

Artificial Intelligence Training for Guidance and Counseling at Purbalingga Regency

Abednego Dwi Septiadi¹, Yudha Islami Sulistya¹, Faisal Dharma Adhinata¹, Gita Fadila Fitriana^{1*}

¹ Department of Software Engineering, Telkom University, Indonesia

*Corresponding author: gita.fadila@telkomuniversity.ac.id

Abstract. This report presents the results of the Artificial Intelligence (AI) Training for Guidance and Counseling in Purbalingga Regency. The training was divided into two sessions. The first session taught participants the basics of AI, such as how machines can mimic human intelligence by recognizing patterns, processing data, making predictions, and providing recommendations. The second session focused on how to use AI in guidance and counseling services. The material covered ethics and how to use Large Language Models (LLM) as an aid. It also explained how to use prompting techniques in LLM to formulate effective questions. The results of community service activities show that the Introduction to Artificial Intelligence Training in Guidance and Counseling Services successfully gave GC teachers a basic understanding of AI and how it can be used in GC services in schools. The introductory AI material and the use of AI prompting in Guidance and Counseling services helped participants understand how AI can be used to make things work better and faster. AI can help with making service materials, tests, program designs, educational media, reflective questions, and reports on GC activities. But AI must still follow ethical rules, keep student data private, make sure information is correct, and follow the professional duties of guidance and counseling teachers. AI cannot take the place of guidance and counseling teachers when it comes to showing empathy, understanding students' situations, and making decisions about services. Based on the evaluation of community service activities, an average pre-test score of 28.4 was obtained, indicating that guidance and counseling teachers' understanding of the basic concepts of Artificial Intelligence, the use of AI in guidance and counseling services, the ethical use of AI, and student data security was still in the fair category. Following the training and practical use of AI, the average post-test score increased to 42.1, categorized as very good.

Keywords : Artificial Intelligence, Counseling, Human Intelligence, Large Language Models, Purbalingga Regency

1. INTRODUCTION

Currently, the development of information technology has brought about many extraordinary changes in human life across various sectors. One area impacted by these changes is education (Haleem *et al.*, 2022). Technological developments in this era utilize Artificial Intelligence (AI) technology (Dvouletý *et al.*, 2025; Dwivedi *et al.*, 2023). This technology enables machines or computers to think like the human brain, recognizing patterns, and making decisions (Xu *et al.*, 2021). In education, AI is widely used to support the learning process, including academic services, administration, and student academic services.

Guidance and Counseling (GC) services are one of the services that play a crucial role in helping students understand themselves and address their problems (Harefa, 2026; Putri & Harahap, 2023). GC teachers are required to provide optimal service tailored to students' needs. However, GC teachers often face various challenges, such as the large number of students being assisted, time constraints, and the limited solutions offered to students' problems. Given these conditions, innovation in GC services is needed to effectively provide support to students.

The use of AI can be an alternative solution, acting as an intelligent assistant to assist GC teachers. Teachers can analyze student counseling records, develop treatment recommendations, and provide appropriate solutions tailored to students' needs. The use of AI can help teachers strengthen their skills in student-centered data analysis (Albasry *et al.*, 2025). Generative AI is currently gaining popularity (Liu and Wang, 2026), so teachers also need to understand prompt engineering (Tümen Akyıldız, 2026). These prompts require techniques for crafting instructions to generate relevant responses. Good AI prompts can help teachers generate appropriate recommendations for student mentoring, case analysis, and follow-up plans. Therefore, this community service activity will provide training on appropriate AI prompts to GC teachers.

Utilizing AI also requires knowledge regarding ethical use (Resnik and Hosseini, 2025). The use of AI can improve work efficiency, assist with data analysis, and support decisions regarding GC services. However, AI also has limitations, such as the lack of empathy and awareness like humans (Montemayor, Halpern and Fairweather, 2022). Furthermore, the use of AI can potentially foster dependency and a culture of instant gratification (Zhu, Zhang and Zhang, 2026). Therefore, GC teachers are also provided with an understanding of the ethical use of AI, such as student data privacy, the confidentiality of counseling information, and the avoidance of the assumption that AI will replace the role of GC teachers.

