

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: 186-196
E-ISSN: xxxx-xxxx

Rasa Model: Counseling Interventions to Overcome Loneliness and Increase Adolescent Social Resilience in the Digital Age

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Riwayat Artikel

Submited: 21-11-2026
Accepted: 23-11-2026
Published: 23-11-2026

Abstrak

Perkembangan teknologi digital telah mengubah pola interaksi sosial remaja, dengan media sosial dan komunikasi digital yang memberikan peluang koneksi sekaligus meningkatkan risiko keterasingan, perbandingan sosial, cyber-victimization, penggunaan digital bermasalah, dan kesepian. Artikel ini bertujuan untuk mengembangkan Model RASA (Resilience, Awareness, Social Connection, and Adaptation) sebagai model intervensi konseling integratif untuk mengatasi kesepian dan meningkatkan resiliensi sosial remaja di era digital. Penelitian ini menggunakan pendekatan conceptual literature review dengan sintesis naratif terhadap publikasi ilmiah, terutama artikel terindeks Scopus, pada periode 2022–2025. Literatur dianalisis berdasarkan empat konstruk utama RASA dan diintegrasikan ke dalam kerangka konseptual intervensi konseling. Hasil kajian menunjukkan bahwa Model RASA mencakup 4 komponen yang saling terintegrasi. Resilience berfokus pada penguatan kapasitas untuk menghadapi tekanan dan pengalaman negatif di dunia digital; Awareness mengembangkan kesadaran diri, emosi, pola pikir, dan penggunaan teknologi; Social Connection memperkuat komunikasi, empati, dukungan sosial, dan rasa memiliki; sedangkan Adaptation mengembangkan kemampuan beradaptasi terhadap perubahan sosial dan tuntutan lingkungan digital. Model RASA berpotensi menjadi kerangka intervensi konseling preventif dan promotif bagi remaja di sekolah, madrasah, perguruan tinggi, serta komunitas.

Kata kunci: Adaptasi Digital; Konseling Remaja; Kesepian; Model RASA; Resiliensi Sosial; Self-Awareness; Social Connection

Abstract

The development of digital technology has changed adolescents' social interaction patterns, with social media and digital communication providing opportunities for connection while also increasing the risk of alienation, social comparison, cyber-victimization, problematic digital use, and loneliness. This article aims to develop the RASA (Resilience, Awareness, Social Connection, and Adaptation) Model as an integrative counseling intervention to overcome loneliness and increase adolescents' social resilience in the digital era. This study uses a conceptual literature review approach and narrative synthesis of scientific publications, particularly Scopus-indexed articles, from 2022 to 2025. The literature is analyzed using four main RASA constructs and integrated into the conceptual framework of counseling interventions. The results of the study show that the RASA Model comprises 4 integrated components. Resilience focuses on strengthening the capacity to deal with negative pressures and experiences in the digital world; Awareness develops self-awareness, emotions, mindset, and technology use; Social Connection strengthens communication, empathy, social support, and a sense of belonging; while Adaptation develops the ability to adapt to social changes and the demands of the digital

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



environment. The RASA model has the potential to become a framework for preventive and promotive counseling interventions for adolescents in schools, madrasas, universities, and communities.

Keywords: *Adolescent Counseling; Digital Adaptation; Loneliness; RASA Model; Self-Awareness; Social Connection; Social Resilience.*

Introduction

Adolescents are in a developmental phase when the need for acceptance, identity, friendship, and a sense of belonging becomes stronger. Biological, cognitive, emotional, and social changes make peer relationships an important factor in the formation of self-concept and psychological well-being. When the need for social relationships is not met, adolescents can experience loneliness as a subjective experience in the form of a gap between expected social relationships and perceived social relationships. Loneliness is thus not synonymous with the physical condition of oneself, but rather has to do with the perception of the quality and meaning of social relationships (Turner et al., 2024; Zhang et al., 2025).

