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A Qualitative Inquiry into School Counselors' Teleconsultation Experiences

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ABSTRACT

As a professional, school counselors also need ongoing and continuous consultation with other professionals in order to overcome frustration, improve skills, self-development, and advocacy. One of its forms is teleconsultation. Teleconsultation is an alternative to support school counselors in performing their duties in a more professional manner. The purpose of this study was to describe the school counselors' experience in teleconsultation practice. The teleconsultation in question is a consultation using the chat feature on the Whatsapp application. Data in this qualitative study were collected by interviewing 2 school counselors in Medan as participants and then analyzed using the Miles and Hubermann techniques. The results of this study indicate that the reasons for effectiveness, efficiency, and professional experience of consultants are the reasons counselors use teleconsultation. School counselors gain new understanding and feel satisfied after teleconsultation is carried out. Not only that, they also apply the results of teleconsultation with consultants. Teleconsultation answers their needs as school counselors and will continue to use teleconsultation in the future when they meet the problems. Thus, the professional activities of school counselors increase with the existence of teleconsultation. However, research on the structured implementation and long-term impact of teleconsultation among school counselors, particularly in the Indonesian context, remains limited and requires further exploration.

Kata Kunci:

Profesional,
Konselor Sekolah,
Telekonsultasi,
Whatsapp

ABSTRAK

Sebagai seorang profesional, konselor sekolah juga membutuhkan konsultasi yang berkelanjutan dan terus-menerus dengan profesional lainnya guna mengatasi frustrasi, meningkatkan keterampilan, pengembangan diri, dan advokasi. Salah satu bentuk konsultasi tersebut adalah telekonsultasi. Telekonsultasi merupakan alternatif untuk mendukung konselor sekolah dalam menjalankan tugasnya secara lebih profesional. Tujuan dari penelitian ini adalah untuk mendeskripsikan pengalaman konselor sekolah dalam praktik telekonsultasi. Telekonsultasi yang dimaksud adalah konsultasi yang dilakukan melalui fitur chat pada aplikasi WhatsApp. Data dalam penelitian kualitatif ini dikumpulkan melalui wawancara terhadap dua orang konselor sekolah di Medan sebagai partisipan, kemudian dianalisis menggunakan teknik Miles dan Huberman. Hasil penelitian ini menunjukkan bahwa alasan efektivitas, efisiensi, dan pengalaman profesional dari konsultan merupakan faktor utama konselor menggunakan telekonsultasi. Konselor sekolah memperoleh pemahaman baru dan merasa puas setelah telekonsultasi dilakukan. Tidak hanya itu, mereka juga menerapkan hasil telekonsultasi bersama konsultan. Telekonsultasi menjawab kebutuhan mereka sebagai konselor sekolah dan mereka akan terus menggunakan telekonsultasi di masa depan di kala menemukan hambatan. Dengan demikian, aktivitas profesional konselor sekolah meningkat dengan adanya telekonsultasi sehingga dapat dijadikan sebagai opsi untuk membantu konselor sekolah. Namun, penelitian mengenai implementasi yang terstruktur dan dampak jangka panjang dari telekonsultasi di kalangan konselor sekolah, khususnya dalam konteks Indonesia, masih terbatas dan memerlukan eksplorasi lebih lanjut.

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INTRODUCTION

In the educational environment, the role of school counselors is becoming increasingly important in helping students face various academic, social, and emotional challenges. Counselors act as companions in supporting student development, but in practice, they also need guidance and support from other professionals to handle more complex situations (Warren J. M., 2013; Warren & Baker, 2013; Warren, 2013). This shows that consultation in the field of counseling is a primary need for school counselors, especially when they face cases that require special handling or intervention from specialists (Iechika & Ishikuma, 2007). The growing complexity of student needs and the increased expectations for counselors require them to collaborate more frequently with other professionals, which highlights the importance of consultation.

