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Interpersonal and Intrapersonal Communication in Online Counseling: An Integrative Review of Indonesian Evidence

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Abstract:
Online counseling widens access to guidance and psychological support, but digital interaction changes how counselors and clients establish understanding. This integrative narrative review examines interpersonal communication and counselors' intrapersonal reflection through 50 DOI-linked references published in Indonesian journals during 2022–2026. A preliminary 2016–2025 screening record (30 identified records; 11 retained) is reported separately because its full audit trail is unavailable. Informed by therapeutic alliance, reflective practice, and computer-mediated communication theory, the synthesis proposes a dual-loop framework connecting reflective appraisal of feelings and assumptions with empathic responses, clarification, relational repair, and renewed reflection on client feedback. Its conceptual contribution is to describe this reciprocal sequence and identify potential communication indicators across text, voice, and video, rather than treating self-awareness and interpersonal skill as unrelated qualities. The reviewed literature supports attention to clarity, privacy, and modality-sensitive competence; it does not directly test the proposed mechanism or demonstrate its effects on counseling outcomes. The framework therefore offers a provisional basis for scenario-based counselor training and supervision. More transparent searches and client-reported evaluations are required before claims of effectiveness can be made.

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Introduction (مقدمة)

Online counseling has broadened the ways Indonesian students and other clients can approach guidance and psychological support services. Digital consultations may reduce travel and scheduling constraints, yet the availability of a platform does not by itself secure a trusting relationship. Practitioner reports and Indonesian reviews describe opportunities for access alongside uneven connectivity, counselor readiness, and institutional support (Arjadi et al., 2023;

Mulawarman et al., 2022; Prabawa & Antika, 2023). Meanwhile, Android and website-based developments demonstrate that services can be organized and made usable, without necessarily establishing the quality of the therapeutic bond formed through them (Hanapi & Harjono, 2025; Nugroho & Nurdahlia, 2024; Sangiba et al., 2022; Yusup Budiman et al., 2025). The central concern of this review is consequently relational communication within the service, rather than technology adoption alone.

Communication through a screen changes the cues available for judging what another person means. A long pause accompanied by facial expression in an in-person meeting may appear as an unexplained interval in a text exchange; a video call restores some visual information but introduces delays, camera effects, and interrupted turn-taking. Computer-mediated communication theory cautions against treating digitally mediated relationships as merely diminished versions of face-to-face contact: users adapt to the affordances and constraints of particular channels (Walther, 1996). Indonesian writing on text-based ethics, students' experiences, and online counseling skills likewise points to careful wording, explicit clarification, and predictable responses (Apriliana, 2023; Qomariyah et al., 2024; Sheilla et al., 2023; Sholihin et al., 2024). Technical familiarity is therefore a necessary practical resource, but it is not equivalent to therapeutic communication competence (Isro'i et al., 2022; Pratiwi et al., 2025; Susilo, 2022).

Two related levels of communication deserve attention. Interpersonal communication comprises the questions, reflections, explanations, and acknowledgments a client can hear or read. Intrapersonal communication refers here to the counselor's private appraisal of feelings, expectations, possible biases, and alternative interpretations before and during a response. Rogers (1957) located empathic understanding and its communication within the conditions of a helping relationship, while Bordin (1979) conceptualized working alliance through bonds and agreement on goals and tasks. Schön's (1983) account of reflection-in-action adds a professional-judgment perspective: practitioners can reconsider an interpretation while dealing with a situation, rather than only afterward. Indonesian studies of intrapersonal communication, professional qualities, and culturally situated empathy speak to parts of this relationship (Insani & Astuti, 2024; Kustiawan et al., 2022; Nurshabrina et al., 2024; Saputro & Nurjannah, 2023). Nevertheless, evidence from ordinary school counseling should not be assumed to describe what actually occurs in text or video encounters (Erika & Eriend, 2024; Prastyo et al., 2025; Sari et al., 2022).

