

A Decade of Research on Supervision and Accountability in Guidance and Counseling: A Systematic Review and Comparative Analysis between Indonesia and Global Contexts

Nadiya Kurniati¹, Nurul Afrianti², Muhammad Solehuddin³

Guidance and Counseling Study Program, Faculty of Education,
Universitas Pendidikan Indonesia, Indonesia¹

Guidance and Counseling Study Program, Faculty of Education,
Universitas Pendidikan Indonesia, Indonesia²

Guidance and Counseling Study Program, Faculty of Education,
Universitas Pendidikan Indonesia, Indonesia³

E-mail: nadiya_kurniati@upi.edu¹, nurulafrianti@upi.edu², solehuddin@upi.edu³

Correspondent Author: Nadiya Kurniati, nadiya_kurniati@upi.edu

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Abstract

Supervision and accountability are critical to improving the quality of guidance and counseling services, yet gaps remain in understanding their development and implementation, particularly in comparative contexts between Indonesia and the international community. (1) Objective: This study explores the development of supervision and accountability in guidance and counseling through a comparison of Indonesian cases with those in other countries. (2) Method: A systematic literature review was conducted in Google Scholar, Taylor & Francis, Sage Publication, Wiley, and Frontiers databases for the period 2015-2025. Inclusion criteria were peer-reviewed articles in English/Indonesian that discussed supervision and/or accountability practices, while exclusion criteria excluded non-empirical and irrelevant articles. (3) Results: Of the 1008 identified articles, 10 were selected, 4 Indonesian, 6 international. Indonesian research emphasized contextual adaptive technology supervision models, while international research developed evidence-based frameworks such as Ethical-Relational Clinical Supervision. (4) Implications: Supervision is a multidimensional construct that integrates technical, relational, and welfare aspects with the challenges of cultural adaptation. (5) Recommendations: Future research needs to develop an integrated model, explore the role of digital technology, and design supervision effectiveness measurement instruments that are sensitive to the local Indonesian context.

Keywords: accountability, guidance and counseling, supervision

Article info

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INTRODUCTION

Guidance and counseling services help people develop personally, academically, socially, and in their careers, and these services are tailored to individuals' needs (Khairun et al., 2025; Rahmi et al., 2024; Simbolon & Purba, 2022; Siregar & Syarqawi, 2023). Guidance and counseling shape people into better psychosocial and academic versions of themselves, and are thus a critical profession (Brewington & Kushner, 2020; Long et al., 2022). Given the state of society today, it can be argued that these services are essential. Guidance and counseling aim to help people develop in ways that are constructive and to help people deal with their problems in a rational manner (Apriyadi, 2023; Long et al., 2022; Siregar & Syarqawi, 2023). While pursuing these aims, the need for guidance becomes apparent (Simbolon & Purba, 2022).

The field of guidance and counseling studies is certainly evolving, and the above illustrates its significance. The evolution of research in guidance and counseling over the past few decades has increasingly shifted from what was previously considered merely illustrative to more substantive and empirically driven. As McDonough et al. (2024) note, this shift in research paradigms requires counselors to seek more objective and measurable evidence, rather than relying solely on personal experience and judgment, which are often unavailable, arbitrary, or immeasurable. Despite this, there appears to be a lack of systematic research on the trends, focus, and implementation in this area, particularly regarding the two phenomena of supervision and accountability (Hutman et al., 2023; McDonough et al., 2024).

In the field of guidance and counseling, due to the increasing demand for professional services, two key components have emerged: supervision and accountability, which impact the quality of services offered. Supervision in counseling involves opportunities for constructive feedback, including additional training and monitoring (Long et al., 2022; Rahmi et al., 2024). Accountability involves providing services professionally and ethically and within a well-structured process (Adnan et al., 2022; Amelia et al., 2022).

