

Appendix A

Supplementary Table A1. Detailed Characteristics and Data Extraction Matrix of the Included Studies

No.	Author	Year	Title	Journal	Scopus/ SINTA	DOI	Design	Sample	AI Utilization	Teacher Readiness	AI Integration	Competencies	Main Findings
1	Septiad i, Sulistya , Adhinat a, & Fitriana	2026	Artificial Intelligence Training for Guidance and Counseling at Purbalingga Regency	Bakti Sekawa n: Jurnal Pengabd ian Masyara kat, 6(1), 185– 192	SINTA 5	10.35746 /bakwan. v6i1.101 9	Community -service training / pre-post evaluation	BK teachers in Purbalingg a Regency; participant number not stated in the accessible article record	AI was introduced for basic AI understand ing and practical BK application s; emphasis on AI as a support tool.	Training addressed AI concepts, prompting, ethical use, and student- data security.	Teachers were trained to apply AI in BK tasks while maintaining professional judgment.	AI literacy, prompting, ethical/data- security awareness, and practical application.	Training strengthened understanding of AI and its responsible use in BK; AI was framed as complementary to counselors.
2	Lubis, Sucipto , Rozzaq yah, Putri, Sari, Septria ni, & Mutiar	2026	Increasing the Competency of Guidance and Counseling Teachers Through Preparing Basic Service Materials with the Assistance of Artificial Intelligence	Internati onal Journal of Public Devotio n, 9(1), 44–53	SINTA 4	10.26737 /ijpd.v9i1 .8129	Community -service interventio n; pretest- posttest	23 BK teachers from 20 schools in Palembang City, South Sumatra	AI/ChatGP T was used to assist preparatio n of basic guidance- service materials.	Readiness was addressed through hands-on training and pre/post evaluation.	Teachers learned to use AI to prepare contextual basic- service materials.	AI-assisted material development, prompting/use of ChatGPT, digital instructional competency.	Mean scores increased from 112.17 to 139.57 (N-Gain 0.72, high category), indicating improved competency after training.
3	Sari, Putro, & Assyau qi	2026	AI-Based Adaptive Career Guidance for Sustainable Transformation in TVET Education	Journal of Artificial Intellige nce and Technol ogy, 6, 520– 531	Scopus (publishe r page)	10.37965 /jait.202 6.1074	Design and Developme nt Research	210 vocational students; interviews /FGDs with guidance counselors and industry representa tives	Proposed an AI- based adaptive career- guidance framework using multimodal data, NLP, psychomet ric profiling, and adaptive recommen dations.	Counselors and stakeholders identified need for personalized technology- supported guidance but also data fragmentatio n and limited digital tools.	AI integration was conceptuali zed as adaptive career guidance aligned with student and labor- market information.	Digital/AI literacy, data interpretation, stakeholder collaboration, and ethical system design.	Evidence supports demand for personalized AI- supported career guidance and highlights implementation barriers, especially fragmented data and competency- labor-market misalignment.
4	Falah	2025	Islamic Counseling in	G- Couns:	SINTA 2	10.31316 /g-	Qualitative case study	15 students	AI-assisted chatbot	Counselors were	AI was integrated	AI-assisted screening/commu	Hybrid AI-assisted counseling was

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			the Age of Disruption: Synergy between Artificial Intelligence Technology and Islamic Educational Values in Addressing Juvenile Delinquency and Student Mental Health	Jurnal Bimbingan dan Konseling, 10(01), 500–515		couns.v10i01.8355		and 3 counselors at IBN Tegal, Indonesia	supported early identification of psychological distress and provided spiritually grounded recommendations.	positioned as human decision-makers within a hybrid AI-assisted model.	with Islamic counseling values rather than replacing counselor interaction.	nication, ethical judgment, and integration of Islamic counseling values.	presented as a complementary approach for responsive, spiritually grounded support.
5	Hidayat , Marfu'i, & Nufus	2025	Seberapa perlukah kebutuhan layanan bimbingan karier AI-driven: studi pada guru bimbingan dan konseling di Indonesia	Jurnal Konseling dan Pendidikan, 13(3), 387–398	SINTA 2	10.29210/1179400	Needs-analysis survey; open- and closed-ended questionnaire	234 Indonesian BK teachers with more than five years of teaching experience	Teachers reported strong interest in AI-supported career guidance, including automated assessment , recommendations, career mapping, and real-time information.	60.3% considered AI-supported career counseling highly necessary, indicating substantial perceived readiness/needed for integration.	Teachers identified concrete AI functions that could be integrated into career-guidance services.	Needs assessment, digital/AI literacy, interpretation of student data, and career-guidance application.	Strong perceived need for AI-driven career guidance was reported, while desired functions centered on assessment, recommendations, mapping, and labor-market/higher-education information.
6	Kanthi, Subari, Amien, Sijabat, Radita, & Palandi	2025	Integrasi Tools AI dalam Pembelajaran: Pelatihan Peningkatan Kompetensi Digital bagi Guru BK	Prosiding Konferensi Nasional Pengabdian Masyarakat (KOPEMAS), 6, 424–431	Proceedings; SINTA status not established for the proceeding in the current audit	Not identified	Training/workshop, practice, mentoring, and evaluation	35 BK teachers from senior/vocational high schools in Malang City and Batu City	Training integrated Edcave and ClassPoint into teaching and BK practice.	Training and mentoring were designed to strengthen digital competency and confidence in AI-supported practice.	Teachers practiced integrating AI tools into learning and counseling-related activities.	Digital literacy, tool use, AI-supported assessment/material development, practical implementation.	Training and mentoring addressed limitations in digital literacy and supported teachers' ability to integrate AI tools into practice.

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7	Ariffudin, Rahmawati, & Nugraha	2026	Pelatihan Media Digital Deteksi Dini Kesehatan Mental Berbantuan Glide Apps dengan Chatbot AI untuk Guru BK SMA/MA Kota Kediri	GANESHA: Jurnal Pengabdian Masyarakat, 6(1), 542–551	SINTA 5	10.36728/ganesha.v6i1.5638	Participatory–implementation training and mentoring	BK teachers at SMA/MA in Kediri City; participant number not stated in the accessible article record	GlideApps and an AI chatbot based on DASS-21 were integrated for early mental-health detection and BK information services.	Readiness was developed through socialization, training, implementation, mentoring/evaluation, and sustainability planning.	Teachers were supported in implementing a digital early-detection and information-service workflow.	Digital implementation, AI chatbot use, early detection, data handling, and service integration.	The program produced a practical digital service model and emphasized implementation and sustainability in school BK settings.
8	Risnawati	2025	Utilization of Artificial Intelligence (AI) by Guidance and Counseling Teachers in Character Development at Madrasah Aliyah	Proceeding of International Conference on Islamic and Interdisciplinary Studies (ICIIS), 4, 447–451	Proceedings; SINTA status not established in the current audit	Not identified	Qualitative study; interviews, observation, document review, thematic analysis	Madrasah Aliyah settings; BK teachers, school principals, and IT support staff; participant number not reported	AI was used to support behavior monitoring, early identification, personalized character-development planning, and workload reduction.	Readiness was linked to teacher competence, ethical data use, and institutional/IT support.	AI was integrated into character-development monitoring and planning under teacher oversight.	AI literacy, ethical data use, monitoring/assessment, personalized planning, institutional support.	AI was described as useful for character development and workload reduction, but responsible implementation requires teacher competence and organizational support.