In the selected Indonesian literature, these levels are often discussed on separate terms. Studies of digital service development attend to implementation and feasibility; research on counselor communication describes relational qualities or student perceptions; and ethical analyses examine confidentiality and professional boundaries (Anindya et al., 2024; Hanapi & Harjono, 2025; Jannah & Marjo, 2022; Purnamasari et al., 2024; Sari & Marjo, 2022; Syamila & Marjo, 2022). Recent overviews of cybercounseling map access, applications, or self-disclosure, but do not directly trace how a counselor's reconsidered assumption becomes a different utterance and how the client's reply may prompt further reconsideration (Dewi & Nabilah, 2026; Malelak, 2022; Saputri et al., 2026). This distinction is important in Indonesia, where school-based relationships, variable access to private devices, and locally situated expectations of respect may influence both what clients disclose and how counselors interpret silence. It also prevents three outcomes from being conflated: a functioning digital service, a workable helping relationship, and improvement in a client's presenting concern.

The review addresses three questions: how is relational communication described across online counseling channels; what does the literature allow us to infer about reflective appraisal preceding a counselor's response; and how do ethical, cultural, and institutional conditions constrain these processes? Its contribution is a provisional dual-loop account that connects intrapersonal appraisal, observable interpersonal action, and feedback from the client within a

single interpretive sequence. Unlike reviews centered principally on platforms or counselor attributes, it specifies where such a sequence might be observed and where the evidence remains absent. The framework is proposed as a guide to conceptual clarification, professional education, and further inquiry, not as a validated explanatory or causal model.

Method (منهج)

Review design and eligibility

An integrative narrative review was selected because the Indonesia-focused publications address different questions and use designs that cannot reasonably be pooled as intervention trials. The review treats publications, not individual clients, as units of interpretation and brings together surveys, interviews and case accounts, literature discussions, ethical analyses, counseling interventions, and digital platform development studies. The updated topical corpus consists of 50 DOI-linked references from Indonesian journals published in 2022–2026 that bear on online counseling, interpersonal or intrapersonal communication, counselor competence, therapeutic relationships, self-disclosure, or professional ethics. General educational technology publications without a substantive counseling connection were outside the scope. Four earlier theoretical works (Bordin, 1979; Rogers, 1957; Schön, 1983; Walther, 1996) are used only to clarify conceptual relationships and are not counted among the 50 recent Indonesian-journal references. The review thus aims for a locally situated conceptual synthesis, not an estimate of the prevalence or effectiveness of online counseling in Indonesia.

Identification, appraisal, and synthesis

The available methodological record distinguishes two activities. The preliminary review used Google Scholar, whereas the later bibliographic update drew on searches of Indonesian journal websites and scholarly indexes; the original files do not name every index or preserve a reproducible search history for that update. Documented Indonesian and English terms included cybercounseling, online counseling, komunikasi interpersonal, komunikasi intrapersonal, empati konselor, kualitas pribadi konselor, hubungan terapeutik, etika, kerahasiaan, and digital counseling. Titles, publisher information, publication years, available abstracts, and DOI metadata informed relevance judgments. For the present synthesis, each cited publication was interpreted in relation to its population or setting, communication modality, study design, directly supported claim, and limits of transferability. A survey of students was not given the same evidential function as an intervention evaluation or a conceptual account. Exact search dates, complete search strings, database-specific yields, item-level decisions, and consistent critical-appraisal scores cannot be recovered from the available records. Consequently, no new systematic-review or PRISMA-compliance claim is made; the transparent description of these gaps is preferable to reconstructing an undocumented search retrospectively.

Reported preliminary screening pathway

The manuscript's preliminary literature-screening record refers to publications from 2016–2025 located through Google Scholar. It reports 30 identified records, four duplicates removed, 26 titles and abstracts screened, 15 exclusions for topical mismatch, and 11 retained records (Figure 1). These figures describe only that earlier activity. The original record does not preserve the complete identities of the 11 retained publications, full-text decisions, or an item-by-item exclusion register. For this reason, the reported pathway should be regarded as an historical account of selection rather than a fully auditable PRISMA process. The present review retains those reported counts for transparency without reinterpreting them as the selection history of the updated reference set.

