Analysis of Students' Needs for Guidance and Counseling Services in Higher Education in Overcoming Students' Mental Well-Being: A Systematic Literature Review

Lena Marianti[1]*, Sudarwan Danim[2], Nurul Astuti Yensy[2]
[1]Universitas Negeri Islam Raden Fatah Palembang, Indonesia
[2]Universitas Negeri Bengkulu, Indonesia
*Correspondence: ✉ lenamarianti8@gmail.com
https://doi.org/10.51214/biis.v4i2.1657

ABSTRACT

This research aims to analyze students' needs for guidance and counseling (BK) services in higher education in order to improve students' mental well-being. The research method used is Systematic Literature Review (SLR), by examining eight relevant scientific articles published between 2020 and 2025. Data sources were obtained through the ScienceDirect, ResearchGate, SpringerLink, and Google Scholar databases, using the keywords "guidance and counseling in higher education", "student well-being", and "counseling needs". The research procedure includes the stages of identification, selection, data extraction, and thematic synthesis to find consistent patterns and conclusions. The results show that students have a high need for BK services which include academic, social, career, and psychological aspects. BK services have proven to play an important role in helping students manage stress, increase self-awareness, develop resilience, and strengthen mental well-being. However, the implementation of BK services in universities still faces challenges, such as limited human resources, lack of student awareness of the function of BK, and lack of institutional support. Technology-based innovations, such as e-counseling and artificial intelligence (AI) integration, are considered to be able to expand access to services and increase the effectiveness of counseling, especially for students who are reluctant to do face-to-face counseling. This research confirms that BK services are a strategic component in the higher education system that supports the development of character and mental well-being of students. Therefore, it is necessary to strengthen the capacity of counselors, innovate technology-based services, and a holistic approach that integrates academic, psychological, social, and spiritual aspects.

ABSTRAK

Penelitian ini bertujuan menganalisis kebutuhan mahasiswa terhadap layanan bimbingan dan konseling (BK) di perguruan tinggi untuk meningkatkan kesejahteraan mental. Metode yang digunakan adalah Systematic Literature Review (SLR) dengan menelaah delapan artikel ilmiah terbitan 2020–2025 yang diperoleh dari ScienceDirect, ResearchGate, SpringerLink, dan Google Scholar melalui kata kunci terkait BK di pendidikan tinggi, kesejahteraan mahasiswa, dan kebutuhan konseling. Prosedurnya mencakup tahap identifikasi, seleksi, ekstraksi data, dan sintesis tematik. Hasil penelitian menunjukkan bahwa mahasiswa memiliki kebutuhan tinggi terhadap layanan BK yang mencakup aspek akademik, sosial, karier, dan psikologis. Layanan BK terbukti membantu pengelolaan stres, peningkatan kesadaran diri, penguatan resiliensi, serta pemeliharaan kesehatan mental. Namun, implementasinya masih terkendala keterbatasan SDM, rendahnya kesadaran mahasiswa, dan minimnya dukungan institusi. Inovasi berbasis teknologi—seperti e-counseling dan integrasi kecerdasan buatan (AI)—dinilai mampu memperluas akses dan meningkatkan efektivitas layanan, terutama bagi mahasiswa yang enggan konseling tatap muka. Penelitian ini menegaskan bahwa layanan BK merupakan komponen strategis dalam sistem pendidikan tinggi, sehingga diperlukan penguatan kapasitas konselor, pengembangan layanan berbasis teknologi, dan pendekatan holistik yang

mengintegrasikan aspek akademik, psikologis, sosial, dan spiritual.

A. INTRODUCTION

The lecture period is an important developmental phase marked by various academic, social, and emotional changes. The transition to higher education requires students to adapt to a more competitive and stressful environment, potentially lowering their emotional stability and mental well-being. Global research shows that this period is a vulnerable phase; for example, Puskar[1] states that students face the risk of increasing mental disorders as they adjust to new academic and social contexts. Mental well-being itself includes the ability to manage stress, function optimally, and maintain positive social relationships.[2]

The issue of declining mental well-being is global. Eisenberg[3] found that despite the increasing prevalence of stress and anxiety, only a small percentage of college students use counseling services. A similar condition occurs in Indonesia, where the utilization of guidance and counseling (BK) services is still low due to a lack of counseling literacy, limited professionals,[4] and weak institutional support.[5] In fact, BK services have strategic significance in helping students face academic, personal, and social problems.[6]

However, the scientific gap is still clearly visible. Previous research has focused more on seeking behavior or service effectiveness, while studies on students' needs for BK services that explicitly support mental well-being are still limited, especially in Indonesia and Islamic-based universities (PTKI). As a result, BK services often focus on academic and career aspects, while the emotional, adaptive and mental dimensions have not been a major concern.

