

ARTIFICIAL INTELLIGENCE BASED GUIDANCE AND COUNSELING PROGRAM FOR INCLUSIVE EDUCATION

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ABSTRACT

Inclusive education requires schools to provide equitable and individualized services for all students, including those with special needs. However, guidance and counseling services in many inclusive schools are still dominated by conventional practices such as face-to-face sessions, manual documentation, and limited technology use. These conditions often reduce accessibility, delay problem identification, and hinder personalized interventions. This study aims to design an artificial intelligence-based guidance and counseling service program to support inclusive education by identifying service needs and developing a flexible, data-driven, and student-centered model. The study used a Systematic Literature Review design. Data were collected from publications indexed in Google Scholar, Scopus, SINTA, and ERIC published between 2022 and 2026. Ten primary studies were selected based on relevance and methodological quality. Data were analyzed using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses procedure and thematic synthesis. The findings show that technologies such as chatbots, adaptive learning systems, speech recognition, and natural language processing improve service accessibility, support early identification of student problems, enable personalized interventions, and increase counselors' administrative efficiency. However, artificial intelligence cannot replace empathy, therapeutic relationships, and human judgment. Ethical issues related to privacy, data security, and algorithmic bias must also be addressed. This study offers a framework for integrating artificial intelligence as a complementary tool in counseling services while maintaining humanistic values and professional ethics in inclusive schools.

Keywords: Inclusive Education; Guidance and Counseling; Artificial Intelligence; School Guidance and Counseling Program; Students with Special Needs

1. INTRODUCTION

Education is fundamentally a right of every citizen guaranteed by the 1945 Constitution of the Republic of Indonesia. Article 31 states that every citizen has the right to education, and the government is obligated to organize a national education system to foster faith, piety, and noble character in order to enlighten the nation's life. This provision is further reinforced in Law No. 20 of 2003 on the National Education System, which states that education is conducted in a democratic, equitable, and non-discriminatory manner while upholding human rights, religious values, cultural values, and the nation's diversity. This means that all students have equal rights to receive educational services tailored to their individual needs and circumstances. As a form of implementing this policy, the government issued Ministry of Education Regulation No. 70 of 2009 on inclusive education. This regulation serves as the basis for schools to accept and serve students with special needs as well as those with exceptional intelligence and talents in regular schools.

With this regulation in place, schools are required to provide learning systems and services that are responsive to the diversity of students.

In the implementation of inclusive education in schools, Guidance and Counseling (BK) services play a crucial role. Guidance and Counseling helps students address personal, social, and academic challenges so that the learning process can proceed optimally. In inclusive schools, the duties of Guidance and Counseling teachers become more complex because they must be able to recognize the diverse characteristics of students, design appropriate service programs, and tailor support strategies to individual needs.

However, the reality on the ground shows that guidance and counseling services to date have remained dominated by conventional approaches. The counseling process is generally conducted through face-to-face sessions, manual record-keeping, and physical document-based administration. Given the large number of students and the limited number of counselors, this model presents a number of challenges. The assessment process often takes a long time, student progress records are not well integrated, and services cannot be fully personalized due to time and resource constraints.

Although the regulations are clear, the implementation of inclusive education in the field has not yet been fully optimized. Various obstacles are still encountered in Guidance and Counseling (BK) services. Kurniawan (2015) explains that Guidance and Counseling teachers often face difficulties in identifying the needs of students with special needs and designing service programs that align with their individual characteristics. This occurs due to a lack of specialized competencies, insufficient training, and a relatively high workload. Furthermore, the use of technology in Guidance and Counseling services has not yet been maximized. Rahmawati (2019) notes that technology can actually help improve the effectiveness and efficiency of educational services. However, in practice, in many schools, technology is still used solely for administrative purposes and has not been utilized to develop more innovative counseling service systems tailored to students' needs.