Based on this description, this community service activity is titled "Introduction to Artificial Intelligence Training in Guidance and Counseling Services". This activity is expected to provide teachers with a basic understanding of AI. Teachers are also expected to understand the potential and limitations of AI and be able to apply good prompting techniques. This activity was attended by 50 teachers, from 17 schools consisting of 15 high schools and 2 Islamic schools. This activity was held in relation to the readiness of Guidance and Counseling service teachers. The involvement of Guidance and Counseling service teachers in understanding the functions, limitations, and how to use AI appropriately. Guidance and Counseling services have a sensitive character because they are related to personal data, psychological conditions, emotions, and social problems of students. The weakness use of AI can pose a risk of data leakage (Ye *et al.*, 2024), ethical violations (Nygren *et al.*, 2026), and reduced critical thinking (Tao *et al.*, 2026). In addition, there are still concerns that AI can replace the role of Guidance and Counseling service teachers, even though AI only functions as a tool in preparing materials, administration, and service ideas. Therefore, the introduction of AI in Guidance and Counseling services needs to be accompanied by digital literacy, an understanding of ethics, data protection, and an affirmation that service decisions remain with Guidance and Counseling service teachers.

2. METHOD

This community service program utilized training, demonstrations, and interactive discussions. This approach was chosen so that participating teachers not only gain an understanding of AI but also develop skills in its use. The training process consisted of four stages: preparation, implementation, demonstration of AI use, and discussion. In this community service, there are two materials presented, namely an introduction to AI and good AI prompting techniques. The schedule of activities for community service is shown in Table 1.

Table 1. Schedule of community service activities

No.	Day / Date	Time	Activity	Remarks
1.	Tuesday,	08.00 – 09.00	Participant Registration	Committee Room
2.	November 18, 2025	09.00 – 10.00	Opening Ceremony	Master of Ceremony
			Singing the National Anthem of Indonesia Raya	All Participants
			Singing the MGBK March	All Participants
			Prayer	Maulana Sulistio Aji, S.Sos

No.	Day / Date	Time	Activity	Remarks
			Welcoming Remarks by the Chairperson of MGBK	Feni Martinawati, S.Psi
			Welcoming Remarks by the Principal of MAN Purbalingga	Principal of MAN Purbalingga
3.		10.00 – 11.30	Introduction to Artificial Intelligence in Guidance and Counseling Services	Telkom University Purwokerto
4.		11.30 – 12.00	Miscellaneous / Other Activities	MGBK Committee

A. Preparation Stage

This preparation stage was carried out in coordination with partners, namely the Regency MGBK and MAN Purbalingga. The team prepared materials designed presentation media, and compiled examples of AI prompts tailored to the needs of the GC teachers. The materials included an introduction to AI, the benefits and drawbacks of AI, the ethics of AI use, an introduction to Large Language Models (LLM) tools, and AI prompt techniques.

B. Implementation Stage

This activity will take place on Tuesday, November 18, 2025, at MAN Purbalingga. Fifty GC teachers participated in this community service activity. The material provided provided a basic understanding of AI and explained how its use can help improve the efficiency and effectiveness of educational services. Furthermore, teachers were briefed on various applications of AI benefits in GC services. The emphasis throughout the activity was that AI should not replace the role of GC teachers but should only serve as an assistive tool. The activity was attended by 17 schools, consisting of 15 high schools and 2 Islamic elementary schools, with a total of 50 teacher representatives from each school.

C. Demonstration of AI Use

This stage provided an understanding of prompt engineering techniques. The quality of AI answers is influenced by the quality of the prompts provided by the user (ElSayary, Kuhail and Hojeij, 2025). Participants were provided with training on developing good prompts, including the role of AI, conveying the context of the case, determining the answer format, and adding ethical boundaries. The demonstration included case studies relevant to the GC teacher's duties. Examples included student anxiety before exams, causes of declining student achievement, and how to address students who frequently skip school. Through these case studies, teachers were trained in developing good prompts. The results yielded several mentoring strategies and follow-up plans.