This research offers novelty by focusing on a comprehensive mapping of student needs, covering personal, social, academic, career, and mental well-being aspects. This focus is important to design a BK service model that is responsive to the complexity of student problems in the modern era, as well as relevant to Indonesia's cultural and spiritual context.

---

[1] Puskar, K. R. et al., "College Student Mental Health and Adjustment during Transition to University Life: A Longitudinal Study," *Journal of American College Health* 73, no. 5 (2025): 512–23, https://doi.org/10.1080/07448481.2024.2189134.

[2] Corey L. M. Keyes, "The Mental Health Continuum: From Languishing to Flourishing in Life," *Journal of Health and Social Behavior* 43, no. 2 (2002): 207–222, https://doi.org/10.2307/3090197.

[3] Sadiq Y. Patel et al., "Association Between Telepsychiatry Capability and Treatment of Patients With Mental Illness in the Emergency Department," *Psychiatric Services* 73, no. 4 (2022): 403–10, https://doi.org/10.1176/appi.ps.202100145.

[4] Rahmawati Darussyamsu et al., "The Importance of Guidance and Counseling Services in Higher Education; Biological Education Student Perspective," *Jurnal Perspektif Pendidikan* 15, no. 1 (2021): 59–68, https://doi.org/10.31540/jpp.v15i1.1273.

[5] Tila Rohimah et al., "Optimizing Counseling Programs in Higher Education and Their Future Implications," *Quality: Journal Of Education, Arabic And Islamic Studies* 3, no. 1 (2025): 84–91, https://doi.org/10.58355/qwt.v3i1.97.

[6] P H Livana et al., "Need for Guidance and Counseling Services at Higher Education Institutions in Indonesia," *International Journal of Health Sciences* 6, no. S4 (2022): 291–309, https://doi.org/10.53730/ijhs.v6nS4.5514.

In the Islamic perspective, mental well-being is part of the principle of safeguarding the soul (*ḥifẓ al-nafs*) in *Maqāṣid al-Sharī'ah*.[7] Inner peace (*sakīnah*) and a calm state of mind (*al-nafs al-muṭma'innah*) are important indicators of mental health according to Islamic values.[8] The Qur'an also emphasizes the process of purification of the soul (*tazkiyat al-nafs*) as the foundation of life balance. Thus, Islamic colleges have a moral mandate to not only develop students' academic capacity, but also facilitate their mental well-being through integrative BK services—combining psychological, humanistic, and spiritual approaches.

Philosophically and religiously, Islam views mental well-being as part of the balance of the life of believers. Allah SWT. affirms in the Qur'an: "*(That is) those who believe and their hearts become peaceful in the remembrance of Allah. Remember, only by remembering God will your heart be at peace.*" (QS. Ar-Ra'd: 28). This verse affirms that inner peace and well-being come from a strong spiritual connection between man and God.[9] Thus, the mental well-being of students can not only be achieved through psychological interventions, but also needs to be strengthened with spiritual and religious values.[10] This principle is in line with the humanistic view of guidance and counseling that views the individual as a whole being—having physical, mental, social, and spiritual aspects. In addition, the Qur'an also teaches the importance of self-management and life balance, as stated in the words of Allah: "*And seek what Allah has bestowed upon you (happiness) in the Hereafter, and do not forget your part in this world…*" (Al-Qashash: 77). This verse provides the philosophical basis that human well-being, including students, must include a balance between spiritual, social, and material aspects.[11] In the context of higher education, this means that the development of academic potential must be accompanied by attention to the mental and emotional well-being of students.