Although supervision and accountability are acknowledged as fundamental to the professional development of counselors, there are still important gaps in the research that need to be addressed. The first is the effectiveness of supervision practice using digital platforms and data security, which remains one of the many unexplored areas in the use of technology in supervision, specifically in Indonesia (Hasan et al., 2024; Sandra et al., 2024). The second is the lack of culturally sensitive local accountability measurement tools (Afifah et al., 2025; Isrofin et al., 2024). Third, there is still limited development in incorporating supervisee well-being dimensions into the supervision system, and it remains a concept not systematically integrated within the frameworks of counselor training in Indonesia (Nimasari et al., 2024). Finally, Western research on evidence-based clinical supervision models still requires contextualization and validation in the Indonesian context (Reiser, 2021). All of the shortcomings or gaps listed above suggest that a comprehensive systematic review is timely for assessing the body of research and identifying gaps.

A considerable amount of research has been conducted on supervision and accountability in guidance and counseling worldwide. In Indonesia, despite the recognized importance of these two areas, the empirical research literature remains limited compared with that of more developed countries. This gap raises important questions in this systematic literature review: (1) In the last decade (2015-2025), how has the development of research on supervision and accountability in guidance and



counseling in Indonesia compared with international developments? (2) What are the implications of this development for the counseling profession and for practice?

The purpose of this article is to examine the literature on supervision and accountability in guidance and counseling through a systematic literature review, with a particular focus on Indonesia and other countries for the period 2015-2025. This review examines research patterns, supervision models, and accountability practices, and compares supervision and accountability practices between Indonesia and other countries. It is hoped that mapping research in this specific area will address research gaps, identify best practices, and provide suggestions for developing a more accountable and supervised guidance and counseling profession.

METHOD

Research Design

This study uses a systematic literature review to explore research on supervision and accountability in guidance and counseling, following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) 2020 guidelines. This approach was chosen because it allows researchers to obtain a comprehensive overview of the state of the art in research on the topic under study, identifying trends, gaps, and directions for future research development. The identification of gaps and trends was performed systematically, using the number of articles collected, which were then selected based on specific criteria (Figure 1).