Loneliness in adolescence has evolved into an important mental health issue. Studies across 70 countries show that loneliness is a phenomenon found in adolescents in various cultural contexts and is related to factors such as bullying and low peer support (Hosozawa, 2023). Analysis of 28 countries also shows that adolescent loneliness is a global phenomenon with varying trends between countries (Maunder et al., 2024). In fact, recent research on more than one million adolescents from 38 countries shows that adolescent loneliness experiences need to be understood in the context of social, educational, economic, and changing digital environments.

In the context of social development, loneliness is not only a consequence of a lack of interaction, but can form a psychological cycle that reinforces withdrawal. Adolescents who feel unaccepted may become more sensitive to social rejection, experience decreased self-confidence, avoid interaction, and ultimately increasingly miss out on opportunities to build supportive relationships. Qualitative research shows that adolescents view loneliness as an experience related to identity, interpersonal abilities, social environment, opportunities to participate, and a sense of security in a group (Turner et al., 2024).

Changes in communication patterns through digital media add to its complexity. Social media provides opportunities to maintain relationships, find community, and gain social support. However, these benefits do not automatically arise simply because of the high frequency of technology use. Social media use, platform characteristics, active or passive interaction patterns, social comparisons, and problematic use can produce different psychological consequences (Bottaro & Faraci, 2022; Hall, 2025). Longitudinal studies also show that the relationship between social media use and adolescent mental health is not simple and can differ based on individual usage patterns and characteristics (Steinsbekk et al., 2023).

The problem becomes even more complex when technology is used to compensate for unmet social needs. Adolescents who feel lonely may increase the use of smartphones or social media to seek diversion, validation, or social connection. Du et al., (2023) Found a link between loneliness and problematic smartphone use in adolescents, with negative emotions and *maladaptive coping* as a mechanism that plays a role. Yam et al., (2024) It was further shown that resilience acts as a mediator and buffer in the relationship between loneliness and social media addiction.

Thus, interventions against adolescent loneliness are not enough if they are only directed at reducing the duration of device use. Interventions need to develop adolescents' internal and external capacities simultaneously. Adolescents need the ability to understand themselves, manage stress, build meaningful relationships, and adapt to the demands of the digital environment. This approach is in line with the findings that digital resilience is a multidimensional construct that includes the ability to face risk, recovery, and learn from negative experiences in the digital space (Pan et al., 2024; Qi & Yang, 2024).

Based on this, this study offers the RASA (Resilience, Awareness, Social Connection & Adaptation) Model as a model of counseling intervention that integrates four psychosocial capacities. This model does not view adolescents as individuals who must be kept away from technology, but as individuals who need to be strengthened to be able to use technology consciously, healthily, relationally, and adaptively.

Method

This study uses a conceptual literature review approach with a narrative synthesis method to identify, compare, and integrate theoretical concepts and empirical findings relevant to the development of the RASA Model (*Resilience, Awareness, Social Connection, and Adaptation*) as a model of counseling interventions for adolescents experiencing loneliness in the digital age. The literature was searched primarily through reputable scientific databases, including Scopus, with a range of major publications of 2022–2025. The keywords used were combined using Boolean operators, among others *adolescent*, *teenager*, *loneliness*, *resilience*, *self-awareness*, *psychological awareness*, *social connectedness*, *social support*, *digital media*, *social media*, *digital adaptation*, *mental health*, *counseling intervention*, and *psychological intervention*. The literature selection considered the suitability of the topic, the quality of publications, the characteristics of the adolescent population, and its contribution to the development of the RASA Model construct. Previous studies have shown that the relationship between social media use, psychosocial development, mental health, and adolescent social experiences is a complex phenomenon that requires the integration of various psychological and social perspectives (Senekal et al., 2023; Yasin et al., 2024).