The essence of consultation in guidance and counseling is a collaborative process in which counselors can gain insights, knowledge, or strategies from those with more experience or specific expertise (Sinaga, Liza, & Hayati, 2018; Sinaga M. H., 2022). This consultation not only helps counselors broaden their horizons, but also strengthens their ability to respond to students' needs more appropriately. The forms of consultation available to school counselors are quite diverse, ranging from direct consultation with experts, periodic supervision, to teleconsultation that utilizes technology to communicate long distance (Chen, Duan, & Chen, 2022; Mier, Boone, & Shropshire, 2009). Each form of consultation plays an important role, but as student issues become more complex and the demands on counselors rise, there is a growing need for more flexible, accessible, and efficient solutions. Teleconsultation, which allows counselors to access expert advice remotely, has become increasingly significant. Not only does this help counselors receive timely guidance, but it also facilitates continuous professional development and self-reflection in a challenging and ever-evolving field.

Teleconsultation offers flexibility and broader access for counselors to obtain professional support without geographical limitations (Knight, et al., 2016; Royo Sanchis, 2021). By utilizing digital media such as video calls, chats, or emails, school counselors can connect with experts or colleagues in real-time, obtain feedback, share case details, and discuss appropriate intervention strategies. In the digital age, where technology is embedded in all aspects of life, the demand for teleconsultation is on the rise. It provides a cost-effective and efficient way for counselors in remote or resource-limited schools to connect with professional networks, receive advice, and improve their practice. Additionally, the digital nature of teleconsultation allows for asynchronous communication, enabling counselors to access guidance at their convenience. This is particularly valuable in an era when time constraints and high workloads often limit opportunities for face-to-face consultation. Therefore, teleconsultation addresses the need for continuous professional development and support, ensuring that counselors are better equipped to respond to the complex needs of students.

While the benefits and limitations of teleconsultation have been broadly discussed, empirical research exploring the lived experiences of school counselors in engaging with teleconsultation remains limited, particularly in contexts where technological infrastructure and professional networks vary significantly. Furthermore, few studies have deeply examined how teleconsultation specifically supports decision-making in complex student cases, or how counselors' perceptions of its usefulness influence their willingness to engage in such services in the long term. This study seeks to fill this research gap by providing a contextual and experience-based analysis of school counselors' engagement in teleconsultation.

The purpose of this study is to describe the school counselors' experience in teleconsultation as a form of consultation carried out by school counselors with other professionals. Specifically, this study aims to explore the reasons school counselors seek consultation services, the benefits

they perceive, how teleconsultation meets their professional needs, and their preferences for using teleconsultation in the future.

METHODS

This study employed a qualitative descriptive design to explore the implementation of teleconsultation by school counselors to senior professionals. A qualitative descriptive approach was deemed appropriate as it allows for a rich, contextualized understanding of a phenomenon, particularly when the goal is to provide a straightforward description of participants' experiences in their natural settings (Sandelowski, 2000).

Teleconsultation in this study refers to a remote, technology-assisted consultation process conducted through the chat feature of the WhatsApp application, which represents a commonly used and accessible platform among school counselors in Indonesia. The use of digital media aligns with the evolving nature of professional collaboration in the education sector, particularly in the post-pandemic era.

Nine school counselors was involved in this teleconsultation then 2 school counselors was interviewed based on their willingness to participate. Despite the small sample size, this is consistent with qualitative research principles, where depth and richness of data are prioritized over quantity (Patton, 2002). Both participants were considered information-rich informants, capable of providing detailed, reflective insights into the research topic.

Data were collected through semi-structured interviews, allowing for the exploration of pre-identified themes while providing flexibility for participants to elaborate on their lived experiences. The development of the interview instrument began with a thorough review of the research questions concerning school counselors' experiences in using teleconsultation. This included exploration of the reasons for its use, insights gained, feelings following the teleconsultation process, subsequent follow-up actions, and future preferences. Based on this review, the researcher then developed an interview guide consisting of a list of questions structured around the identified research themes. Both open-ended and close-ended questions were employed to enable the collection of rich and nuanced information from participants. The list of questions included the following: (1) What are the reasons for school counselors to conduct teleconsultation? (2) What new insights do they gain after teleconsultation? (3) How do they feel post-teleconsultation? (4) What follow-up actions do they take? (5) Does teleconsultation meet their needs? and (6) What are their preferences for future teleconsultation?