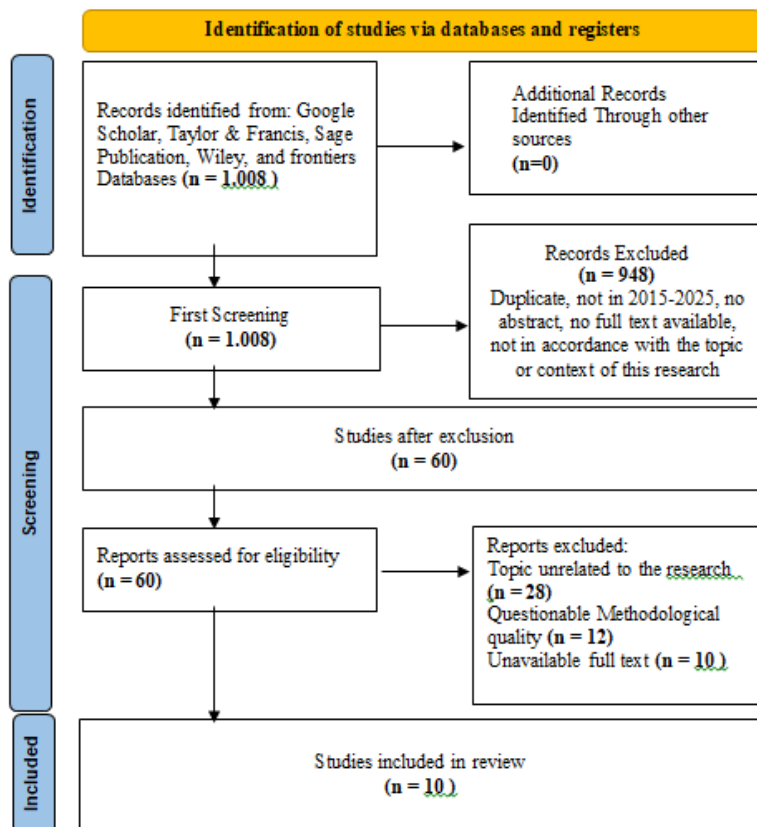


Figure 1. PRISMA Supervision and Accountability in Guidance and Counseling



Literature Search Strategy

Identification is the initial stage of the PRISMA standard. A literature search was conducted using several leading academic databases, including Google Scholar, Taylor & Francis, Sage Publications, Wiley, and Frontiers. The designed Boolean search string is used with a sensitive approach (sensitive search strategy) to maximize recall and minimize the risk of missing relevant articles (Lefebvre et al., 2022). The keywords used in the search included a combination of: ("supervision model" OR "supervision framework" OR "clinical supervision") AND "accountability" AND ("school counseling" OR "counselor education") to explore the literature. The literature search included publications from 2015 to 2025 to provide an overview of research developments over the last decade. The literature search was conducted using English keywords because most international and national academic databases index articles based on metadata (title, abstract, keywords) in English, including accredited Indonesian journals that require bilingual abstracts and keywords (Lefebvre et al., 2022). This approach ensures that high-quality Indonesian articles published in indexed journals are captured in the search while maintaining methodological consistency and increasing study replicability in line with international systematic review standards (Page et al., 2021).

At the identification stage, 1,008 scientific publications were obtained. Next, the screening stage, which involved selecting articles using exclusion criteria, eliminated articles that contained only abstracts and no full text, did not match the research focus, or were duplicates. At this stage, 948 irrelevant articles were obtained, and 60 articles met the eligibility criteria. After reading the full texts, 28 articles did not match the research topic, 12 had unclear methodology, and 10 had no full text available. Finally, the total number of articles that met the criteria was 10, of which 6 were international, and 4 were from Indonesia.

Data Analysis after Collecting All of The Data

After obtaining several articles that were relevant to the topic, the researchers reviewed the data and entered the literature on supervision and/or accountability in guidance and counseling into an Excel spreadsheet. The components included author(s), year of publication, country/context of the study, research objectives/goals, research methods, and research findings. They then described the results for each category to analyze research over the past ten years.

Methodological Limitations

There are a number of methodological concerns in this study that need to be clarified. The first and most important one is that the literature search was limited to documents in English and Indonesian; as a result, pertinent literature in other languages was left unaccounted for. The second limitation is that even though several academic databases were accessed, there is still a chance of publication bias in the literature, as studies showing non-significant or negative results are less likely to be published. The third limitation is that, even though a set of standard criteria was applied, there is still a risk of subjectivity in evaluating the documents. Lastly, the use of English keywords in literature searches can exclude Indonesian articles published in unaccredited local journals or non-academic portals that use only Indonesian and lack bilingual abstracts, even though these articles generally have methodological limitations and are not peer-reviewed.



RESULTS AND DISCUSSION

Results

During this systematic literature review, 1,008 studies were screened, and 10 articles were selected for in-depth analysis. Four of these studies were from Indonesia and six from other countries, representing research published from 2015 to 2025. Table 1 summarizes the selected articles and provides key information, including authors, countries, research purposes, research methods, and findings. This review was deemed appropriate for comparative analysis, which forms a key component of the upcoming discussion.

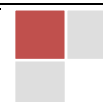
Table 1.

Overview of Literature Review Results

Reference	Country	Research purposes	Research methods	Research findings
Isrofin et al (2024)	Indonesia	Exploring school counseling accountability research trends, models, and their implications in Indonesia.	Narrative/Systematic Literature Review	Research trends are shifting towards data-driven models, but the biggest challenge is adapting global models to local contexts.
Sandra et al (2024)	Indonesia	Developing a blended supervision model for BK services to improve the performance of BK teachers.	R & D (<i>Research and Development</i>) studies	The blended supervision model has been proven to be valid and effective, demonstrating innovation in supervision practice using technology.
Nimasari et al (2024)	Indonesia	Investigating how prospective teachers (students) experience five dimensions	Qualitative (interview)	Emotional support from supervisors is crucial for reducing student anxiety; their well-being is dynamically shaped by conversations, the campus environment, and cultural values.
Afifah et al (2025)	Indonesia	Understand the concept of accountability and supervision in BK, and identify the requirements, forms, criteria, supporting	Literature Review or library study	Supervision is the process of guiding counselors so they can work better, while accountability is the responsibility to demonstrate that counseling services are truly successful.