The inclusion criteria include articles that: (1) are published in reputable scientific journals and are primarily indexed by Scopus; (2) are published in the period 2022–2025; (3) discuss adolescents or age groups relevant to adolescent development; (4) examine at least one construct related to resilience, psychological awareness, social connectedness, loneliness, digital adaptation, mental health, or psychological interventions; and (5) in the form of empirical research, longitudinal studies, *systematic review*, *meta-analysis*, *scoping review*, or interventional research. Literature that is not directly related to the population or research constructs, nonscientific articles, as well as publications that do not provide adequate methodological information are not included in the synthesis. This strategy allows research to utilize evidence from different types of research designs. For example, meta-analyses Zhou & Cheng, (2022) Showing the importance of online social support for adolescent mental health. Furthermore, Lin et al., (2024) suggests that resilience and loneliness may play an important role in the relationship between social factors and problematic social media use in adolescents.

The analysis is carried out through narrative-conceptual synthesis, namely by identifying relationship patterns, similarities, differences, and potential mechanisms among constructs found in the literature, then organizing them into 4 components of the RASA Model. Resilience is placed as the capacity of adolescents to face pressure and restore psychological function; Awareness as the ability to recognize emotions, thoughts, needs, and self-conditions; Social Connection as the ability to build and maintain supportive social relationships, both offline and online; while Adaptation refers to the ability to adapt psychological behaviors and strategies to the characteristics of the digital environment. The synthesis also considers evidence that the use of social media can provide opportunities while posing risks to adolescents' mental health, including its relationship with internalization symptoms and psychological well-being (Fassi et al., 2024; Sala et al., 2024). On the intervention side, research on social media-based interventions shows that digital approaches have the potential to increase adolescents' access and engagement with mental health services (Kruzan et al., 2022). Based on this synthesis, the four constructs are not positioned as stand-alone variables, but as components that interact with each other in forming the RASA Model counseling intervention mechanism to reduce loneliness while strengthening adolescent social resilience in the digital era.

Results and Discussion

Teenage Loneliness in the Digital Ecosystem

Loneliness is a subjective experience that arises when an individual feels that the actual social relationship has not met the expected relationship needs. This perspective is important because a person can be in the midst of a lot of people but still feel misunderstood, unaccepted, or lacking a meaningful relationship. Qualitative research on adolescents and young adults shows that the experience of loneliness has emotional, relational, and existential dimensions (Bryan et al., 2024).

Loneliness can also be influenced by the quality of friendships. Research on Indonesian adolescents shows that the quantity and quality of friendships, as well as the position of individuals in peer groups, are related to loneliness experiences. The findings are important for the Indonesian context because loneliness interventions need to pay attention to peer group dynamics, not just individual characteristics (Zhang et al., 2025)

In a school setting, relationships with teachers are also important. Cross-cultural meta-analyses show a negative relationship between loneliness and the quality of teacher-student relationships. The relationship is reciprocal: loneliness can disrupt the student-teacher relationship, while poor teacher-student relationships can also increase loneliness. Therefore, loneliness counseling should ideally focus not only on the individual but also pay attention to the social ecosystem in which adolescents thrive.

The digital environment then becomes an additional layer in the social life of adolescents. Social media can serve as a "social mirror" where adolescents present themselves, obtain feedback, build identity, and compare themselves to others (Pérez-Torres, 2024). If the process takes place without adequate self-awareness, digital media can become a source of social pressure.

Therefore, the goal of counseling interventions is not only to reduce the use of social media, but also to change adolescents' relationship with technology. Adolescents need to be able to distinguish between digital connections and meaningful social connections.

The Conceptual Foundations of the RASA Model

The RASA model was developed based on the assumption that loneliness and social resilience have a dynamic relationship. Loneliness can weaken an individual's capacity to seek and maintain social support, while social support and resilience can help individuals break out of the cycle of loneliness.

The RASA model consists of four components:

R = Resilience
A = Awareness
S = Social Connection
A = Adaptation

The four components are not positioned as completely linear stages, but as mutually reinforcing systems.