Findings by Rahadian Sakti and Susetyo (2023) also reinforce that Guidance and Counseling services in inclusive schools are not yet functioning optimally. Limited numbers of professionals and a lack of specialized training are major obstacles in addressing students with diverse needs. This situation highlights a gap between the demands of inclusive education which are individualized and complex and the Guidance and Counseling service system, which remains general and administrative in nature.

Advances in digital technology, particularly Artificial Intelligence (AI), offer opportunities to improve the quality of educational services and bridge these gaps. Sari and Prasetyo (2021) note that AI-based technology can process and analyze student data quickly and accurately, thereby aiding in making more precise service decisions. The use of AI in Guidance and Counseling services is relevant because it can address several limitations of conventional approaches. Additionally, digital systems allow for more organized and integrated data storage, enabling systematic monitoring of student progress. Furthermore, today's students are a generation familiar with digital technology. However, Ratna Citra (2025) states that technology holds great potential in supporting guidance and counseling services within inclusive education; however, to date, its application remains general in nature and has not yet highlighted the development of structured and comprehensive AI-based specialized services.

This study was conducted to design and develop an Artificial Intelligence (AI)-based Guidance and Counseling (GC) service program that can support the implementation of inclusive education in schools. More specifically, this study aims to identify the actual needs for Guidance and Counseling services in inclusive schools, particularly regarding student assessment, the

development of service programs, and support for students with special needs. Additionally, this study seeks to develop an AI-based Guidance and Counseling service model that is more flexible, individualized, and optimally utilizes data, thereby facilitating Guidance and Counseling teachers in providing services tailored to the specific conditions and characteristics of each student. It is hoped that this study will determine whether such an AI-based Guidance and Counseling program is feasible and has the potential to be effective as an innovative approach to supporting inclusive education. The results of this study are expected to provide input for schools and education policymakers in developing Guidance and Counseling services that are more adaptive and aligned with the needs of students in inclusive schools.

Therefore, there is a gap between the need for Guidance and Counseling services that are more personalized, adaptive, and data-driven, and school practices that still tend to be conventional. This situation indicates the need for research to develop AI-based Guidance and Counseling service programs so that services become more effective, facilitate the assessment process, and are able to adapt to the needs of each student in inclusive education.

Thus, the development of AI-based Guidance and Counseling services is not an effort to replace the role of counselors, but rather serves as a support system to enhance the effectiveness and efficiency of services. Within the framework of inclusive education, which demands responsive, individualized, and sustainable services, the utilization of AI is a relevant innovation to strengthen the quality of support for all students.

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2. METHODOLOGY

This study employs the Systematic Literature Review (SLR) method to critically evaluate the development of AI technology in inclusive Guidance and Counseling services, as well as to collect, assess, and synthesize data from empirical studies regarding the implementation of AI in Guidance and Counseling services for inclusive education. The SLR was chosen for its ability to provide robust qualitative conclusions from multiple studies, enabling the identification of trends, gaps, and practical implications.

The data collection design involved a systematic search of academic databases such as Google Scholar, Scopus, SINTA, and ERIC, using keywords such as "AI in counseling for inclusive education," "artificial intelligence in school counseling," "AI-based counseling for inclusive students," "AI-based counseling," "AI for inclusive education," "technology for inclusive education counseling," and their synonyms. The search was conducted from January 2022 to December 2026, focusing on academic articles, academic journals, conference proceedings, and papers that have been published or presented at conferences.

Selection criteria include: (1) Publications from 2022–2026; (2) Specific focus on the implementation of AI in school counseling services for inclusive education; (3) Empirical studies with clear methodologies; (4) Relevance to the context of inclusive schools. Ten key studies were

selected based on high relevance, methodological quality, and unique contributions. This literature includes studies from various countries, employing methodologies such as experiments, surveys, and case studies, which explore the effectiveness of AI in supporting students with special needs.