		factors, obstacles, problems and solutions.			
Kühne et al (2019)	German	Reviews the status and quality of the empirical literature on clinical supervision, and provides suggestions for future research.	Systematic Review		Only 19 publications from 15 empirical studies were identified. Supervision research often lags behind psychotherapy research. Face-to-face supervision is the most common, and the most frequently studied variables are acceptance and satisfaction.
Callanan et al (2016)	United States of America,	Describes the evolution of clinical supervision in genetic counseling, encompassing theory, research, and practice.	Literature review and conceptual/professional description.		The genetic counseling profession is still relatively young. Universally supported supervision standards are those established by the ACGC. A supervision model called the Relational-Ethical Model (REM) was developed for genetic counseling practice.
Reiser (2021)	United States and United Kingdom (UK)	Provides a reflection/profile of Derek Milne's contribution to the development of the Evidence-based Clinical Supervision (EBCS) model.	Leadership Reflection/Profile based on literature review, empirical definition, and instrument development.		Her main contributions were the development of the EBCS model, a relationship-based model focused on work, and the SAGE (Supervision: Adherence and Guidance Evaluation) observation/evaluation instrument. This model has been highly influential in the UK.



Gaete et al (2017)	Chile and Canada	Exploring aspects of dynamic accountability in professional supervision, particularly the relevance of professional competency components in real practice.	Qualitative design	Identify three interpretive repertoires ('ideals') that influence participants' accounting practices: efficacy, responsiveness, and authenticity .
Lenz et al (2018)	United States, context of counselor preparation programs	Evaluating the effectiveness, pathways of effect, and perceived important features of a wellness-informed approach to supervision.	Multi-method Synthesis (meta-analysis and qualitative synthesis)	Demonstrating preliminary support for this approach in supervisee development. Existing studies demonstrate positive intervention effects on participant wellness. Participants perceive a "culture of care."
Inman et al (2019)	United States	Analyzes publication trends, methodology, and research focus in telesupervision between 1990 and 2016.	Content analysis of 35 empirical studies and one book chapter.	A significant increase in publications has occurred in the last decade. Studies focus on supervisee experiences, using individual methods, videoconferencing, and qualitative methodologies. Key topics include the effectiveness of telesupervision (77%), counselor development, and the supervisory relationship.

A review of the table reveals 10 relevant works 4 published in Indonesia and 6 published internationally. The literature review is indeed rich in Supervision and Accountability in Guidance and Counseling. Such literature has been developed in Indonesia and other countries. However, it shows differences based on the type of research and contextual background in each region.



In Indonesia, research has highlighted the development of supervision models that align with contextual responsiveness. Isrofin et al. (2024) in their literature review noted a shift in accountability for school guidance and counseling in Indonesia. Research trends are shifting towards data-driven models, but the biggest challenge is adapting global models to local contexts. However, the authors cited a lack of sufficient barriers preventing the adaptation of foreign models, which reflects an accountability model that focuses on systematization and empiricism, while adapting to the specifics of the education and counseling system in Indonesia (Lestari & Astuti, 2021; Mulawarman et al., 2021; Nurismawan et al., 2022).

Internationally, research demonstrates mature development patterns, particularly the development of structures and models based on findings (McDonough et al., 2024; White & Winstanley, 2009). Yet, while there is considerable empirical research on most processes in professional training for mental health, the same cannot be said for research on its various aspects. Among the few, if not the only, systematic reviews of the global research on clinical supervision, Kühne et al. (2019), based on their literature review of the mental health field, were only able to identify 19 publications derived from 15 empirical studies that met the criteria for inclusion and sufficient methodological rigor. To that extent, the paucity of studies in the field of supervision research in both Indonesia and the world is evident and points to the need for more studies that display better empirical methodological rigor (Bearman et al., 2013; Llanaj & Muka, 2022; McDonough et al., 2024; Rahman et al., 2019).

To provide a clearer comparative analysis, Table 2 presents a thematic synthesis of the reviewed literature, organizing findings by major research themes and contrasting Indonesian and international contributions. This comparative framework reveals distinct patterns, including Research theme, Indonesian research focus, international research focus, and Key similarities.