Table 1. Participants' Demographic

	Participants	
	I	II
Sex	Male	Male
Degree	Bachelor	Bachelor
Subject Area	Guidance and Counseling	Guidance and Counseling
Teaching Experience	Since 2015	Since 2015
Level of education	Junior High School	Senior High School
Status of employment	Fixed Counselor	Fixed Counselor
Location	Deli Serdang	Padangsidempuan
Professional Certificate	Yes	Yes

Data analysis followed the Miles and Huberman (1994) interactive model, consisting of three stages: data reduction, data display, and conclusion drawing/verification. In the data reduction phase, raw transcripts were coded and condensed to highlight relevant patterns. In the data display stage, categorized data were presented in thematic charts and narrative matrices. Finally, in the

conclusion drawing and verification stage, emergent themes were interpreted and cross-validated through rechecking, peer debriefing, and researcher reflexivity to ensure trustworthiness. Rechecking was conducted through member checking. Both school counselors were provided with a summary of the interview to verify the accuracy of the responses they had given during the previous interview session. After member checking was completed, discussions with fellow researchers were held to interpret the results obtained from the interviews.

RESULTS

In this study, teleconsultation was carried out as a form of professional consultation between a school counselor and a senior counselor. The medium used was the instant messaging application WhatsApp, chosen for its ease of access, affordability, and its capability to support both synchronous and asynchronous communication. The consultation was conducted individually, where one school counselor consulted directly with one senior counselor.

The consultation topics were initiated by the school counselor based on current issues they were facing in the context of guidance and counseling services at school. The issues discussed covered a range of aspects, including students' psychosocial dynamics, intervention techniques, professional ethics, and program development. The school counselor presented concerns, questions, and cases that required professional consideration. Communication took place through an intensive exchange of text messages, with an open and reflective discussion style.

The senior counselor responded to each issue by offering conceptual insights, relevant theoretical approaches, and practical alternative solutions. Throughout the process, a reciprocal dialogue occurred, enabling the school counselor to explore various possible ways to address the problems, consider cultural and institutional contexts, and adapt service strategies to the actual conditions in the school setting.

This entire teleconsultation process contributed to the improvement of the school counselor's understanding and skills in handling the case at hand. Once the consultation session was deemed sufficient and clarity was obtained, the school counselor proceeded to implement the outcomes of the discussion into actual practice at the school. After it was finished, several questions were given to the school counselors for describing their experiences. In general, both the first and second participants stated that the use of chat consultation was an effective and efficient implementation of consultation without having to meet. Effectiveness was seen from the implementation of chat consultation running well, getting a fast response, and the results were also satisfactory.

Meanwhile, efficiency was shown from the minimal time and costs incurred through this chat consultation service. The new knowledge gained was that counselors knew the term shadow teacher for children with special needs and their educational programs that needed to be prepared. After this chat consultation, the school counselor was very happy and satisfied because his problems in handling children with special needs at school were helped. In addition to feelings of satisfaction and happiness, the participant then prepared an Individualized Educational Program that would be socialized to the school community. At the end of the interview, he stated that he was very willing to do chat consultation in the future because chat consultation made his work easier, did not take much time, and also did not cost more than face-to-face consultation.

Meanwhile, the second participant admitted that he used teleconsultation because of the consultant's experience in helping many school counselors before. The profile of the consultant who has helped many other school counselors and provided practical solutions was the reason the participant conducted teleconsultation. Not only about the profile, but also because the consultant always provides a quick response when needed. Then, through teleconsultation, the participant gets answers that can help solve student problems at school. Not only that, but also understands the types of assessments that can be used to get to know students more deeply.

