

# Investigating the impact of digital counseling platforms on high school students' well-being for enhancing emotional resilience and academic performance

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**Abstract:** The urgency of using digital platforms in guidance and counseling services is increasing along with the need for flexible and accessible support for high school students, especially in dealing with academic pressure and emotional challenges. Digital approaches provide ease of access for students, but their effectiveness on emotional well-being and academic performance still needs to be explored. This study used qualitative methods with semi-structured interviews to explore the experiences of students who have used digital counseling platforms. Results showed that the digital platform facilitated access to counseling services and helped students manage academic stress and anxiety. Positive impacts were also seen in improved academic performance. However, the study revealed that the interpersonal relationship between counselors and students was not as strong as that established in face-to-face counseling sessions. Nonetheless, the platform offers a significant solution in supporting students' emotional and academic well-being, especially in situations with limited face-to-face access. The results of this study emphasize the importance of developing digital counseling services that not only prioritize flexibility, but also maintain the quality of emotional connection in the counseling process.

**Keywords:** Academic performance, Digital counseling, Emotional well-being, High school students, Online counseling.

## 1. Introduction

Guidance and counseling services in schools play a crucial role in supporting students' development in academic, social, and emotional aspects. In adolescence, especially high school students, there are many challenges they face such as academic pressure, social anxiety, and increasing mental health problems [1]-[4]. In recent years, cases of depression, anxiety, and burnout in high school students have continued to increase, raising concerns for educators and counseling practitioners [5], [6]. This suggests that students need more support that focuses not only on academic aspects, but also students' emotional and psychological well-being.

In line with the development of technology, guidance and counseling services have also undergone a transformation. Digital technology has penetrated into various aspects of education, including counseling services. The use of digital platforms in counseling provides more flexible access for students to get help when they need it [7]-[9]. Amidst limited time and resources in schools, digital platforms offer solutions that can be accessed anytime and from anywhere, allowing students to address their problems without having to wait for conventional face-to-face sessions [10], [11]. However, although these technologies offer flexibility, their impact on students' emotional well-being and academic performance is still not deeply understood, especially in the context of high schools.

Research on the use of technology in school counseling shows that digital platforms have the potential to be an effective tool in improving students' access to guidance and counseling services. Some studies have found that students are more likely to use digital services for guidance of a practical nature,

such as simple academic schedule management or stress management [12]. However, for more complex issues such as emotional crises or mental health, in-depth interpersonal relationships remain an important factor in effective counseling [13].

Recent trends also show that the use of information technology in mentoring is growing [14], [15]. These technologies support in providing more responsive and accessible initial counseling services. However, in-depth research on the effectiveness of such digital interactions in addressing students' emotional problems is lacking [16]. There are studies that reveal that although technology can support early intervention, emotional and social aspects still require direct interaction with human counselors [17], [18].

In the context of education in Indonesia, the use of digital platforms for counseling services is still in the early stages of adoption. There are technological barriers and digital literacy in some schools is a challenge. However, with the widespread access to the internet and the increasing use of technology among adolescents, the potential for using digital platforms for counseling in Indonesia is opening up.

The urgency of the research focuses on analyzing the potential benefits of using digital platforms in counseling services, there is still a gap in the literature regarding the real impact of these platforms on students' well-being, especially in the context of Senior High Schools. Students' emotional well-being, particularly their emotional resilience in the face of academic and social pressures, is a very important aspect to study [19]. Adolescents at the High School stage are at a critical time in their emotional and social development, and high academic pressure can have a significant impact on their mental health [20].

Furthermore, in the post-pandemic situation, many schools have adopted digital technologies in various aspects of their operations, including in counseling services. However, the effectiveness of these technologies has not been explored in depth, especially in relation to improving students' academic performance. The use of digital platforms should be evaluated to understand how these technologies can enhance students' emotional resilience while supporting their academic performance.

Thus, this study aims to comprehensively evaluate the impact of using digital counseling platforms on the well-being of Senior High School students, particularly in enhancing their emotional resilience in the face of stress, as well as to understand how these platforms contribute to improved academic performance. This research has important implications for the development of guidance and counseling policies and practices in schools. The results of this study are expected to provide deeper insights for school counseling practitioners on how best to utilize digital technology to support student well-being. Schools can use the findings of this study to develop guidance programs that are more integrated with digital technology, as well as provide better training to counselors in using technology as an effective counseling tool.