Based on this urgency, this study aims to present a systematic analysis of students' needs for BK services in order to strengthen the design of psychological assistance services that are adaptive, based on spiritual values, and support mental well-being in a sustainable manner.

B. METHODS

This study uses the Systematic Literature Review (SLR) method to identify,[12] analyze, and synthesize various research results regarding students' needs for guidance and counseling (BK) services in higher education in improving mental well-being. This SLR approach follows

---

[7] S. M. Muhsin, "Humans Mental Health During the Covid-19 Pandemic: Similarity Found in the Maqādsid Al-Sharī?Ah and Positive Psychology (1st Edition)," *International Journal of Fiqh and Usul Al-Fiqh Studies* 7, no. 3 (2023): 31–51.

[8] Abdul Rahman, "Human Self Structure in Islamic Psychology: Human Self Structure in Islamic Psychology," *IJIP : Indonesian Journal of Islamic Psychology* 7, no. 1 (2025): 61–78, https://doi.org/10.18326/ijip.v7i1.3702.

[9] Tiya Indriani et al., "Dhikr Therapy: Overcoming Life Anxiety with Islamic Counseling Based on QS Ar-Ra'd Verse 28," *Al-Hayat: Journal of Islamic Education* 8, no. 2 (2024): 562, https://doi.org/10.35723/ajie.v8i2.477.

[10] Kamlesh Singh and Shilpa Bandyopadhyay, "Enhancing College Students Well-Being: The Psycho-Spiritual Well-Being Intervention," *Journal of Human Behavior in the Social Environment* 31, no. 7 (2021): 867–88, https://doi.org/10.1080/10911359.2020.1823294.

[11] Ivan Fanani Qomusuddin et al., "Integration of the Concept of Human Life Purpose in the Formulation of Islamic Education," *Jurnal Syntax Imperatif : Jurnal Ilmu Sosial Dan Pendidikan* 6, no. 2 (2025): 226–35, https://doi.org/10.54543/syntaximperatif.v6i2.694.

[12] Raymon van Dinter et al., "Automation of Systematic Literature Reviews: A Systematic Literature Review," *Information and Software Technology* 136 (August 2021): 106589, https://doi.org/10.1016/j.infsof.2021.106589.

the PRISMA guidelines[13] which include four main stages: identification, screening, feasibility, and inclusion.

Data were collected from the scientific databases ScienceDirect, ResearchGate, SpringerLink, and Google Scholar using keywords: "university counseling services", "student mental well-being", "guidance and counselling in higher education", and "counselling needs analysis". Inclusion criteria include articles in Indonesian or English published between 2020-2025, discussing BK services at universities, and focusing on aspects of students' mental well-being. Articles that are opinionated, non-empirical, or irrelevant are excluded from the analysis. The filtration process is carried out using the PRISMA method, as shown in Figure 1.
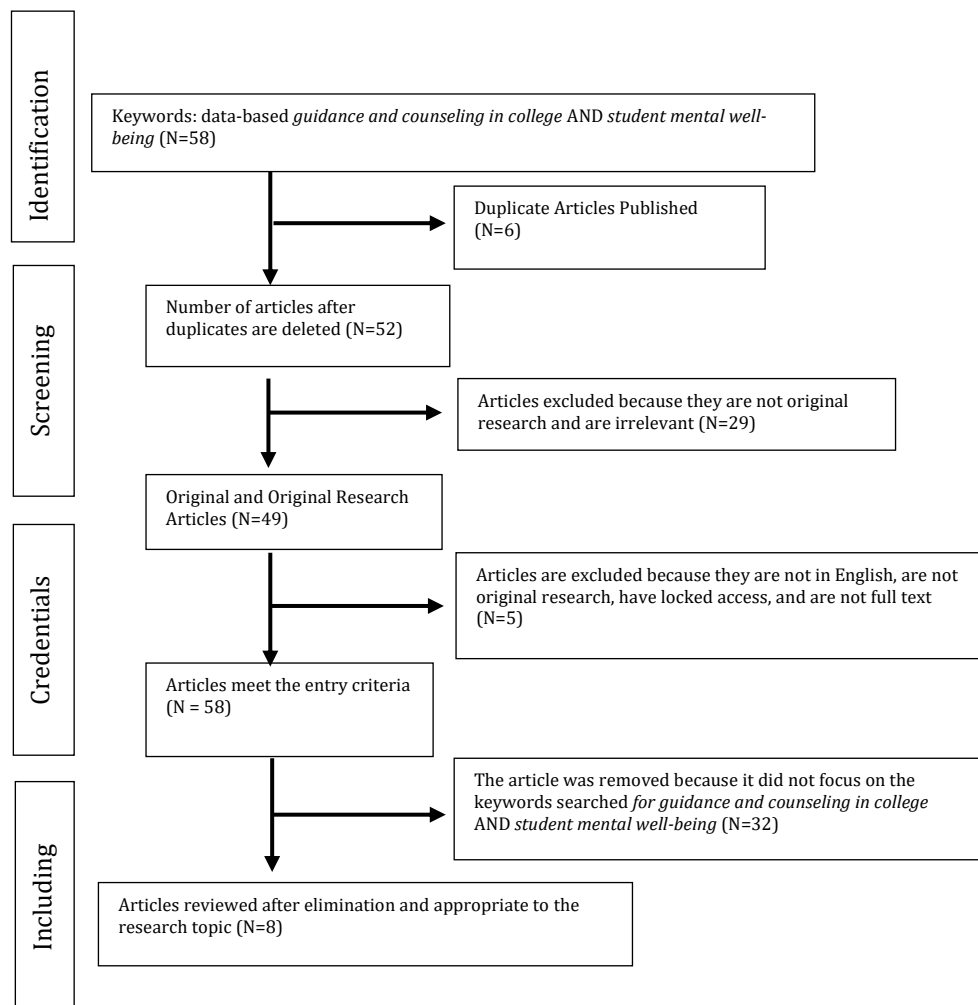