Table 2. Participants' Answer

Participants	Question					
	1	2	3	4	5	6
I	Sometimes, a case needs a quick response. With teleconsultation, I just send a message, and I get a response that same day. It's more flexible and doesn't interfere with my teaching or supervision hours	It was eye-opening. I always thought all children with disabilities should be fully integrated with general teachers. I didn't realize that some students require a special assistant—someone who shadows them and helps them adapt	I felt very satisfied. It was the exact information I needed. I didn't feel alone anymore	I created an IEP based on the guidance and shared it with teachers and the principal. It's important for everyone to be on the same page	It wasn't just general advice. The suggestions were specific to my school situation, my student, and even our school's capacity	I'll definitely use chat consultation again. It's simple, effective, and doesn't interrupt my schedule
II	I heard from my colleagues that this consultant had handled many school counselor cases successfully. That gave me the confidence to reach out without hesitation	I received practical examples of assessments that I can use to better understand students. This is important because sometimes we only rely on observations or complaints	It was a huge help. I felt happy, relieved, and motivated again. Sometimes, we don't realize how much pressure we carry until someone helps us release it	I began using the assessments immediately and discussed them with my team. We even planned to adopt some for broader use in our counseling services	The consultant's advice helped me reconnect with the idea that we're not just problem-solvers, but friends for students. That's the message I want to deliver	It's fast and reliable. I would rather consult via chat than wait weeks for an official meeting or seminar

As presented in Table 2, the participants' responses were grouped into six major themes, each of which is elaborated in the following subsections.

The School Counselors' Reason Conduct Teleconsultation

The decision to engage in teleconsultation was influenced by multiple factors including time limitations, ease of access, and the reputation of the consultant. Both participants emphasized that teleconsultation provided a means to overcome logistical challenges that had previously hindered professional collaboration.

Participant I shared that in his role as a junior high school counselor in Deli Serdang, arranging physical meetings often required official procedures and lengthy coordination,

especially when reaching out to experts outside his district. In contrast, teleconsultation allowed for spontaneous engagement:

“Sometimes, a case needs a quick response. With teleconsultation, I just send a message, and I get a response that same day. It’s more flexible and doesn’t interfere with my teaching or supervision hours.”

This reflects how digital communication technologies can fill gaps in support networks, especially in regions with limited access to supervision or professional development programs.

Participant II highlighted a different motivation—the credibility and accessibility of the consultant. He described that his choice to initiate a chat consultation was driven by prior knowledge of the consultant’s expertise:

“I heard from my colleagues that this consultant had handled many school counselor cases successfully. That gave me the confidence to reach out without hesitation.”

His testimony reflects how peer influence and trust in professional networks play a role in shaping counselors' choices of support mechanisms.

Insight Gained from the Teleconsultation

The knowledge acquired through teleconsultation was both conceptual and practical. Participant I described how he was introduced to the concept of a “shadow teacher” for students with special needs, a term and role he had not encountered previously.

“It was eye-opening. I always thought all children with disabilities should be fully integrated with general teachers. I didn’t realize that some students require a special assistant—someone who shadows them and helps them adapt.”

Following this insight, he began to understand how Individualized Education Programs (IEPs) could be tailored to accommodate such roles. The consultation transformed his perception of inclusive education from a general principle to a structured, implementable model.

Participant II gained practical tools in the area of psychological and behavioral assessment. He stated:

“I received practical examples of assessments that I can use to better understand students. This is important because sometimes we only rely on observations or complaints.”

The insights gained reflect the role of teleconsultation as a learning opportunity and capacity-building mechanism, offering context-sensitive guidance that may not be readily available through formal training.

The School Counselors’ Feel after Teleconsultation

A prominent outcome of the teleconsultation experience was the emotional relief and satisfaction participants felt after receiving responses and solutions. Participant I described a

feeling of gratitude and contentment, noting that he was struggling to address the needs of a student with special needs and found reassurance in the consultant's input. He said:

"I felt very satisfied. It was the exact information I needed. I didn't feel alone anymore."