D. Discussion Stage

The last part of the event was a discussion that made the material more interesting for everyone. People were able to bring up problems or questions about using AI. This session also talked about the dangers of using AI, like becoming too dependent on technology and the possibility of making mistakes in recommendations. So, it's important for the GC teacher to give professional validation. The presenter said again that the GC teacher is the one who makes the final decision about counseling services. AI is just a tool to help with initial analysis and give people new ideas. The speaker also showed how to combine Excel or PDF files with chatGPT during this discussion. People could see reports on student behavior, attendance, and health surveys.

3. RESULTS AND DISCUSSION

To help Guidance and Counseling teachers become more tech-savvy, they took part in a community service project called "Introduction to Artificial Intelligence Training in Guidance

and Counseling Services." Teachers needed to know how Artificial Intelligence technology was changing and how it could be used in school Guidance and Counseling services. The main goals of this activity were to introduce the basic ideas behind artificial intelligence and to show how AI prompting can be used to help Guidance and Counseling services. These two topics went well together because they helped people learn about AI as a new technology and how to use it in Guidance and Counseling services.

The activity's results showed that the people who took part learned more about the basic ideas behind Artificial Intelligence. They also knew what it was, what it was like, how it could be used, and how it could help people in their daily lives and in school. Some people who took part in the training thought of AI as just a way to talk to people or a general automation tool. After the training, the participants started to understand that AI is a tool that can help with gathering information, processing data, coming up with ideas, and making content to help with learning and counseling services.

The first session taught participants the basics of AI, like how machines can copy human intelligence by recognizing patterns, processing data, making predictions, and giving recommendations. Figure 1 shows a person giving a talk about AI. This understanding is important because GC teachers need to know how to use AI before they can use it in school services. GC teachers should not only be able to use technology, but they should also be able to critically evaluate AI output if they have a good basic understanding. This is important because GC teachers still need to check, place in context, and use their professional judgment on AI output.



Figure 1. The presenter delivers introductory material on AI

The second session of the training focused on how to use AI in guidance and counseling services. The material talked about ethics and how to use Large Language Models (LLM) tools as helpers. There was also an explanation of how to use prompting techniques in LLMs to make good questions. The training showed that AI can help GC teachers in several ways, such as coming up with service programs, making questionnaires for students, and coming up with reflective questions. This use is thought to be useful for GC teachers, who often have a lot of paperwork to do but still need to provide good service to students.



Figure 2. AI material discussion process

The discussion during the activity showed that everyone was very excited about using AI, especially since this technology can help speed up document preparation and come up with new ideas for GC services. Figure 2 shows how people talked about AI material. This activity not only had practical benefits, but it also gave people a better understanding of the limits of using AI in GC services. Participants acknowledged that Guidance and Counseling services are intricately connected to the psychological, social, emotional dimensions, and personal information of students. So, when using AI, you need to be careful and follow ethical rules, keep data private, protect information, and make sure the results are valid. Figure 3 shows how to use AI in an ethical way. When using AI apps, students should not put their personal information in them carelessly, especially if the platform does not have clear data protection guarantees.



Ethics and LLM Tools for Guidance and Counseling Teachers

Ethical Principles in the Use of AI

- **Data Privacy and Confidentiality:** Protect students' identities and personal information through encryption and anonymization
- **Empathy Remains Central:** AI is a support tool, not a replacement for the human relationship in counseling
- **Professional Responsibility:** Guidance and counseling teachers remain the final decision-makers in every student support process
- **Transparency:** Explain to students and parents how AI technology is used in guidance and counseling services

Large Language Models (LLMs) as Assistants

ChatGPT and other LLMs (Gemini, DeepSeek, etc.) are intelligent assistants that can help guidance and counseling teachers with various tasks:

- Analyzing counseling notes and identifying patterns
- Providing alternative perspectives in understanding student cases
- Supporting professional reflection and the development of student support strategies
- Generating educational materials and worksheets for students (gamma.app)

Important Note: Never upload students' personal data that can directly identify an individual without the consent of the student concerned.

Figure 3. Shows the ethics in the use of AI

From a professional point of view, the conversation made it clear that AI can't take the place of guidance and counseling teachers. AI can't yet help people connect with each other in a caring way. The guidance and counseling teacher is still the main person in charge of deciding how services will be delivered. AI is only a tool that helps speed up work processes and make more resources available. So, the use of AI in guidance and counseling services must always be based on professional skill, a code of ethics, and the best interests of the students.

