routine, recognition, or work-life balance. Meanwhile, health factors showed a high percentage compared with environmental factors, indicating that health reflected the work stress experienced by workers. Higher education guidance and counseling service units can at least play a role in providing the training, counseling, and therapy needed to address work stress.
8	Ristianti, D.H., Syahindra, W., Jumansyah, J., Marlena, M., & Arip, M.A. (2025).	Development of Smart Digital Interactive Service as a Strategy for Guidance and Counseling Services in Higher Education Research and Development	The findings show that the development of the Smart Digital Interactive Service was 'very practical.' The evaluation was based on its advantages, functions, communication, content, materials, and language. The study shows that the Smart Digital Interactive Service is 'feasible' for use in higher education as a strategy for delivering guidance and counseling services.

9	Kurniawan, F. (2022).	Development of an Annual Guidance And Counseling Program in Higher Education Research and Development	The developed annual program product demonstrated good content validity with a score of 0.76. Focus Group Discussion (FGD) results from practitioners concluded that the product could be categorized as good. Based on assessments by counselors from ULBK Universitas Negeri Yogyakarta and Universitas Sebelas Maret Surakarta as practitioners, the product was categorized as good, but it needed refinement before it was ready for use.
10	Sukardi, T., & Novianti, W. (2022).	Self-Adjustment of First-Year FIP UNP Students in Higher Education and Implications for Guidance and Counseling Services: A Descriptive Study of Students of the Faculty of Education, Padang State University Descriptive quantitative	Based on the data analysis, first-year students' adjustment to higher education was generally in the fairly good category. Guidance and counseling lecturers are expected to play an active role in providing knowledge and understanding of student adjustment in higher education, particularly in the academic domain, including independent learning, understanding course material, time management, learning motivation, selecting a study program, and relationships with lecturers. One indicator in the academic domain with the lowest percentage was learning motivation at 34%, which needs to be improved so that students' adjustment can become better. In this regard, guidance and counseling lecturers can collaborate with the Guidance and Counseling Service Unit (UPBK) to help students improve their academic adjustment.
11	Bintani, K. (2018).	Personal Development Plan as a Guidance and Counseling Strategy in Higher Education Literature review	(PDP) in higher education is consistent with counselors' responsibilities, namely facilitating counselees in developing independent and responsible character, mastering hard and soft skills, and providing services focused on career consolidation according to educational records and actual self-actualization needs. To ensure the success of the PDP process, implementation strategies must align with the curriculum, the readiness of involved parties, and existing environmental factors. The PDP process involves all parties, particularly students. Implementing PDP in higher education provides students with opportunities to develop themselves, improve academic achievement, and prepare for future careers.

Based on the 11 articles, one research article discusses the foundations for implementing guidance and counseling in higher education, namely the study by Azhari et al. (2023). This study discusses the areas of guidance and counseling services in higher education and explains procedures for establishing guidance and counseling service units, including the human resources required in such units. At a minimum, a guidance and counseling service unit needs a personnel structure comprising a bureau or unit head responsible for managerial functions; professional counselors who provide counseling services; a psychological testing specialist

(tester) who handles assessment needs through both tests and non-test techniques; and administrative staff responsible for registration and other administrative processes within the guidance and counseling service unit.

Whereas Azhari et al. (2023) laid the foundations for establishing a guidance and counseling service unit, the study by Zulhammi (2013) sought to develop an Islamic-Based Guidance and Counseling Service Unit (UPBK) model grounded in Tawhid values. The purpose of developing this model was to form individuals with a strong foundation of aqidah, noble character, and the ability to benefit others. A similar model was proposed by Fadhilah & Santoso (2024), who developed an Islamic Guidance and Counseling Model designed to develop strong and intelligent character among FKIP UNS students and implemented it through the Guidance and Counseling Service Unit at Universitas Sebelas Maret (UNS). This model aims to help students address various personal problems through an Islamic approach, including aspects of religious life. Students are expected to develop optimally according to Islamic principles, complete their studies successfully, and build an Islamic way of life both in the present and in the future. In general, both articles propose a similar idea, namely the need to implement Islamic-based guidance and counseling models in guidance and counseling service units in higher education.

In addition to discussing the establishment of institutions and models implemented in guidance and counseling service units, several other articles discuss the areas of service delivered by counselors in higher education. The findings of Ardana & Makaria (2024) show that guidance and counseling service units can provide basic services in the personal and social domains as a strategy to address culture shock among new students. Many higher education students are undergoing a transition and therefore require psychological assistance. This is consistent with Sukardi & Novianti (2022), who found that students often experience adjustment problems in both personal and academic domains. Therefore, guidance and counseling lecturers can collaborate with Guidance and Counseling Service Units (UPBK) to help students improve their academic adjustment.