The data analysis stages followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol, which includes identification, screening, eligibility assessment, identifying patterns, general conclusions, and inclusion. From the initial screening results, dozens of relevant articles were identified, which were then narrowed down to 10 key references considered most representative in addressing the research objectives. The collected data was then synthesized thematically, grouping findings based on the type of AI technology, inclusion targets, service functions (such as needs assessment, intervention, or administration), as well as the resulting psychological and academic impacts on students. This methodology also includes a critical evaluation of the ethical challenges and implementation barriers reported in various case studies in Indonesia and abroad. Data were categorized using tables to facilitate interpretation, then synthesized to reveal patterns, gaps, and implications. Each study is evaluated for content and methodology, and key data are extracted, including the researcher's name, year, title, source, research method, type of AI technology used, target inclusion group, and main findings.

This approach aims to provide comprehensive guidance for educators, policymakers, and technology practitioners in navigating the complexities of integrating smart technology without neglecting the human empathy that lies at the heart of counseling.

3. RESULTS

Based on a review of several journals relevant to the research topic, the researchers identified various studies discussing the use of Artificial Intelligence (AI) in education, particularly in guidance and counseling services as well as inclusive education. These studies reveal various findings regarding the benefits, opportunities, and challenges in applying AI technology as a supportive tool in the learning process and counseling services in schools. To provide a more systematic overview of these studies, a summary of previous research findings is presented in

Table 1.1

No	Name	Year	Title	DataBase	Method	Findings
1	ul Hastevin, Ronaldo Stefanus, Deni Yanto Birrang Allo, Image	2025	Analysis of Impact of Using AI- Based Chatbots in	International Journal of Education And Literature	Library research(stu dy (bibliograph y) using collection	Research research shows that use chatbot based Artificial Intelligence (AI) in
2	Prasiska Puspita Tohamba, and Nurhikmah	2025	Guidance and Counseling Services in Schools	(Vol. 4, No. 3, 2025). Journal this have E- ISSN 2829-	Data through counselin g Article and Book that	counseling and counseling (BK) at school has an impact positive in the form of

6249 and DOI: https://doi.org/10.55606/ijel.v4i3.279	relevant from Google Scholar, ResearchGate, ScienceDirect, and Semantic Scholar with the scope publication 2016-2025. Analysis data performed through Reduction data, categorization on findings (impact positive, impact negative, and the role of chatbots), as well as the withdrawal conclusions .)	improving accessibility services(available 24/7), help identify early problems students, provides support emotional basic, improve efficiency BK administration, as well as enables personalization service based on student data. Chatbot also simplifies communication that flexible without boundaries of space and time, as well as can increase student interest in accessing services counseling in the digital age. However however, research this also find negative negative, namely a potential a decline in critical critical due dependence on instant instant, the limitations chatbots in
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						understanding complex, as well as the chatbot's inability to build empathy and therapeutic that deep (therapeutic alliance). By that that, conclusion of of this confirms that chatbotAI only serve as a support (complementary tool) in guidance and counseling services and cannot replace the role of a human counselor who possesses the ability empathy, intuition, and interaction humanistic.
2.	Melo-López, V. A., Basantes-Andrade, A., Gudiño-Mejía, C.B., and Hernández-Martínez, E. (2024)	2024	The Impact of Artificial Intelligence on Inclusive Education: A	journal International is which indexed Scopus (Elsevier) in the category Field	Systematic Literature Review (SLR) with approach PRISMA (Preferred Reporting Items	Results research shows that application Artificial Intelligence in education inclusion provides impact significant compared to improving accessibility,