Table 2
 A Thematic Synthesis of the Reviewed Literature

Research Theme	Indonesian Research Focus	International Research Focus	Key Similarities
Supervision Frameworks & Models	Blended/Hybrid Supervision models integrating face-to-face and technology-based approaches (Sandra et al., 2024); Contextual adaptation of supervision to local educational systems (Afifah et al., 2025)	Evidence-Based Clinical Supervision (EBCS) Model development (Reiser, 2021); Ethical-relational Model (REM) for genetic counseling (Callanan et al., 2016); Systemic frameworks with empirical validation	Recognition of supervision as essential for professional development; emphasis on structures frameworks
Integration of Technology	Blended learning approaches (Sandra et al., 2024); focus on accessibility and practical implementation	Telesupervision through video conferencing (Inman et al., 2019);	Leveraging digital platforms to expand supervision access; interest in technology-



			mediated supervision
Supervisee Well-Being	Emotional support and anxiety reduction among student-teachers (Nimasari et al., 2024); Role of cultural values and campus environment	Wellness-informed supervision approaches ((Lenz et al., 2018); “Culture of care” in supervisory relationships; systematic integration of well-being dimensions	Recognition of supervisor emotional support as crucial; awareness of well-being impact on professional development
Practices of Accountability	Operational definitions and practical barriers (Afifah et al., 2025); Challenges in adapting global models to local contexts (Isrofin et al, 2024); Focus on institutional and cultural obstacles	Dynamic accountability through professional competency components (Gaete et al., 2017); emphasis on efficacy, responsiveness, and authenticity in practice	Recognition of accountability as core professional responsibility; awareness of implementation challenges
Methodological Approaches	Predominants of literature reviews, R&D studies and qualitative	Balance of systematic reviews (Kühne et al., 2019), qualitative studies, and mixed-method designs; Content analysis and meta-synthesis; stronger emphasis on empirical validation	Growing recognition of need for evidence-based practice; movement toward systematic inquiry

Figure 2 also shows evidence of the research methods used in the 2015-2025 period in Indonesian and international research. Indonesian research shows more work in Research and Development (R&D) and literature reviews. This suggests a greater focus on model building and conceptual frameworks. On the other hand, international research shows a broader and more diverse methodological spectrum, including more systematic reviews and mixed-methods research designs, which enable deeper empirical verification. There also appears to be a gap in publication timelines. There is a peak in international research publications from 2016 to 2019, while Indonesian research publications peak from 2024 to 2025. This suggests that Indonesian research publications on oversight and accountability exhibit a greater lag but are also more likely to accelerate faster. More detailed images are presented below:



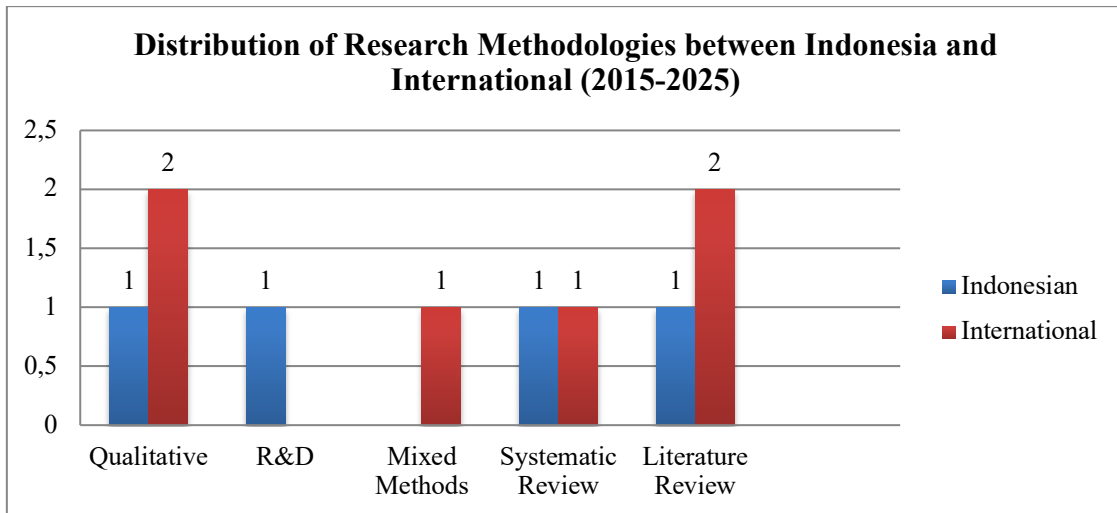


Figure 2. Distribution of Research Methodologies between Indonesia and International (2015-2025)