Resilience: Strengthening Psychosocial Flexibility

Resilience is the capacity to face pressure, recover from adversity, and develop adaptive abilities after experiencing challenging experiences. In the context of adolescence, resilience is not only about individual abilities, but also related to family, school, peers, and community. Research shows that resilience is related to social support as well as various indicators of adolescent well-being. Teacher and peer support, for example, can contribute to co-school adjustments, resilience, and positive affect. (Azpiazu et al., 2024).

The RASA model views resilience as the first capacity because adolescents who have better flexibility will be better able to deal with social rejection, conflict, *cyberbullying*, *fear of missing out*, social comparison, and relational failure without immediately withdrawing.

Interventions on *the Resilience* component include:

1. Identify personal sources of strength;
2. Development of *growth mindset*;
3. Emotion regulation training;
4. Cognitive restructuring;
5. Troubleshooting;
6. *Adaptive coping* ;
7. Penguatan *self-efficacy*;
8. Mapping of social support sources.

Findings Llistosella et al., (2024) provides important empirical support that school-based resilience interventions that integrate mindfulness, self-esteem, emotion regulation, social skills, problem-solving, community resources, and peer support can be used in at-risk adolescents.

Awareness: Building Self-Awareness and Digital Awareness

The second component is *Awareness*. Self-awareness is understood as the ability of adolescents to recognize their thoughts, emotions, needs, values, strengths, limitations, and behavior patterns. In the digital context, *awareness expands* to digital self-awareness, the ability to recognize how technology affects thoughts, emotions, behaviors, relationships, and self-identity.

Teenagers need to be able to answer the following questions:

1. How do I feel when I use social media?
2. Why do I open social media?
3. Am I looking for information, entertainment, connection, validation, or escape?
4. How do I react when I don't get a response?
5. Do I compare myself to other people's lives?
6. Does the use of digital media help or interfere with real relationships?

Research on social media as a *digital social mirror* shows that social media becomes a space for identity formation through interaction, self-expression, and social feedback (Pérez-Torres, 2024). Therefore, the ability to reflect is important so that adolescents do not build self-esteem solely based on responses in the digital world.

Awareness components can use the following techniques:

1. *Self-Monitoring*;
2. Reflective Journal;
3. *Mindful Breathing*;
4. Emotion Identification;
5. *Thought Record*;
6. *Digital Diary*;
7. *Trigger Mapping*;
8. Reflection on the use of social media.

Social Connection: Developing Meaningful Social Connections

The third component is *Social Connection*. Social connectedness is at the core of the RASA Model because the problem of loneliness is basically related to the human need to feel accepted, appreciated, understood, and part of a group. Blum et al., (2022) Placing *connectedness* as one of the important foundations for adolescent health and well-being. Measurement study *adolescent connectedness* It also shows that this construct can be understood through its relationship with family, peers, school, and the broader social environment (Too et al., 2022).

RASA interventions at this stage not only teach communication skills, but create authentic relationship experiences.

Materials include:

1. Assertive communication;
2. Empathy;
3. *Active listening*;

4. Ability to ask for help;
5. Provide peer support;
6. Managing conflicts;
7. Establish interpersonal boundaries;
8. Develop a sense of belonging;
9. Building a healthy social community.

This approach is important because research in adolescents shows that social support and connectedness can be a source of protection from psychological distress. Interventions that simply change the individual without improving the social environment risk resulting in unsustainable change.

Adaptation: Developing Digital Adaptability

The final component is *Adaptation*. Adaptation refers to the ability of adolescents to adapt their thoughts, emotions, behaviors, and social strategies to changes in the environment without losing their identity and personal values.

In the digital context, adaptation means the ability to:

1. Managing technological change;
2. Overcoming digital social pressures;
3. Dealing with negative comments;
4. Merespons cyberbullying;
5. Managing online conflicts;
6. Determine limits on social media use;
7. Moving online connections into healthy social interactions;
8. Use technology as a learning resource and as a support.