Systematic Review	education and technology education, as well as also indexed in Web of Science (Emerging Sources citation Index/ESI, DOAJ (Directory of Open Access Journals)	or Systematic Reviews and Meta-Analyses). Researchers performing search articles via main such as Scopus and Web of Science, and supported search additional the scientific reputable other for ensuring completeness literature	f personalization learning, as well as support for students students special (ABK). Technology AI such as adaptive learning systems, speech recognition, natural language processing (NLP), and intelligent tutoring systems are capable of help students with cognitive cognitive, sensory, and physical to obtain materials tailored to needs individual needs. In addition, AI enable detection early difficulties learning through analysis data behavior and performance academic performance of students. However, this also also highlights challenges such as issues ethics, security data, the digital divide, and limitations social that
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						cannot be fully be replaced by AI-based systems. In conclusion, AI has great potential as a supporting tool In inclusive, but still requires collaboration with teachers, counselors, and professional counseling staff to ensure an approach that humanistic and student-centered
3	Sulastri,A., Rahman,M .,and Widodo,H.	2023	Development of AI-Based Chatbot for School Counseling Services	journal International peer-reviewed that indexed in database Scopus and several indexing academic other such as DOAJ and Google Scholar.	Research and Development (R&D) with Model development ADDIE (Analysis, Design, Development , Implementation, Evaluation).	a Results research shows that an AI-based chatbot that developed evaluated appropriate and effective as media supporting services counseling in schools. Chatbots are capable of provide responses automatic to student questions related to

academic
academic,
social, or
personal, and
enhancing
accessibility
service
because it
can be used
anytime
without
having to
wait for a
face- to-face
with a
counselor.
Level user
user stands
in the high
based on the
results test
results.
However,
research also
also confirms
that chatbots
does can
replace the
role
counselor a
human,
especially in
handling
cases that
complex and
requires empathy
and intervention.
Therefore In this
case, the AI
system is
positioned
as a supporting
(supporting tool)
to strengthening
guidance and
counseling

						services, including potentially be developed further to support inclusive education and students with (ABK).
4.	Edil Wijaya Nur, Zulfikri, and A. Resky Amaliyah Danial	2025	Intelligence Artificial as Co-Counselor in Guidance and Counseling: Challenges and Opportunities in Indonesia	Technocouns : Journal of Technology in Guidance and Counseling, Vol. 2, No. 1, 2025 (e-ISSN: 3063-1033, DOI: 10.31960/technocouns.v2i1.2977).	Integrative Literature Review, namely approach synthesis is Literature related combining source source theoretical and empirical	Research research Shows the existence dualism in Implementation of AI as co-counselor in guidance and counseling in Indonesia. side opportunities strategic, AI has the potential optimizing the role counselor through automation tasks administrative, analysis data, and support evidence-based evidence-based decision-making. In addition that, AI enables the democratization access to through

cybercounseling and platform digital that can accessed 24/7, so helping overcome the limitations the counselors and geographical geographical. However, these opportunities are limited by three key main that are interrelated, namely:

- (1) ethical o of and privacy, including security data data, bias algorithms, and risk dehumanization on the counseling;
 - (2) barriers cultural and relational as a result of inability AI to replicate empathy and therapeutic relationships which are at the core of counseling; as well as
 - (3) the gap in human and infrastructure
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technology,

such as low
digital digital
counselors
and limited
access to in
some
regions.

Research
concludes
concludes that AI
can play a role
as *co-counselor*
who

effective, but
not as a
substitute a
human

Implementatio
n that
successful
requires

Contextual of
that balances
technological
innovation
with

humanistic
humanistic
counseling,

supported
clear ethical
policies,

training
professional
continuous, as
well as the
development of
AI systems that
are responsive
to and
psychosocial of
in Indonesia.