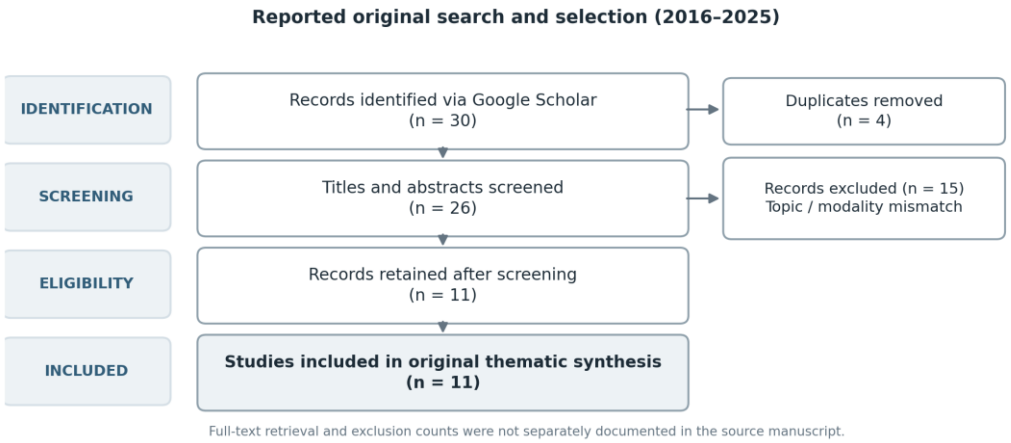


Figure 1. Reported preliminary screening pathway, 2016–2025 (incomplete audit trail)

The 50 recent DOI-linked references were assembled in a subsequent literature update to broaden the thematic discussion; they do not represent 50 additional records passing through the preliminary 30-record pathway. Nor is it possible, from the retained documentation, to determine the complete overlap between the 11 earlier inclusions and the 50 updated references. The figures therefore describe two distinct evidentiary layers: an earlier aggregate screening record and a later, purposively assembled set of cited publications. The four foundational theoretical sources are a third, explicitly separate layer, used for interpretation rather than counted as recent Indonesian empirical studies. These boundaries are carried into the analysis so that the size of the bibliography is not mistaken for a reproducible sample of eligible studies.

Evidence interpretation

A thematic, design-sensitive reading compared how publications addressed relational communication, counselors' self-appraisal, medium-specific affordances, and ethical safeguards. Evidence from interviews or surveys was used to discuss reported experiences and perceptions; design studies were used to describe feasibility; conceptual papers to identify professional propositions; and outcome-oriented studies only for claims supported by their own samples and methods. Where publications did not observe counselors' internal reflection or clients' reactions to particular responses, no direct behavioral link was inferred. The categories and their limits are made explicit in Table 1, while the proposed dual-loop relationships are mapped to source types in Table 2. This was a qualitative comparison of heterogeneous accounts, not a formal risk-of-bias appraisal, meta-analysis, or independent validation of the proposed framework.

Result (نتائج)

Interpersonal communication: conveying understanding through a digital channel

The literature consistently treats empathic attention, listening, and clarification as relevant to counseling, but it offers different forms of evidence for their digital expression. Sheilla et al. (2023) use a qualitative literature approach to identify ethical risks in text-based counseling, including confusing punctuation, poorly chosen words, and response delays; Pratiwi et al. (2025) discuss the communication skills needed to make online exchanges intelligible and supportive. By contrast, Qomariyah et al. (2024) use a student survey to examine interpersonal communication in school counseling, and studies by Erika and Eriend (2024), Prastyo et al. (2025), and Sari et al. (2022) address relational practices in particular school contexts. These accounts converge on the value of approachability, but their methods do not justify the same conclusion: a recommendation about text etiquette is not an observed improvement in alliance, and perceptions in face-to-face school settings cannot establish an online effect. The useful synthesis

is a practical need to make empathic intentions sufficiently explicit for a client to recognize and, when necessary, question.