Participant II expressed similar emotional responses, including a sense of relief and joy after discussing a complex case. He reported:

"It was a huge help. I felt happy, relieved, and motivated again. Sometimes, we don't realize how much pressure we carry until someone helps us release it."

These emotions suggest that teleconsultation can serve not only a functional role but also a therapeutic one for professionals, reducing emotional strain and enhancing psychological resilience in school counselors.

The Action after Teleconsultation

The interviews revealed that participants translated the consultation into concrete follow-up actions within their respective school settings. Participant I immediately developed an Individualized Education Program (IEP) tailored to the needs of a student with disabilities. He expressed a plan to present the program to the broader school team to ensure collective responsibility:

"I created an IEP based on the guidance and shared it with teachers and the principal. It's important for everyone to be on the same page."

Participant II, on the other hand, applied the assessment methods suggested during the consultation and integrated them into his daily counseling routines. He also shared the knowledge with his fellow counselors:

"I began using the assessments immediately and discussed them with my team. We even planned to adopt some for broader use in our counseling services."

These responses demonstrate that teleconsultation has practical utility and results in action-oriented changes, further validating its effectiveness as a problem-solving tool.

The Relevance to Their Needs

When asked about whether the teleconsultation addressed their needs as school counselors, both participants gave affirmative responses. Participant I emphasized the personalization and contextual relevance of the advice he received, stating:

"It wasn't just general advice. The suggestions were specific to my school situation, my student, and even our school's capacity."

Meanwhile, Participant II linked the consultation to his professional identity and mission. He expressed that the support affirmed his role in building a positive school climate, particularly in promoting the idea that school counselors are student allies:

"The consultant's advice helped me reconnect with the idea that we're not just problem-solvers, but friends for students. That's the message I want to deliver."

These findings reveal that teleconsultation not only meets technical needs but also reinforces professional values and motivations, thereby enhancing role clarity and job satisfaction.

The Future Preference

Finally, both participants showed a strong inclination to continue using teleconsultation in the future. Participant I explained that teleconsultation would be his preferred method of consultation, especially during the school term when time and mobility are limited:

"I'll definitely use chat consultation again. It's simple, effective, and doesn't interrupt my schedule."

Participant II echoed this sentiment, stating that he would prioritize teleconsultation over traditional methods, particularly for time-sensitive issues:

"It's fast and reliable. I would rather consult via chat than wait weeks for an official meeting or seminar."

Their preferences indicate that teleconsultation may evolve into a standard form of professional collaboration among school counselors, offering a sustainable alternative that aligns with the pace and constraints of school-based counseling work.

DISCUSSION

Teleconsultation offers a range of significant benefits for school counselors in the current digital era. One of the primary advantages of this service is ease of access. Counselors are no longer limited by physical space or time constraints when conducting consultation sessions (Knight et al., 2016; Mair et al., 2000). Through digital platforms, they can engage in consultations from home or any other comfortable environment, without needing to be physically present at the consultant's location. This is particularly beneficial in emergency situations or in regions that are geographically hard to reach.

In addition, the fast response enabled by teleconsultation is a notable advantage. In traditional practices, school counselors often have to adjust their schedules or wait for available consultation slots. With teleconsultation, however, consultants can respond to counselors' needs more quickly and flexibly via text messages, voice calls, or video conferencing (Landi et al., 2022). This allows for timely interventions regarding student issues as they arise in the school setting.

From a financial standpoint, teleconsultation is considered more cost-effective. Schools or counselors do not need to allocate additional budgets for physical infrastructure or transportation (Chen et al., 2022). As a result, the service becomes more inclusive and affordable, particularly for schools facing budgetary constraints.

Privacy is also a crucial aspect supported by teleconsultation. Consultation sessions are conducted privately between the consultant and the school counselor as the consultee (Ahmad et al., 2023; Landi et al., 2022). The data and identity of counselors who receive the consultations are kept confidential. This helps maintain the professional reputation of the counselors within their school environments.