Digital resilience is a very relevant concept. Research (Hammond et al., 2023) shows that digital resilience needs to be understood through a socio-ecological perspective, while Pan et al., (2024) affirms that individual, family, and school factors can contribute to digital resilience in adolescents. Thus, *Adaptation* is the process of transforming digital experiences from a source of risk into a learning space.

Structure of the RASA Model Intervention

The RASA model can be developed into eight group counseling sessions.

Sessions	Components	Focus	Technique
1	R	Recognize loneliness and self-strength	Assessment, Ice Breaking, Reflection
2	R	Recognizing stressors and coping strategies	problem solving
3	A	Getting to know yourself and emotions	self-monitoring
4	A	Awareness of digital media use	digital diary
5	S	Communication and empathy	role play
6	S	Build supportive relationships	peer support
7	A	Adaptation to digital pressure	cognitive restructuring
8	A	RASA sustainability and integration plan	action plan

Session 1 – "Me and My Loneliness"

The main goal is to help the counselor understand that loneliness is a psychological experience that can occur even when the individual is in the midst of others. The counselor helps the counselor distinguish between *being alone* and *feeling lonely*.

Session 2 – "I Can Rise"
Counselors map difficult experiences, sources of strength, coping strategies, and social support. Counselors direct counselors to see negative experiences as something that can be managed.
Session 3 – "Getting to Know Me"
Counseling identifies emotions, needs, values, strengths, weaknesses, and mindsets that arise when experiencing social rejection.
Session 4 – "I am in the Digital World"
The counselor keeps *a digital awareness diary* for several days. Records include the time of use, the purpose of use, the emotions before and after use, and the social consequences.
Session 5 – "Connecting with Others"
Counselors practice *active listening*, empathy, assertive communication, and healthy expression of needs.
Session 6 – "I'm Not Alone"
Counselors build a social support map that includes family, friends, teachers, counselors, communities, and professional help resources.
Session 7 – "Adapting in the Digital Age"
Learning counselors deal with digital social pressures, negative comments, social comparisons, *FOMO,* and online conflict through cognitive restructuring and problem-solving.
Session 8 – "TASTE for the Future"
Counseling integrates the four capacities of RASA and develops *a personal resilience plan* that contains strategies to deal with loneliness again.

Working Mechanism of the RASA Model
Conceptually, the RASA Model works through the following mechanisms:
Loneliness → Awareness → Resilience → Social Connection → Adaptation → Social Resilience

Loneliness initially increases awareness of unmet social needs. This awareness is then directed not toward *self-blame*, but rather toward information that can be used to make changes. *Awareness* strengthens adolescents' ability to understand emotions and behavior patterns. Increased awareness allows counselors to recognize that the use of social media as an escape cannot always meet the needs of relationships. Furthermore, *Resilience* strengthens the capacity to deal with negative experiences. After having better flexibility, counselors are encouraged to build *Social Connection* through communication, empathy, peer support, and social participation. Finally, *Adaptation* helps counselors sustain these changes in both real-life and digital environments.

The relationship is not linear. Each component provides feedback from each other. Positive social connections can increase resilience; resilience increases adaptability; adaptation strengthens awareness; and mindfulness helps individuals choose healthier social relationships.

Novelty of the RASA Model

The main novelty of the RASA Model lies in the integration of four constructs that have often been studied separately.

1. First, the model is not only oriented towards reducing loneliness, but at the same time building social resilience.
2. Second, the model includes awareness of digital use as an explicit part of counseling interventions. This is important because the digital environment is an integral part of adolescents' social lives.
3. Third, this model combines intrapersonal factors and interpersonal factors. *Awareness* and *resilience* work on internal capacity, while *social connection* develops external resources.
4. Fourth, *adaptation* is placed as a mechanism to support sustainability. Counseling does not stop when the rate of loneliness decreases, but continues until adolescents are able to face new social situations.