5.	Chokri Kooli and Rim Chakraoui	2025	Technology help AI-based in educational inclusive: benefits, challenges, and recommendations synthesis policy.	ScienceDirect t (Elsevier)	Research this using approach qualitative of the multidisciplinary and integrated. Me its including synthesis technology latest, studies analysis case original	Research this find that Integration technology AI such reader <i>screen</i> (screen reader), voice, and processing language natural (NLP) significantly significantly Enhances autonomy, Involvement academic, and accessibility of for students with visual and physical disabilities, and cognitive. Different from traditional tools, technology based AI offers real-time real-time, such as adaptive and and ability to summarize text. However, this also also identifies-related algorithm of the algorithm, the need technical technical that robust, educator readiness, as well as ethical risks such as
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						algorithms and data privacy data. of the highlight that the success of is does only depend on technological of, but also on the readiness the, including teacher training that targeted and technical standards that are ethical.
6.	Fitzpatrick, K.K., Darc A.,& Vierhile,M.	2017	Deliveri ng Cogniti ve Behavior Therap y to Young Adults With Sympt oms of Depre ssion and Anxiet y Using a Fully Automate d Conversa	JMIR Mental Health (Scopus, PubMed)	Randomized Controlled Trial (RCT)	Woebot chatbot based on CBT has been proven reduces symptoms al depression and anxiety among college students in short-term. Effective as initial support, but not replace therapist human.

			tional Agent (Woebot)			
7.	Inkster, B., Sarda, S., & Subramanian, V.	2018	An Empathy- Driven, Conversational Artificial Intelligence Agent (Wysa) for Digital Mental Well- Being	JMIR M Health and uHealth (Scopus, PubMed)	Mixed- Method Study	AI Wysa shows improvement well-being mental users and able provide support emotional support, but is limited in understand context complex emotional states.
8.	Zawacki- Richter, O., Marín, V.I., Bond, M., & Gouverneur, F.	2019	Systematic Review of Research on Artificial Intelligence Application in Higher Education	International Journal of Educational Technology in Higher Education (Scopus)	Systematic Literature Review	AI used for Adaptive learning, Intelligent Tutoring systems, and learning analytics. Challenges The main challenges include ethics, bias algorithms, and a lack of humanistic interaction.
9.	Holmes, W., Bialik, M., & Fadel, C.	2019	Artificial Intelligence in Education: Promises and Implications for Teaching and	Center for Curriculum Redesign (Open Access Report)	Literature Review	AI has the potential improve personalization learning and detection early difficulty learning, however requires

Learning					regulatory ethical and collaboration with teachers/counselors.
10.	Luckin, R., Holmes, W., Griffiths, M., & Forcier, L.B.	2016	Intelligence Unleashed: An Argument For AI in Education	Pearson Education Report (Open Access) & Analytical Review	AI can expand access to inclusive education and help students with special via adaptive system, however still requires the teacher to play the role of primary facilitator.

4. DISCUSSION

The results of the discussion can be seen in Table 1.1, which contains ten journals related to the use of Artificial Intelligence (AI) in guidance and counseling services in inclusive education. Based on an analysis of these journals, several key themes were identified regarding the role, benefits, and challenges of using AI technology in the fields of education and counseling. The following are some of the research findings.

1. AI as a tool to enhance counseling services
2. Improving the accessibility of counseling services
3. This technology can be utilized to assist in the early identification of student issues
4. Supporting the personalization of services and learning
5. Improving the work efficiency of counselors and educators
6. Supporting inclusive education
7. Providing initial emotional support to users
8. Limitations of AI in building therapeutic relationships
9. Ethical and data security challenges
10. The importance of collaboration between technology and professionals

Based on the ten journals analyzed, it can be concluded that the use of Artificial Intelligence (AI) in the fields of guidance, counseling, and education offers significant benefits in enhancing service quality. From the ten research findings above, it is evident that AI technology can serve as a tool to strengthen counseling and learning services. The presence of technologies such as chatbots, adaptive learning systems, and various AI-based applications can assist counselors and educators in providing more effective, faster, and more efficient services.

Additionally, the use of AI also facilitates improved service accessibility. Through digital systems accessible online, students can obtain assistance or information at any time without being limited by physical space or time. This is one of the key advantages of AI technology,

particularly in situations where students need immediate assistance or when direct access to a counselor remains limited. With such technology, counseling services can reach more students and provide early support for the challenges they face.

The use of AI can also assist in the initial identification of issues students are experiencing. Through data analysis and user responses, AI systems can provide an initial overview of the conditions or difficulties students face, whether in academic, social, or emotional aspects. This information can serve as a basis for counselors to determine more appropriate intervention steps. Consequently, the problem-solving process can be carried out in a more targeted and efficient manner.