Figure 1. Prism *guidance and counselling in higher education, Students' mental well-being*

C. RESULTS AND DISCUSSION

The results of the study show that students' needs for guidance and counseling (BK) services in higher education are multidimensional and develop along with the complexity of academic and psychosocial challenges in the campus environment. Thethematically, the findings of the study showed three main patterns: (1) personal-emotional needs, (2) academic and career needs, and (3) the need for technology-based and spirituality-based services.

---

[13] "Dynamic Capabilities and Performance of Small and Medium Scale Enterprises (SMEs): A Systematic Literature Review (SLR) through PRISMA Protocol Statement," *NIU Journal of Humanities* 10, no. 1 (2025): 321–35, https://doi.org/10.58709/niujhu.v10i1.2162.

The studies of Livana et al.[14] and Purnama et al.[15] consistently show the high needs of students in managing emotions, stress, and self-confidence. However, cross-study findings show a recurring inconsistency: despite high demand, the utilization rate of BK services remains low. This is not only due to a lack of information, but also campus cultural factors such as stigma against counseling, self-reliance tendencies, and the perception that counseling is only for individuals with serious problems. This pattern shows that the problem is not just the availability of services, but the misalignment between campus culture, counseling literacy, and service design.

Academic and career services not only impact academic performance, but also on students' psychological resilience. Rofiqah et al.[16] showed a positive correlation between mental well-being, perseverance, and academic talent. Cross-study findings show that BK services that integrate academic assessment, career counseling, and self-development are more effective than a partial approach. However, not all universities provide these services in a structured manner, which indicates that there is an inequality in the quality of services between institutions.

Digital innovations such as E-G-Pro[17] and the use of AI[18] offer wide access and high flexibility. However, there are divergences: some studies highlight the effectiveness of digital approaches, while others highlight the limitations of the depth of the counsellor–counselor relationship. In addition, Islamic counseling models such as Gestalt Prophetic have not been fully tested as to whether the elements of spirituality are truly integrative or merely symbolic additions. These findings open up space for the development of a more methodological digital-spiritual counseling model.

Islamic Perspective: Mental Well-Being as *ḥifẓ al-nafs* and *al-nafs al-muṭma'innah.* The synthesis of the study shows that the needs of students are in line with the Islamic concept of soul balance. The principles of *ḥifẓ al-nafs* and *ḥifẓ al-'aql* emphasize the importance of maintaining mental health and thinking skills. The Qur'an emphasizes *sakīnah* and *al-nafs al-muṭma'innah* as indicators of psychological stability, while Muslim psychologists such as al-Ghazālī and Malik Badri emphasize tazkiyat al-nafs as a process of self-restoration. However, there is no BK model at PTKI that comprehensively combines modern psychological approaches with Islamic values methodologically, so this is an important research gap.