5. Fifth, the model can be applied flexibly through individual counseling, group counseling, classical guidance services, and digital-based interventions.

Further research recommendations: for advanced development, the RASA model can also be developed into a digital counseling intervention with a combination of face-to-face counseling, *digital diary*, application-based reflection, and peer support.

Adolescents are a multidimensional problem that cannot be explained by a lack of social interaction alone. Loneliness is related to the quality of relationships, interpersonal abilities, perceptions of social acceptance, psychological conditions, and the environment in which adolescents develop (Turner et al., 2024). Findings on the relationship between loneliness and problematic smartphone use reinforce the importance of incorporating a digital dimension in adolescent counseling. Du et al., (2023) Indicates that loneliness, negative emotions, and *maladaptive coping* related to problematic smartphone use. This suggests a possible cycle: loneliness increases digital use as compensation, problematic use worsens self-regulation, and these conditions can further reduce the quality of real relationships.

Resilience can break the cycle. Yam et al., (2024) Found that resilience acts as a mediator as well as a buffering factor in the relationship between loneliness and social media addiction. Thus, increasing resilience is not just an additional outcome, but can also be an important mechanism in interventions. The findings on intervention also support a multidimensional approach. Llistosella et al., (2024) Develop school interventions that integrate mindfulness, self-esteem, emotion regulation, social skills, problem-solving, community resources, and peer support. The structure has a conceptual closeness to the RASA Model, especially in the components *Resilience* and *Social Connection*.

On the other hand, mindfulness intervention research shows that the development of mindfulness and awareness can support adolescent well-being and resilience (Hutchison et al., 2023; Liu et al., 2023). This is the basis for the *Awareness* in the RASA Model.

Meanwhile, the social connectedness approach needs to be at the heart of the intervention. *Connectedness* is not just the number of friends or the number of digital interactions, but the experience of feeling accepted and having meaningful relationships. Therefore, the success of the intervention is not enough to measure through a decrease in social media use, but also through an improvement in the quality of relationships and a sense of belonging.

This perspective is also supported by research on digital interventions on loneliness. Recent systematic reviews and meta-analyses show that psychological interventions, especially those containing group or social components, are more promising in reducing loneliness compared to digital approaches that are only in the form of independent individual activities (Hansen et al., 2025). Thus, the RASA Model offers an approach that does not position technology as an enemy for adolescents. Technology is placed as a social environment that must be confronted with a more robust psychological capacity. Adolescents are not directed to leave the digital world, but rather to build healthier relationships with themselves, others, and technology.

Implications for Guidance and Counseling

The RASA Model has several practical implications for guidance and counseling services. First, counselors can use the RASA Model as a psychosocial assessment framework to identify whether adolescent loneliness is primarily related to weak resilience, low self-awareness, lack of social connections, or difficulty adapting. Second, the RASA Model can be a framework for group counseling. The group format allows adolescents to experience firsthand the process of acceptance, empathy, communication, and support from peers. Third, the model can be applied in classical tutoring by developing an eight-session module. Fourth, the RASA Model can be developed into digital-based counseling, but still maintain interpersonal relationships as a core component. Fifth, schools can build a social support system that involves counselors, teachers, homeroom teachers, parents, peers, and student communities.

Conclusion

The RASA (*Resilience, Awareness, Social Connection & Adaptation*) model is a conceptual framework for counseling intervention designed to address the complexity of adolescent loneliness in the digital era. This model integrates four main capacities, namely psychosocial flexibility, self-awareness and digital, social connectedness, and adaptability.

The advantages of the RASA Model lie in an approach that is not only oriented towards reducing symptoms of loneliness, but also on strengthening adolescents' capacity to face social pressures, build meaningful relationships, and adapt to changes in the digital environment. Theoretically, the RASA Model can serve as a bridge among individual counseling approaches, developmental psychology, social psychology, and digital mental health literacy. Practically, the model can be applied through group counseling, classical counseling, and digital-based interventions.

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