Consultation services can be interpreted as assistance provided or carried out by counselors to third parties to help counselees (Sinaga, Liza, & Hayati, 2018; Li, 2022). Usually there are consultants and consultees. A consultant is an expert or professional. A consultant can mean the counselor himself or even another party who is asked by the counselor for help. While a consultee is a person who receives assistance in the form of consultation. In some cases, counselors act as

consultees when they receive assistance from other parties or other professionals in carrying out their duties and roles as counselors at school (Warren, 2013). Although in a school setting, a consultee is generally someone who has a direct relationship with the counselee who can provide assistance to the counselee.

However, in carrying out their duties and roles at school, counselors often experience many obstacles and problems. Sometimes these obstacles and problems cause counselors to become frustrated (Thomas, 2005). Therefore, as an individual who also needs help, a school counselor also needs help from other professionals. The form of help he needs is usually consultation activities. With consultation, he can release the workload that he has been facing. (Newman & Rosenfield, 2018).

Not only do they need consultation when they feel frustrated with the workload at school, the consultation services received by school counselors also help school counselors increase their own self-confidence (Iechika & Ishikuma, 2007). With the consultation services they receive, it makes them get new things that can add to their skills and capacity as a counselor at school. With consultation, it indirectly increases their capacity and skills and ultimately increases their self-confidence. School counselors seek help in the form of consultation services to improve their skills and self-confidence.

The development of the era and technology is so rapid, including in the field of guidance and counseling science in schools. Science continues to develop, changes in the era and individual characteristics from time to time also change. What counselors used to learn during their education may not necessarily be in accordance with the needs of their work today. This is because the time they studied and what they learned were trends and progress that occurred at that time, not now. So this phenomenon often makes counselors have obstacles in providing services that are in accordance with the needs of students in schools. Counseling services provided in schools are adjusted to the needs of students (Anton-LaHart & Rosenfield, 2004). Educational trends and student needs are certainly developing and school counselors need to update their understanding. In general, this is one of the reasons school counselors look for a consultant. School counselors need advice and input from consultants so that the services designed and provided by counselors really answer the needs of students.

In addition to dealing with frustration, increasing skills and self-confidence, and developing counseling service programs that suit students' needs, consultation is sought by school counselors as an effort to improve their professionalism (Gutkin & Conoley, 1990; Hazel, Laviolette, & Lineman, 2010). This is related to what a professional school counselor should and should not do. Not only that, consultation also helps school counselors to increase their awareness, knowledge, and skills in providing counseling services. With this effort to renew awareness, knowledge, and skills, it will encourage counselors to act professionally. With the presence of a consultant, counselors get feedback to continue to improve their abilities. Not only that, all school counselor activities will always be reviewed by the consultant so that the consultant can provide input related to the professional activities he/she carries out as a counselor. That way, counselors can find out their level of professionalism and then be motivated to improve it.

In addition to the reasons mentioned above, the consultation needed by school counselors usually also revolves around role advocacy issues (Newman & Rosenfield, 2018). Sometimes school counselors carry out other roles that are not in accordance with their duties and functions as school counselors. Ambiguous roles are sometimes obtained when dealing with school policies. For this reason, counselors need consultation services to help them clarify their role as a school counselor who focuses on counseling service activities in schools.

It can be said that consultation is a need for school counselors to continuously and sustainably improve their understanding and skills (Harahap & Sinaga, 2024; Fouad, et al., 2009).

However, it is not uncommon for the consultation needed by school counselors to be unavailable at their workplace so they have to look for consultants outside their workplace to help them. When looking for consultation outside their workplace, of course this will take time. Some school leaders do not give permission for counselors to go out during working hours. This will certainly be difficult for the counselor himself.

On the other hand, the consultation practice required by counselors when they have to meet with consultants outside of school requires a lot of money. For example, school counselors have to spend money on transportation, accommodation, and so on when they want to meet with consultants. In other words, the costs incurred by counselors are certainly expensive and this does not include the cost of consulting with consultants. With these various considerations, counselors need consultations that can be carried out remotely with the help of information media and technology.