In the context of Islamic Religious Higher Education (PTKI), SLR's findings show that BK services should not only function as psychological support, but also as an instrument for the formation of spirituality and ethics. The challenges that arise are the unpreparedness of human resources, the unavailability of Islamic service standards, and the lack of integration between modern psychology and Islamic values. These findings point to the urgent need to

---

[14] Livana et al., "Need for Guidance and Counseling Services at Higher Education Institutions in Indonesia," 291–309.

[15] Diana Septi Purnama et al., *The Ryff's Psychological Well-Being Scale for Indonesian Higher Education Students: A RASCH Model Analysis*, 6, no. 2 (2022): 222-.231, https://doi.org/ 10.22437/irje.v6i2.20086.

[16] Rofiqah N et al., "Hubungan Kesejahteraan Mental Dengan Resiliensi Akademik Dan Bakat Belajar Mahasiswa," *Jurnal Psikologi Dan Pendidikan* 17, no. 2 (2025): 88–99, https://doi.org/10.22146/jpp.2025.12731.

[17] Imas Kania Rahman, "The Development of E-Counseling Gestalt Prophetic to Help Students Cope with Academic Procrastination in Indonesian Islamic Higher Education," *Islamic Guidance and Counseling Journal* 3, no. 1 (2020): 46–53, https://doi.org/10.25217/igcj.v3i1.614.

[18] Teibowei, G, "Artificial Intelligence and the Future of University Counseling Services," *Journal of Educational Technology and Counseling* 8, no. 1 (2025): 13–27, https://doi.org/10.1080/jetc.2025.00312.

design BK services oriented towards *maqāṣid al-sharī'ah*, especially *ḥifẓ al-nafs, ḥifẓ al-'aql,* and moral development.

D. Conclusion

The results of this SLR confirm that students' needs for guidance and counseling services (BK) in higher education are multidimensional, covering the academic, psychological, social, and career realms. The analysis shows that there is a significant gap between the needs of students and the available BK services, especially the low literacy of services and limited capacity of counselors. The novelty of this research lies in the mapping of the four areas of needs in an integrated manner and the emphasis on the relevance of BK as the foundation of student mental well-being. From the perspective of Islamic education, BK has a strategic role in maintaining *ḥifẓ al-nafs* and helping students achieve the condition of sakīnah and al-nafs al-muṭmainnah, so that the function of BK is not only academic but also oriented towards psychospiritual well-being. The practical implications include the need to strengthen institutions, improve the competence of counselors, and the ethical use of technologies such as e-counseling and AI. The limitations of SLR lie in the narrow range of publications and the dominance of quantitative studies. The next research needs to develop a digital BK model based on Islamic values and test the effectiveness of an academic-psychological-spiritual integrative approach in the context of Indonesian higher education.

References

Darussyamsu, Rahmawati, Neviyarni Suhaili, Mudjiran Mudjiran, and Herman Nirwana. "The Importance Of Guidance And Counseling Services In Higher Education; Biological Education Student Perspective." *Jurnal Perspektif Pendidikan* 15, no. 1 (2021): 59–68. https://doi.org/10.31540/jpp.v15i1.1273.

Dinter, Raymon van, Bedir Tekinerdogan, and Cagatay Catal. "Automation of Systematic Literature Reviews: A Systematic Literature Review." *Information and Software Technology* 136 (August 2021): 106589. https://doi.org/10.1016/j.infsof.2021.106589.

"Dynamic Capabilities and Performance of Small and Medium Scale Enterprises (SMEs): A Systematic Literature Review (SLR) through PRISMA Protocol Statement." *NIU Journal of Humanities* 10, no. 1 (2025). https://doi.org/10.58709/niujhu.v10i1.2162.