This is consistent with Francis & Horn (2017), who stated that counseling centers in higher education institutions abroad aim to address various problems such as depression, anxiety, violence, and suicidal thoughts, the prevalence of which increased by 10–15% over a seven-year period. In addition, the increasing prevalence of mental health disorders among students has also led to increased demand for counseling (Jeffrey, 2015). This condition is consistent with the findings of Purnama et al. (2024), which indicate that guidance and counseling services in higher education can play a role in providing the training, counseling, and therapy needed to address work stress among the academic community in higher education. Astuti et al. (2021) also found that the most common problems experienced by students were personal problems (58.02%), related to self-concept, self-confidence, and various issues involving trauma and other mental health disorders.

In addition, some studies have discussed service innovations that need to be implemented by guidance and counseling service units in higher education. Adawiyah et al. (2024) found that 93.35% of students had never visited a higher education guidance and counseling service unit, while only 6.7% had done so. The study also showed that 70.2% of students sought friends when facing difficulties, 17.9% contacted family members, 2.2% contacted professional counselors, and 8.7% reported having no option and instead keeping their problems to themselves. Therefore, guidance and counseling services in higher education need to develop peer guidance services as a means of increasing students' academic resilience.

Meanwhile, Hernawati & Goeritno (2016) attempted to develop online counseling services within a guidance and counseling service unit. Online counseling was conducted through text-chat media. Both counselors and students prepared the necessary facilities and infrastructure, such as smartphones, headsets, microphones, webcams, internet data quotas, and Wi-Fi connections. The

findings showed that some counselors demonstrated a friendly attitude and successfully created a comfortable counseling atmosphere. Students felt listened to and

understood, both in terms of their problems and emotions. In addition, counselors were able to help students gain new insights, enabling the counseling process to proceed effectively.

Furthermore, the study conducted by Ristianti et al. (2025) attempted to develop a Smart Digital Interactive Service as a strategy for implementing guidance and counseling services in higher education. This service consists of an electronic-based platform for registration and access to services at guidance and counseling service units. Consistent with this study, Bintani (2018) developed a Personal Development Plan (PDP) as an innovation to maximize guidance and counseling services in higher education. Complementing these studies, Kurniawan (2022) developed an annual guidance and counseling program that can be implemented in higher education guidance and counseling services.

Overall, the 11 articles demonstrate variation in guidance and counseling services in higher education. Several universities are still struggling to establish guidance and counseling services, whereas other studies have attempted to develop innovations to improve service implementation in guidance and counseling units in higher education

CONCLUSION

The analysis of the research articles indicates that the implementation of guidance and counseling services in higher education still requires greater attention. The small number of articles identified in the study indicates that relatively few researchers have been interested in exploring guidance and counseling services in higher education. This contrasts with the large number of articles discussing the implementation of guidance and counseling services at the junior and senior secondary school levels. Therefore, future researchers need to further explore the implementation of guidance and counseling services in guidance and counseling service units in higher education.

REFERENCES

Adawiyah, V. I., Taufiq, A., & Saripah, I. (2024). Urgensi Pendekatan Bimbingan Teman Sebaya untuk Meningkatkan Resiliensi Akademik Mahasiswa. G-COUNS: Jurnal Bimbingan dan Konseling, 8(2).

Almahaireh, A., Aldalaeen, A., & Al-Takhayneh, S. (2018). Efficacy of a Preventive Counseling Program for Improving Psychological Hardiness and the Positive Use of Social Network Sites among Students at Risk. International Journal for the Advancement of Counselling, 40. https://doi.org/10.1007/s10447-018-9319-1

Ardana, E. M., & Makaria, E. C. (2024). Peran Layanan Bimbingan Konseling di Perguruan Tinggi dalam Meminimalisir Culture Shock pada Mahasiswa Baru. JPBK: Jurnal Pelayanan Bimbingan dan Konseling, 7(1).

Astuti, B., Purnama, D. S., Kurniasari, M., & Lestari, R. (2021). Profile of Problems Faced by Students Attending Counseling Services at Yogyakarta State University. The 2nd International on Meaningful Education (2nd ICMEd), KnE Social Sciences, 417–425. https://doi.org/10.18502/kss.v6i2.10005

Azhari, D. S., Afnibar, A., Ulfatmi, U., & Kenedi, G. (2023). Konseling di Perguruan Tinggi. Jurnal Review Pendidikan dan Pengajaran, 6(4).

Bintani, K. (2019). Personal Development Plan as a Guidance and Counseling Strategy in Higher Education.

Advances in Social Science, Education and Humanities Research, 462. Proceedings of the 2nd International Seminar on Guidance and Counseling 2019.