Publication trends are also presented in Figure 3. Based on the results, international research publications peaked from 2016 to 2019, while Indonesian research publications peaked between 2024 and 2025. This indicates that Indonesian research publications on oversight and accountability are experiencing greater delays but are also more likely to accelerate. A more detailed figure is presented below:

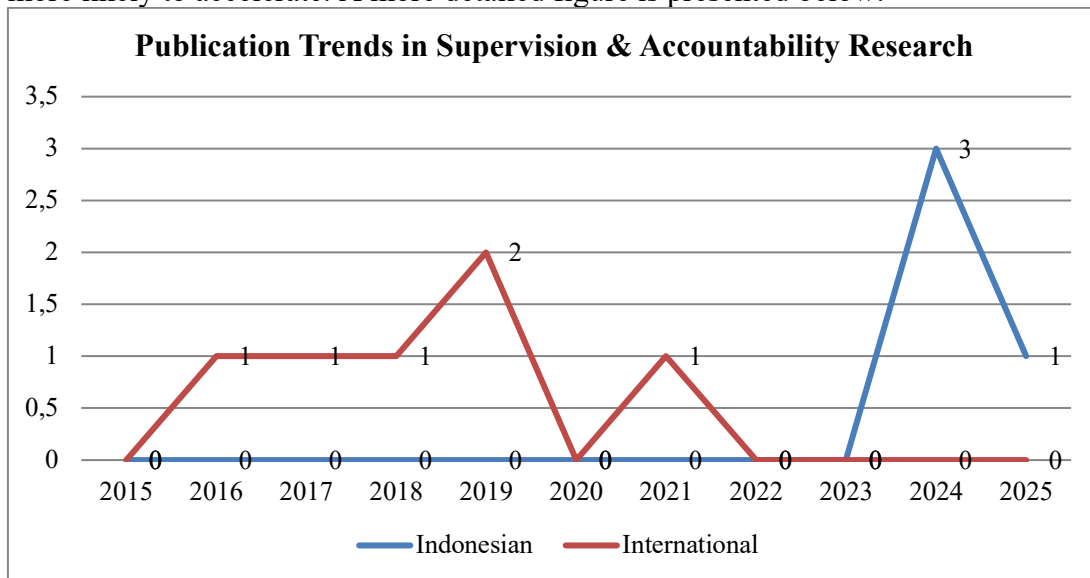


Figure 3. Publication Trends in Supervision & Accountability Research

Discussion

Research Developments/Trends

The development of research in Indonesia can be traced to four interconnected paths. First, the development of a technology-based adaptive supervision model. First, the development of a technology-based adaptive supervision model. Sandra et al. (2024) demonstrated that the blended supervision model was proven valid and effective, indicating that technology can increase accessibility without sacrificing relational quality. Second, the emphasis on the supervisee's well-being dimension. This is also reinforced



by the research findings of Hasan et al. (2024) and Purba et al. (2024), which highlight that the significant trend of digital integration in supervision plays a crucial role in facilitating supervision activities (Hasan et al., 2024; Purba et al., 2024).

Nimasari et al. (2024) identified five dynamic dimensions of well-being in thesis supervision, finding that psychological support from supervisors was significant in reducing anxiety, and that cultural values influenced interpersonal relationship patterns. This is supported by research by Prihandoko et al. (2022) and Victorynie (2022), which revealed that psychological support from supervisors with an emphasis on cultural values plays a significant role in improving individual well-being (Prihandoko et al., 2022; Victorynie et al., 2022).

Third, operationalization of accountability in Indonesian counseling. Afifah et al. (2025) define accountability as responsibility for performance and service outcomes, identifying concrete barriers such as low awareness, a lack of institutional intent, cultural factors, and operational constraints, including time management and theory-practice gaps. In addition, research by Isrofin et al. (2024) identified that the biggest challenge is adapting global models to the local Indonesian context.