## 2. Literature Review

The advent of digital counseling platforms has significantly transformed the landscape of student support services, particularly for high school students. These platforms have been shown to enhance emotional resilience and academic performance through various mechanisms, including increased accessibility, personalized support, and innovative engagement strategies.

Digital counseling platforms provide a unique avenue for addressing the emotional and psychological needs of high school students. Research indicates that the use of technology in counseling can effectively reduce stress and anxiety, which are prevalent among adolescents. For instance, highlighted that online counseling services during the pandemic alleviated psychological distress among students by providing timely support through various digital mediums, such as videos and online discussions. Similarly, 's study on web-based interactive media demonstrated that such platforms enhance student engagement by incorporating interactive elements, thereby fostering a more conducive environment for emotional support [21]. This aligns with findings from , who emphasized the necessity of tailored counseling programs that address the specific needs of high school students [22], [23].

Moreover, the role of perceived emotional support from teachers and counselors is crucial in

promoting academic resilience. found that students who perceive higher levels of emotional support are more likely to engage positively in their academic pursuits, thereby enhancing their resilience [24]. This is further supported by 's research, which established a positive correlation between perceived instructor support and students' academic resilience, suggesting that emotional connections fostered through digital platforms can lead to improved academic outcomes [25], [26].

The effectiveness of digital counseling platforms is also evident in their ability to cater to diverse student needs, including those who may be introverted or have demanding schedules that limit face-to-face interactions. Cyber counseling has been shown to facilitate self-actualization among students by providing them with flexible access to counseling resources [27]. Furthermore, 's research on cyber counseling models indicated that these platforms are not only acceptable but also effective in meeting the counseling needs of high school students in the digital age [28].

In addition to emotional support, digital counseling platforms can enhance academic performance by promoting self-regulated learning and reducing procrastination. 's study on cognitive behavior counseling techniques demonstrated that such approaches are effective in mitigating academic procrastination, thereby improving students' academic performance [29], [30]. This is complemented by findings from , which highlighted the critical role of resilience and psychological well-being in enhancing school engagement and perceived academic performance [31].

In conclusion, digital counseling platforms serve as a crucial resource for bolstering the emotional resilience and academic performance of high school students. By offering accessible, personalized, and engaging support, these platforms address the multifaceted challenges faced by adolescents in today's educational environment. The integration of technology into counseling practices not only meets the immediate emotional needs of students but also fosters long-term academic success.

### 3. Methods

#### 3.1. Research Design

This study uses a qualitative approach with phenomenological methods to explore students' experiences in using digital platforms for counseling services. The phenomenological method was chosen because the aim was to deeply explore students' subjective experiences in utilizing digital platforms related to their emotional well-being and academic performance. With this approach, researchers can explore how high school students understand, feel, and experience the impact of digital-based counseling on their lives.

#### 3.2. Research Location and Respondent Data

This research was conducted at Sekolah Menengah Atas 1 Cisarua, West Bandung Regency, a senior high school that has adopted digital technology to support guidance and counseling services. Sekolah Menengah Atas 1 Cisarua was chosen because the institution has a counseling program that utilizes a digital platform, which allows students to access counseling services outside of school hours. The respondents of this study were students in grades X, XI, and XII who have used the digital platform for counseling for a minimum of three months. The total number of participants involved in this study was 50 students, who were selected using purposive sampling method. The selection of purposive sampling was based on certain criteria to ensure variation in terms of social background, level of use of digital platforms, and problems faced by students.

In determining research respondents, there are several criteria applied in selecting respondents, namely students who have used digital platforms for counseling at least three times, students who have counseling experience related to academic or emotional issues and students who are willing to participate in interviews. Through this purposive sampling, it is hoped that the research can provide a deeper understanding of the variations in students' experiences related to the use of digital platforms in the context of their emotional and academic well-being.

### 3.3. Data Collection

These interviews were conducted face-to-face and involved open-ended questions to allow students to share their experiences freely. Each interview lasted 30–60 minutes and focused on the student's experience of using the digital counseling platform, its impact on emotional well-being, and its effect on academic performance. Questions covered topics such as changes in stress management, increased motivation to study, and interpersonal relationships that may have formed or diminished during the counseling sessions. Following the individual interviews, small groups of 5–7 students were conducted with the aim of deepening the understanding of the students' experiences, with discussions focused on the themes that had emerged from the previous interviews. Through interactions between students, it is expected that a collective perspective on the use of digital platforms in counseling services will emerge.