Indriani, Tiya, Jarkawi Jarkawi, and Akhmad Rizkhi Ridhani. "Dhikr Therapy: Overcoming Life Anxiety with Islamic Counseling Based on QS Ar-Ra'd Verse 28." *Al-Hayat: Journal of Islamic Education* 8, no. 2 (2024): 562. https://doi.org/10.35723/ajie.v8i2.477.

Keyes, Corey L. M. "The Mental Health Continuum: From Languishing to Flourishing in Life." *Journal of Health and Social Behavior* 43, no. 2 (2002): 207. https://doi.org/10.2307/3090197.

Livana, P H, Nur Hidayah, Bambang Budi Wiyono, and M Ramli. "Need for Guidance and Counseling Services at Higher Education Institutions in Indonesia." *International Journal of Health Sciences* 6, no. S4 (2022): 291–309. https://doi.org/10.53730/ijhs.v6nS4.5514.

Muhsin, S. M. "Humans Mental Health During the Covid-19 Pandemic: Similarity Found in the Maqādsid Al-Sharī?Ah and Positive Psychology (1st Edition)." *International Journal of Fiqh and Usul Al-Fiqh Studies* 7, no. 3 (2023): 31–51. https://philarchive.org/rec/MUHHMH

Patel, Sadiq Y., Haiden A. Huskamp, Michael L. Barnett, et al. "Association Between Telepsychiatry Capability and Treatment of Patients With Mental Illness in the Emergency Department." *Psychiatric Services* 73, no. 4 (2022): 403–10. https://doi.org/10.1176/appi.ps.202100145.

Purnama, Diana Septi, Muh Farozin, and Budi Astuti. *The Ryff's Psychological Well-Being Scale for Indonesian Higher Education Students: A RASCH Model Analysis*. 6, no. 2 (2022). https://doi.org/ 10.22437/irje.v6i2.20086.

Puskar, K. R., Bernardo, L. M., Ren, D, and Siemon, L. "College Student Mental Health and Adjustment during Transition to University Life: A Longitudinal Study." *Journal of American College Health* 73, no. 5 (2025): 512–23. https://doi.org/10.1080/07448481.2024.2189134.

Qomusuddin, Ivan Fanani, Siti Latifah, Sam'un Sam'un, and Hasan Basri. "Integration of the Concept of Human Life Purpose in the Formulation of Islamic Education." *Jurnal Syntax Imperatif : Jurnal Ilmu Sosial Dan Pendidikan* 6, no. 2 (2025): 226–35. https://doi.org/10.54543/syntaximperatif.v6i2.694.

Rahman, Abdul. "Human Self Structure in Islamic Psychology: Human Self Structure in Islamic Psychology." *IJIP : Indonesian Journal of Islamic Psychology* 7, no. 1 (2025): 61–78. https://doi.org/10.18326/ijip.v7i1.3702.

Rahman, Imas Kania. "The Development of E-Counseling Gestalt Prophetic to Help Students Cope with Academic Procrastination in Indonesian Islamic Higher Education." *Islamic Guidance and Counseling Journal* 3, no. 1 (2020): 46–53. https://doi.org/10.25217/igcj.v3i1.614.

Rofiqah N, Hanifa, S, and Yusuf, M. "Hubungan Kesejahteraan Mental Dengan Resiliensi Akademik Dan Bakat Belajar Mahasiswa." *Jurnal Psikologi Dan Pendidikan* 17, no. 2 (2025): 88–99. https://doi.org/10.22146/jpp.2025.12731.

Singh, Kamlesh, and Shilpa Bandyopadhyay. "Enhancing College Students Well-Being: The Psycho-Spiritual Well-Being Intervention." *Journal of Human Behavior in the Social Environment* 31, no. 7 (2021): 867–88. https://doi.org/10.1080/10911359.2020.1823294.

Teibowei, G. "Artificial Intelligence and the Future of University Counseling Services." *Journal of Educational Technology and Counseling* 8, no. 1 (2025): 13–27. https://doi.org/10.1080/jetc.2025.00312.

Tila Rohimah, Firman, Neviyarni S, and Muhammad Asyraf Che Amat. "Optimizing Counseling Programs in Higher Education and Their Future Implications." *Quality : Journal Of Education, Arabic And Islamic Studies* 3, no. 1 (2025): 84–91. https://doi.org/10.58355/qwt.v3i1.97.