One comparison makes the methodological divide particularly clear. Apriliana (2023) reports qualitative interviews with eight students who experienced video-based group counseling; Qomariyah et al. (2024) report a quantitative survey of students' perceptions of counselor communication; Sheilla et al. (2023) draw on the literature to discuss the ethics of text-based exchanges. The first addresses situated group experience, the second perceived communication in a school setting, and the third professional recommendations rather than observed client outcomes. Their findings can inform a shared concern with intelligible, respectful contact, but they cannot be pooled to infer that a particular digital response improves the therapeutic alliance. This comparison also identifies a gap: there is little linked evidence about the counselor's reflective decision and the client's reaction to the resulting message.

Self-disclosure adds a further distinction between an opportunity to speak and an outcome of counseling. A school-based case study describes individual cybercounseling and students' willingness to disclose personal concerns (Hidjayanti et al., 2023), while Saputri et al. (2026) synthesize literature on disclosure in secondary-school online counseling. Neither source alone establishes that online channels produce greater disclosure than comparable in-person services. The client may also respond differently according to the sensitivity of the issue, perceived privacy, and prior relationship with the counselor. A qualitative case study of emotional dependency among online counseling users cautions against treating repeated contact as an uncomplicated sign of benefit (Khotimah & Dewi, 2023). The distinction is especially important for groups: Apriliana's (2023) interviews with eight students in video-based group counseling describe access and technical difficulties, whereas individual school counseling and online group-program studies bring different confidentiality and participation demands (Arizona et al., 2022; Putri et al., 2023). Taken together, the sources invite more precise questions about how, when, and under what safeguards disclosure occurs.

Intrapersonal communication: interpreting and regulating the counselor's response

The intrapersonal component is more difficult to establish because the counselor's deliberation is not normally available to a client or outside observer. It includes noticing a defensive or hurried reaction, identifying the assumption behind it, considering other explanations, and choosing a proportionate response. Indonesian contributions on intrapersonal communication, professional counselor qualities, and attachment-related personal characteristics make reflection a plausible professional concern (Insani & Astuti, 2024; Kustiawan et al., 2022; Nurshabrina et al., 2024; Sugitri & Marjo, 2022). Schön's (1983) concept of reflection-in-action helps describe how such reconsideration could take place during a session, while culturally grounded discussions of empathy warn against projecting the counselor's own values onto clients (Indreswari et al., 2023; Saputro & Nurjannah, 2023). However, the cited studies do not track internal appraisal and subsequent online messages in the same observed counseling episodes. That missing link is central to the research agenda rather than a finding this review can claim.

A short message after a sensitive question illustrates the difficulty. A counselor might initially interpret the brevity as resistance, but the client may have lost connectivity, lacked privacy, or misunderstood the question. A reflective pause could lead the counselor to ask what the message meant before assigning an intention to it. The example is a hypothetical analytic illustration, not an episode observed in the reviewed studies. Writing on counselor character, professional competence, and relationship-building provides normative reasons for this caution, but not evidence that the proposed sequence improves online outcomes (Harlina, 2023; Marjo & Sodiq, 2022). A future observational study would need separate indicators for the counselor's

documented reflection, the wording actually delivered, and the client's account of how it was received.

Digital media shape what can be observed—and what can be misunderstood

Online counseling should not be treated as a single mode of interaction. Text enables reconsideration of written messages but withholds vocal nuance; voice conveys intonation while concealing facial cues; and video provides additional visible behavior while remaining vulnerable to lag, limited camera framing, and uncertain eye contact. Indonesian studies document counseling through WhatsApp, websites, mobile applications, and other mediated formats (Oktaviani et al., 2022; Sangiba et al., 2022; Susilo, 2022; Yusup Budiman et al., 2025). Yet a published application, a favorable feasibility rating, and sustained relational understanding answer different questions. For example, Apriliana (2023) reports interview-based accounts of students' group counseling experience, Arjadi et al. (2023) survey practitioners about online consultation, and Isro'i et al. (2022) and Wardani and Zaenab (2024) discuss the practical conditions of online services. Hanapi and Harjono's (2025) development study and Nugroho and Nurdahlia's (2024) work on web-based service governance instead illuminate the platform and administrative conditions of delivery. Read together, these publications indicate why training must attend to the informational limits of each channel without assuming that one channel is therapeutically superior.