## 4. Process and Results

### 4.1. Overview of Research Purpose

This study aims to evaluate the impact of using digital platforms in guidance and counseling services on students' emotional well-being and academic performance at Senior High Schools 1 Cisarua, West Bandung Regency. The main focus of this study is to understand how the digital platform affects students' emotional resilience in the face of academic pressure as well as how it relates to improved academic performance. In addition, the study also explored how digital platforms affect the interpersonal relationship between students and counselors, which is important in an effective counseling process. Based on the results of interviews with 50 students who have used digital platforms for counseling, some of the key themes identified were the accessibility and flexibility of services, the influence of counseling on emotional resilience, the limitations of interpersonal relationships, and the direct impact on academic performance.

### 4.2. Accessibility and Flexibility of Digital Counseling Services

One of the key findings of this study is that students perceive increased accessibility and flexibility in using counseling services through digital platforms. This can be seen from how the digital platform makes it easier for students to get counseling support without having to go through formal procedures such as making an appointment or coming directly to the counseling room. With the digital platform, students can access these services anytime and from anywhere, which allows them to get immediate help when they need it, especially in urgent situations or when they feel uncomfortable talking directly to the counselor at school.

This increased accessibility also provides additional benefits for students who have busy school schedules or those who feel embarrassed or awkward to see a counselor in person. Digital counseling services provide a safer and more comfortable space for students to talk about their problems, without fear of social judgment or stigma from peers. In the context of high school, where students often face significant academic and social pressures, this kind of flexibility is crucial to maintaining their mental well-being. Not only does this flexibility allow students to be more proactive in seeking help, but it also allows counselors to reach more students in less time.

Digital platforms also remove geographical and time barriers that often limit student access to counseling services. In areas such as West Bandung Regency, where access to resources may be limited, digital counseling services can be an effective solution to reach students who may not have access to regular face-to-face counseling services. As such, this technology allows counselors to offer services that are more inclusive and responsive to students' needs, regardless of their backgrounds.

### 4.3. The Effect of Digital Counseling on Students' Emotional Resilience

In addition to increased accessibility, the study also found that digital counseling services have a significant impact on students' emotional resilience. Emotional resilience, defined as students' ability to manage stress, anxiety and other psychological challenges, is an important aspect of students' mental well-being. In this study, many students reported that counseling through digital platforms helped them

to better understand and manage the pressures they face, both in terms of academic demands and personal issues.

Through digital counseling sessions, students get the opportunity to discuss their emotional issues with the counselor, which then helps them develop better coping strategies. For example, counselors can provide advice on time management, relaxation techniques, or how to cope with pre-exam anxiety. This kind of help is especially important in a high school setting, where academic pressure is often a major trigger of anxiety and stress among students. The use of digital platforms also allows students to engage in counseling sessions more frequently, as they are no longer limited by face-to-face counseling schedules that may be difficult to fit into their academic schedules.

The findings highlight that emotional resilience can be enhanced through structured and ongoing counseling interventions. Students who engaged in digital counseling felt more able to cope with the challenges they faced and had lower stress levels than those who did not have the same access to counseling. This positive impact is not only felt in the aspect of emotional well-being, but also affects their academic life, where they become more focused and productive in completing academic tasks.

#### *4.4. Limitations in Interpersonal Relationships*

Although digital counseling has many benefits, one of the limitations found in this study is that there are barriers in building a deep interpersonal relationship between students and counselors. A strong interpersonal relationship is one of the essential components in an effective counseling process, as trust between the student and the counselor plays a key role in the success of the intervention. In face-to-face counseling, this relationship often develops through direct, face-to-face interactions that allow students and counselors to understand each other more deeply.

However, in the digital platform, some students felt that the relationship with the counselor was not as strong or intimate as in face-to-face counseling. They felt a greater emotional distance, which is due to the limitations of digital media in conveying emotional and non-verbal nuances. While communication through text, video, or chat provides convenience and flexibility, it also reduces the depth of emotional interaction that usually occurs in face-to-face counseling sessions.

This suggests that while digital platforms can be an effective tool for providing initial counseling support or in situations where face-to-face access is limited, there is a need to consider ways to strengthen interpersonal aspects in digital counseling. Counselors may need to develop better communication skills in a digital environment, such as using more empathic language, or creating virtual spaces that better support deeper emotional interactions. There is also the possibility of combining digital counseling sessions with face-to-face sessions at regular intervals, to ensure that interpersonal relationships are maintained and can flourish.