Consultation carried out remotely with the help of information media and technology is usually referred to as teleconsultation. Other similar terms are remote consultation, cyber-consultation, online consultation, or e-consultation. Both of these terms refer to consultation services provided by professionals called consultants to individuals or groups of individuals (consultees) who need help. The term teleconsultation has become widely known during the Covid-19 pandemic, especially in the medical field (Knight, et al., 2016).

Consultation services as one form of service in guidance and counseling open up opportunities to be implemented online. The development of guidance and counseling science integrated with the development of information technology has resulted in an extraordinary finding in the world of guidance and counseling which is referred to as online counseling, cyber counseling, e-counseling, or telecounseling (Haryadi et al., 2024; Harahap, Sinaga, & Tarigan, 2023; Moulaei et al., 2023). These terms refer to overall guidance and counseling services provided remotely by involving the development of information media in the form of short messages (chat), voice calls, or video calls. All counseling services provided online show extraordinary benefits for both counselors and clients.

Online consultation services known as teleconsultation are also a form of consultation service that counselors use to consult or provide consultation remotely using information media in the form of short messages (chat), voice calls, or video calls. Teleconsultation that is carried out provides benefits for school counselors. Through teleconsultation, counselors are happy because they get a quick response from the consultant when they discuss the problems they encounter at school. Not only that, counselors also feel that teleconsultation saves costs and time (Rutledge, Gould, Hsu, & Beizai, 2020). This is because they do not need to spend a lot of money to be able to consult with professionals and do not need to waste a lot of time. The counselor just needs to pick up his cellphone, then contact the consultant and convey the problem he wants to find a solution to. This only takes a few minutes to an hour. That way, consultation services become something that is easy for school counselors to access.

Due to its high accessibility, teleconsultation also provides convenience for counselors. This is because the counselor's privacy is maintained (Kądziela-Olech, 2015; Sharrock, Grigg, Happell, Keeble-Devlin, & Jennings, 2006). No one will know if he is chatting with his consultant. Thus, the counselor's privacy is safer and of course this makes the counselor feel more comfortable when conducting teleconsultation. When the counselor's privacy is protected, this allows him to return to consultation when facing situations that require support (assistance). The existence of this teleconsultation can keep the counselor to continue consulting continuously and sustainably. As a result, the counselor's understanding and skills will always be updated and of course this is beneficial for the client, school, and education in general (Dahlgren, Dackehag, Wändell, &

Rehnberg, 2021; Fadaizadeh, et al., 2018; Royo Sanchis, 2021; Green, Everhart, Gordon, & Garcia Gettman, 2006).

Many benefits can be reached by school counselor in conducting teleconsultation. However, this study is limited to only two counselors from two different schools, which may not be generalizable to the broader needs of school counselors in other contexts. A more extensive investigation is required to further validate and strengthen the potential benefits of teleconsultation for school counselors. Nevertheless, teleconsultation can still be considered a viable program for enhancing counselor competencies in schools through institutional policy. School policymakers can develop a sustainable teleconsultation framework to support and optimize the performance of school counselors. Such a policy would greatly assist school counselors in improving their professional competencies, practical skills, and ability to address student-related issues effectively.

CONCLUSION

This study highlights the positive experiences of two school counselors in utilizing teleconsultation as a practical, flexible, and timely tool to support their professional duties. The counselors reported increased satisfaction, emotional relief, and renewed motivation after receiving tailored and context-specific guidance from expert consultants. They appreciated the immediacy of responses, the ability to apply advice directly in their school settings, and the enhanced collaboration with teaching staff through the development of individualized plans and assessment strategies. Teleconsultation not only helped solving specific cases but also empowered counselors with new insights and reinforced their professional identity as both educators and student allies.

However, this study is limited to only two counselors from two schools, which restricts the generalizability of the findings. Therefore, further research involving a more diverse range of schools, across different levels, regions, and counselor needs, is recommended. Broader studies can explore how teleconsultation meets the varying challenges faced by school counselors and assess its long-term impact on student outcomes and counselor competency development.

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