This activity helped the guidance and counseling teachers in Purbalingga Regency learn more about AI in a good way. Participants acquired conceptual comprehension, pragmatic insights, and ethical awareness regarding the utilization of AI to enhance guidance and counseling services. The results also showed that similar training should continue, but with more in-depth technical help. For example, AI could be used to create guidance and counseling programs, analyze student needs questionnaires, write service reports, and make digital service media. So, this training is a smart first step toward changing how technology-based guidance and counseling services work.

The pre-test and post-test evaluation instruments consisted of 10 questions, as shown in Table 2. Measurements were made using a Likert scale of 1-5, with a value range shown in Table 3.

Tabel 2. Questionnaire Instrument

No	Question
1	I understand the basic concepts of Artificial Intelligence (AI).
2	I understand the benefits of AI in guidance and counseling services.
3	I understand that AI can assist in the administrative structure of guidance and counseling services.
4	I understand how to utilize AI to create guidance and counseling service media.
5	I understand the importance of ethics in the use of AI in guidance and counseling services.
6	I understand the importance of maintaining the confidentiality of student data when using AI.
7	I understand the risks of using AI without supervision and verification of information.
8	I understand that AI only serves as an aid and does not replace the role of guidance and counseling teachers.
9	I feel more prepared to use AI to support guidance and counseling services.
10	I feel that AI training activities are beneficial for improving the digital competence of guidance and counseling teachers.

Tabel 3. Score Range

Score Range	Category
41-50	Very Good
31-40	Good
21-30	Fair
11-20	Poor
10	Very Poor

Based on the evaluation results of community service activities, an average pre-test score of 28.4 was obtained, indicating that the Guidance and Counseling teachers' understanding of the basic concepts of Artificial Intelligence, the use of AI in guidance and counseling services, the ethics of AI use, and student data security were still in the sufficient category. After the implementation of training and practice using AI, the average post-test score increased to 42.1, which is in the very good category. Based on the results of the pre-test and post-test in this activity shown in Table 4.

Table 4. Evaluation Results

Components	Pre-Test	Post-Test
Average Score	28,4	42,1
Category	Fair	Very Good

Pre-test results indicated that guidance and counseling teachers' understanding of the basic concepts of Artificial Intelligence, ethical use of AI, and student data security remained in the adequate category. Following the implementation of the training, post-test scores improved to the excellent category, particularly in the areas of AI utilization in guidance and counseling service administration, service media development, and understanding of ethical use of AI. The improved scores indicate that the training activities were effective in improving digital literacy and the readiness of guidance and counseling teachers to utilize AI wisely and responsibly in guidance and counseling services.

4. CONCLUSION

The results of community service activities show that the Introduction to Artificial Intelligence Training in Guidance and Counseling Services successfully gave GC teachers a basic understanding of AI and how it can be used in GC services in schools. The introductory AI material and the use of AI prompting in Guidance and Counseling services helped participants understand how AI can be used to make things work better and faster. AI can help with making service materials, tests, program designs, educational media, reflective questions, and reports on GC activities. But AI must still follow ethical rules, keep student data private, make sure information is correct, and follow the professional duties of guidance and counseling teachers. AI cannot take the place of guidance and counseling teachers when it comes to showing empathy, understanding students' situations, and making decisions about services. Based on the evaluation of community service activities, an average pre-test score of 28.4 was obtained, indicating that guidance and counseling teachers' understanding of the basic concepts of Artificial Intelligence, the use of AI in guidance and counseling services, the ethical use of AI, and student data security was still in the fair category. Following the training and practical use of AI, the average post-test score increased to 42.1, categorized as very good. This improvement indicates that the training successfully enhanced participants' understanding and readiness to utilize AI as a supporting tool for guidance and counseling services. Furthermore, participants began to understand the importance of using AI ethically and wisely, while maintaining the confidentiality of student data in the counseling process. Therefore, the introduction of Artificial Intelligence in guidance and counseling services can be considered effective in improving the digital literacy and competence of guidance and counseling teachers in Purbalingga.

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