#### *4.5. Impact of Digital Counseling on Academic Performance*

This research also shows that digital counseling has a significant impact on students' academic performance. Many students reported that after attending digital counselling sessions, they felt more organized and better able to manage their study time. This had a positive impact on their academic performance, especially in dealing with academic pressures such as exams and school assignments. Digital counseling helps students to understand their priorities, manage their exam-related anxiety, and increase their motivation to study.

This better academic performance can be explained by the fact that digital counseling not only provides emotional support, but also provides practical advice regarding time management and study strategies. Students who feel more capable of managing academic stress tend to have more energy and focus to study, which in turn improves their academic results. In this sense, digital counseling serves as a supportive tool that helps students to not only overcome their emotional problems, but also improve their abilities in terms of time management and completion of academic tasks.

This positive impact can also be attributed to students' increased self-confidence after receiving support from counselors. When students feel that they are supported and understood, they become more

confident in their own ability to face academic challenges. This sense of confidence often translates into better academic performance, as students feel more motivated and better prepared to take on academic challenges that they previously found difficult.

#### 4.6. Discussion

This study provides several important implications for the development of digital-based guidance and counseling services in schools. First, these results suggest that the use of digital platforms for counseling can increase students' access to these services, especially for those who may be reluctant or unable to access face-to-face services. Schools can consider integrating these digital platforms as part of their guidance programs, to ensure that more students get the support they need.

Secondly, although digital platforms provide many benefits in terms of accessibility, it is important for counselors to still pay attention to the interpersonal relationship aspect in counseling sessions. Technology cannot completely replace face-to-face interactions, especially when it comes to building trust and a strong emotional connection between students and counselors. Therefore, schools and counselors should look for ways to ensure that interpersonal relationships remain an important part of counseling services, even in a digital environment.

Third, the results of this study suggest that digital counseling not only serves to support students' emotional well-being, but can also contribute to improved academic performance. Therefore, integration between counseling services and academic programs in schools can be an effective approach to improve student learning outcomes. Counselors can work together with teachers to develop strategies that help students manage their academic stress, while improving their motivation and learning ability.

While this study provides important insights into the use of digital platforms in counseling, there are some limitations that need to be noted. First, this study was conducted in only one school, SMAN 1 Cisarua, so the results may not be generalizable to all schools in Indonesia. Demographic conditions, digital infrastructure, and technology readiness in other schools may differ, so further research is needed to explore whether similar results can be found in other schools.

Also, since this study used a qualitative approach, the results are descriptive and limited to the experiences of the students interviewed. Future quantitative research could be conducted to obtain more representative and measurable data on the effectiveness of digital counseling. Another recommendation is to further explore ways to improve the interpersonal relationship aspect of digital counseling, either through counselor training or through the development of more interactive and personalized technologies.

## 5. Conclusion

This study found that the use of digital platforms in guidance and counseling at Senior High Schools 1 Cisarua has a positive impact on students' emotional well-being and academic performance. The convenience and flexibility offered by the platform allows students to access counseling services whenever needed, without being bound by the often limited face-to-face schedule. This helps students be more proactive in seeking help, which in turn increases their emotional resilience in dealing with academic pressures as well as personal issues. In addition, digital counseling also has an impact on improving students' academic performance, helping them to manage their study time, reduce test-related anxiety, and increase motivation to study. However, the study also revealed that there are limitations in building interpersonal relationships between students and counselors through digital platforms. Some students felt that although digital counseling made it easier for them to get help, the depth of emotional connection with the counselor was not as strong as the interaction in face-to-face counseling. This suggests that although digital platforms provide an advantage in accessibility, the emotional connection is still important, especially when students face more complex problems. This study has some limitations. First, the study was only conducted at Senior High Schools 1 Cisarua, so the results may not be fully applicable to other schools. Second, the study used a descriptive qualitative approach, so it did not produce quantitative data that can be used to measure the effectiveness of digital

counseling more broadly. In addition, the long-term impact of digital counseling on students' emotional well-being and academic achievement has not been analyzed in depth. For future research, it is recommended that the study be conducted in various schools with different backgrounds to gain a broader understanding. A quantitative approach can also be applied to measure the effectiveness of digital counseling in more detail. In addition, research on the long-term impact and strategies to strengthen interpersonal relationships in digital counseling is also needed to further optimize this service in supporting students' well-being and achievement.

### Institutional Review Board Statement:

The Ethical Committee of the Institute of Business and Technology Swadharma Jakarta, and University of Islam Nusantara, Indonesia has granted approval for this study (Ref. No.2024-07-18).

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