Internationally, research is evolving from conceptual exploration to evidence-based operationalization. Callanan et al. (2016) developed the Ethical-Relational Model (REM) that integrates technical, ethical, and relational competencies (Callanan et al., 2016). Reiser (2020) developed Evidence-Based Clinical Supervision (EBCS) as a new standard in framework development (Reiser, 2021). Lenz et al. (2018) demonstrated support for a wellness-informed approach that creates a “culture of care” through a multi-method synthesis, reflecting a paradigmatic shift from a traditional competency focus to integrating competencies with the supervisee’s holistic well-being (Lenz et al., 2018). Gaete et al. (2017) demonstrated that accountability in supervision extends beyond administrative procedures, involving three interpretive repertoires: efficacy, responsiveness, and authenticity (Gaete et al., 2017).

Overall, emerging research indicates that supervision and accountability are evolving as multidimensional constructs that integrate technical competency, relational dimensions, well-being, and contextual considerations of local culture. As evidenced by numerous studies, effective supervision encompasses responsiveness to subject experiences and a growing commitment to a competency-based framework in supervisory practice, which is essential for developing competent professionals (Hutman et al., 2023; Johnson & Stewart, 2008)

Implications for the Future Development of the Counseling Profession

The synthesis of the findings yields five strategic implications. First, increased investment in high-quality empirical research with diverse methodological designs (experimental designs, longitudinal studies) is needed to build a robust evidence base on supervision and accountability in the Indonesian context. Other studies have also emphasized the crucial role of empirical studies within the Indonesian educational framework using diverse approaches (Wibowo et al., 2021)

Second, the development of comprehensive, contextual, practical guidelines that are not only normative but also operative, encompassing supervisor competency standards, accountability procedures, a supervisee welfare framework, and ethical-legal guidance on technology use, through a consultative process involving supervisors, researchers, professional organizations, educational institutions, and supervisees. These guidelines must include sound procedures and frameworks and need to involve all



stakeholders, from supervisors to supervisees, to ensure their effective use (Adnan et al., 2022; Sembiring et al., 2023)

Third, ongoing investment in supervisor capacity development through training programs that develop managerial, academic, assessment, psychological, and emotional support competencies, and an understanding of supervisee well-being, as a continuing educational process rather than a one-time event. Training programs should focus on enhancing managerial, academic, and psychological support skills (Gupta & McCarthy, 2022) and emphasize ongoing professional development that adapts to the evolving pedagogical strategies and psychological support needs of supervisees (Kemer & Borders, 2017)

Fourth, the adoption of technology in deliberative supervision is supported by comprehensive ethical guidelines. The blended supervision model demonstrates that technology can increase accessibility and flexibility without sacrificing the relational dimension. However, implementation must be accompanied by ongoing research on its effectiveness and serious attention to data security, privacy, and legal implications. Fifth, recognition of Indonesia's collectivist sociocultural values (cooperation, kinship) is not an obstacle but an important foundation for adapting international models. This is in line with the research findings of Hindi et al. (2022), which found that the relationship between technology use and educational outcomes can inform best practices in supervision (Hindi et al., 2022).

CONCLUSION

This systematic review reveals that supervision in guidance and counseling is a multidimensional construct that requires integrating technical competencies, relational dynamics, accountability mechanisms, and supervisee well-being. All of these aspects must be tailored to Indonesia's unique socio-cultural context. A comparative review of Indonesian and international literature emphasizes a progressive synthesis of the Ethical-Relational Clinical Supervision model with emerging Indonesian academic work, grounded in locally designed, responsive technological innovations. A need for progressive and detailed academic research is the advocacy for a longitudinal and experimental framework to methodically assess the effectiveness of digitally mediated supervision, particularly regarding ethics, data privacy, counselors' emotional/psychological states, and the virtual environment. The need for accountability within a supervision framework requires synthesizing culturally responsive, empirically based local instruments to assess counselor competence and supervision in the Indonesian educational system and organizations. The need for a national policy on digitally mediated supervision in Indonesia to create an ethical framework, ensure data security, and protect the emotional/psychological well-being of counselors, with advocacy for guidance and counseling research in Indonesia to contribute to the global body of knowledge and deepen its practice, is very clear.

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