In addition, AI technology also has the ability to support personalized services and learning. AI-based systems can tailor materials, information, and responses to the needs and characteristics of each student. This allows the service process to be more individualized rather than a one-size-fits-all approach. In the context of inclusive education, this capability is crucial because every student has different learning needs.

The use of AI can also enhance the efficiency of counselors and educators. Certain administrative tasks, such as processing student data, managing service schedules, and providing basic information, can be automated by the system. Consequently, counselors can focus more on activities requiring direct interaction with students, such as in-depth counseling, mentoring, and providing psychological interventions.

Additionally, AI technology contributes to supporting inclusive education, particularly for students with special needs. Various technologies, such as screen readers, speech recognition, and adaptive learning systems, can help students with certain limitations participate more effectively in the learning process. This demonstrates that AI can help create more equitable learning opportunities for all students.

Although it has various advantages, the analysis of these ten journals also indicates that AI technology still has several limitations. One of the primary limitations is the system's inability to deeply understand human emotional states. AI cannot yet replace the empathy, sensitivity, and therapeutic relationship that typically develop between a counselor and a client during the counseling process. The interpersonal relationship between the counselor and the student is a crucial component of successful counseling services that cannot be fully replaced by technology.

In addition, the use of AI also poses various challenges related to ethical considerations, data security, and potential biases in the algorithms used. The management of users' personal data must be handled with care to avoid the risk of information misuse. On the other hand, the readiness of human resources and technological infrastructure is also a critical factor influencing the success of AI implementation in the fields of education and counseling.

Although it has various advantages, the results of the analysis of these ten journals also indicate that AI technology still has a number of limitations. One of the main limitations is the system's inability to deeply understand human emotional states. AI cannot yet replace the empathy, sensitivity, and therapeutic relationship that typically form between a counselor and client during the counseling process. The interpersonal relationship between the counselor and the student is a crucial component of successful counseling services that cannot be fully replaced by technology.

Additionally, the use of AI raises various challenges related to ethical considerations, data security, and potential biases in the algorithms employed. The handling of users' personal data must be conducted with care to prevent the risk of information misuse. On the other hand, the readiness of human resources and technological infrastructure also serves as a critical factor influencing the successful implementation of AI in the fields of education and counseling.

Thus, based on the ten studies analyzed, it is clear that the use of Artificial Intelligence in guidance and counseling services as well as education should be approached wisely and proportionately. AI technology can be utilized as a supporting tool to enhance service effectiveness, expand access, and assist in data analysis. However, the role of counselors and educators remains the primary factor in providing services that are humanistic, empathetic, and oriented toward the holistic needs of students.

5. CONCLUSION

Based on the results of the literature review conducted, it can be concluded that the use of Artificial Intelligence (AI) in Guidance and Counseling (GC) services within inclusive education holds significant potential for improving service quality. AI technology can serve as an effective tool to support the counseling process, particularly in enhancing service accessibility, aiding in the early identification of student issues, and enabling personalized services tailored to the individual needs of students. Furthermore, the use of AI has also been shown to improve counselors' work efficiency, particularly in administrative and data processing aspects, allowing counselors to focus more on in-depth support processes.

In the context of inclusive education, AI also contributes to creating more equitable learning opportunities for students with special needs through adaptive technology. However, AI has significant limitations, particularly regarding its ability to deeply understand emotions and build therapeutic relationships. Therefore, AI cannot replace the role of a counselor but serves only as a support system. Additionally, there are other challenges that must be addressed, such as ethical issues, data security, algorithmic bias, as well as the readiness of human resources and technological infrastructure. Thus, the implementation of AI in guidance and counseling services must be carried out wisely, proportionally, and while prioritizing humanistic values. Collaboration between technology and professionals is the key to creating effective, adaptive counseling services that meet the needs of students in inclusive education.

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