Cernat, V., & Moldovan, L. (2018). Emotional problems and academic performance of students in manufacturing. Procedia Manufacturing, 22. https://doi.org/10.1016/j.promfg.2018.03.118

Departemen Pendidikan Nasional. (2003). Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

Departemen Pendidikan Nasional. (2008). Peraturan Menteri Pendidikan Nasional Nomor 27

Tahun 2008 Tentang Standar Akademik dan Kompetensi Konselor.
Erikson, E. H. (1980). Identity and the life cycle. W. W. Norton & Co.
Fadhilah, S. S., & Santoso, F. (2014). Model Bimbingan Dan Konseling Islami Untuk Membentuk Karakter Kuat Dan Cerdas Bagi Mahasiswa FKIP UNS. Jurnal Profesi Pendidik, 1(1).
Francis, P. C., & Horn, A. S. (2017). Mental Health Issues and Counseling Services in US Higher Education: An Overview of Recent Research and Recommended Practices. Higher Education Policy, 30, 263–
277. https://doi.org/10.1057/s41307-016-0036-2
Hernawati, L., & Goeritno, H. (2016). Gambaran Pelaksanaan Layanan Konseling Online di Perguruan Tinggi. PRAXIS: Jurnal Sains, Teknologi, Masyarakat dan Jejaring, 5(2).
Kurniawan, F. (2022). Development of annual program guidance and counseling in higher education.
COUNS-EDU: The International Journal of Counseling and Education, 3(3), 108–114.
Mammarella, S., Giusti, L., Del Vecchio, S., Salza, A., Casacchia, M., & Roncone, R. (2024). Psychological distress and academic success: a two-year study comparing the outcome of two online interventions at a university counseling and consultation service in Italy. Frontiers in Psychiatry. https://doi.org/10.3389/fpsyt.2024.1427316
Montgomery, M. J., & Côté, J. E. (2008). College as a Transition to Adulthood. In Blackwell Handbook of Adolescence (Issue January 2008, pp. 149–172). https://doi.org/10.1002/9780470756607.ch8
Myrick, R. D. (2011). Developmental guidance and counseling. Educational Media Corporation. Pemerintah Indonesia. (2012). Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang
Pendidikan Tinggi.
Purnama, D. S., Rachmawati, I., Kurniasari, M., Millenia, P., Rahmadania, A., & Dewanti, S. R. Job stress of university employees: The role of guidance and counselling. Professional Guidance and Counseling Journal, 5(2).
Reavley, N., & Jorm, A. F. (2010). Prevention and early intervention to improve mental health in higher education students: a review. Early Intervention in Psychiatry. https://doi.org/10.1111/j.1751-7893.2010.00167.x
Ristianti, D. H., Syahindra, W., Jumansyah, J., Marlena, M., & Arip, M. A. (2025). Development of smart digital interactive service as a strategy for guidance and counseling services in higher education. Journal of Education and Health Promotion, 14, 141.
Shanley, M. K., & Johnston, J. (2008). 8 Things First-Year Students Fear about College. Journal of College Admission, 3–7.
Smith, T. E. (2018). Parental Involvement during Students' Transition to College. Journal of College Orientation, Transition, and Retention, 25(2), 107–111. https://doi.org/10.24926/jcotr.v25i2.2124
Sukardi, T., & Novianti, W. (2022). Self-Adjustment of First Year FIP UNP Students in Higher Education and Implications on Guidance and Counseling Services: Descriptive Study of Students of the Faculty of Education, Padang State University. The 1st Proceedings of Siliwangi Annual International Conference on Guidance and Counselling (SAICGC), 1, 131–135.
Watson, J. C., & Paladino, D. A. (2020). Roles and responsibilities. In D. A. Paladino, L. M. Gonzalez, & J. C. Watson (Eds.), College counseling and student development: Theory, practice, and campus collaboration (pp. 27–42). American Counseling Association.
Zulhammi, Z. (2021). Model Unit Pelayanan Bimbingan Konseling Berbasis Islam Di Perguruan Tinggi. Prosiding Webinar Nasional Prodi PGMI IAIN Padang Sidimpuan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri, 5–6 June 2021.
.

CORRESPONDENT AUTHOR BIODATA



Rizqi Lestari, M.Pd., lahir di Ciamis pada 18 Juni 1996. Setelah menyelesaikan jenjang SD, SMP, dan SMA di Ciamis, Jawa Barat pada tahun 2002-2014, Rizqi kemudian melanjutkan studi pada program S1 Bimbingan dan Konseling Universitas Negeri Yogyakarta dan memperoleh gelar sarjana pada tahun 2018. Berbekal beasiswa dari Lembaga Pengelola Dana Pendidikan (LPDP) Rizqi kemudian menempuh jenjang S2 Bimbingan dan Konseling di Universitas Negeri Yogyakarta dan memperoleh gelar magister tahun 2022. Saat ini, Rizqi sedang melanjutkan pendidikannya pada program S3 Bimbingan dan Konseling Universitas Negeri Yogyakarta. Sejak tahun 2024, Rizqi aktif menjadi dosen pada program studi Bimbingan dan Konseling Universitas Negeri Yogyakarta.

Penulis aktif meneliti dan menulis berbagai buku dan jurnal di bidang bimbingan dan konseling, diantaranya:

1. Menulis 4 buku referensi Ber-ISBN di bidang Bimbingan dan Konseling, diterbitkan oleh UNY Press
2. Menulis berbagai artikel penelitian dengan h-indeks 6 (sinta) dan h-indeks 3 (scopus)

Berbekal pengalaman penulisan tersebut, penulis menyusun artikel yang berjudul "**Navigating the VUCA Era: A Critical Examination of Guidance and Counseling Services in Indonesian Higher Education". P**enulis dapat dihubungi pada nomor handphone 085117139285.