Ethics and contextual safeguards are constitutive of communication

Ethical safeguards are part of communication rather than paperwork that precedes it. Clients need to know who may access records, what privacy can be expected from a shared device, how promptly a counselor can respond, what happens if a connection fails, and what alternative services are available in a crisis. Indonesian ethical analyses emphasize confidentiality, consent, professional boundaries, and the special vulnerability of digital exchanges or online groups (Anindya et al., 2024; Handika & Marjo, 2022; Jannah & Marjo, 2022; Purnamasari et al., 2024; Sari & Marjo, 2022; Syamila & Marjo, 2022). These papers primarily articulate obligations and potential risks; they do not measure the effect of any single safeguard on a client's trust. Institutional discussions similarly point to the need for user preparation, workable infrastructure, and service governance rather than software provision alone (Ardini et al., 2025; Sarasvati & Rukiyati, 2024; Tambunan et al., 2025). A counselor's empathetic message may therefore be undermined by a channel that the client cannot use privately or reliably.

Kinds of evidence represented

The cited work spans distinct levels of inference. Student reports and practitioner surveys describe perceived acceptability or practical difficulties; service-development studies speak most directly to feasibility; ethical publications articulate professional standards; and intervention reports address outcomes only within their own designs. For example, online counseling interventions concerning academic stress or socioemotional concerns (Agriani & Suminar, 2023; Ardi et al., 2022; Oktavianas et al., 2025; Sosialita, 2023) differ markedly from platform and perception studies (Sholihin et al., 2024) and from broad syntheses of cybercounseling (Dewi & Nabilah, 2026). Training and access initiatives further document emerging service arrangements, not the effectiveness of reflective communication as a distinct mechanism (Awalya et al., 2022; Juariah & Abdurrohman, 2026; Karyanti et al., 2022). Table 1 summarizes what these evidence groups can and cannot establish. This separation is important: no reviewed design directly tests whether counselors' intrapersonal reappraisal leads to greater client-rated alliance through a changed digital response.

Table 1. Indonesian evidence clusters and the limits of the claims they support

Evidence cluster	Illustrative sources	Scope of the evidence and what remains untested
Practitioner and student experience	(Apriliana, 2023; Arjadi et al., 2023; Sholihin et al., 2024)	Accounts of acceptability, experience, and access barriers; no comparative estimates of counseling effectiveness.
Service and platform development	(Hanapi & Harjono, 2025; Sangiba et al., 2022; Yusup Budiman et al., 2025)	Platform feasibility and implementation; not direct measures of therapeutic alliance or counselor reflection.
Communication and disclosure	(Hidjayanti et al., 2023; Qomariyah et al., 2024; Sheilla et al., 2023)	Perceived communication or disclosure within particular settings; channel-specific mechanisms remain uncertain.
Ethics and professional conduct	(Anindya et al., 2024; Purnamasari et al., 2024; Syamila & Marjo, 2022)	Normative guidance on confidentiality and professional conduct; impact of safeguards not yet evaluated.
Counseling-focused interventions	(Ardi et al., 2022; Oktavianas et al., 2025; Sosialita, 2023)	Outcomes limited to each intervention and sample; not an evaluation of the proposed dual-loop framework.

Discussion (مناقشة)

A provisional dual-loop explanation of therapeutic communication

The proposed dual-loop framework joins two processes that the reviewed literature usually examines separately. Its intrapersonal loop begins when a counselor encounters an ambiguous cue, notices an emotional or interpretive reaction, checks the assumption behind it, considers context and alternative meanings, and selects a response. Its interpersonal loop consists of what the client can encounter: an empathic acknowledgment, an open question, clarification of goals or tasks, a repair of misunderstanding, and a check that the message was received as intended. Client feedback then provides information for another round of appraisal, although in asynchronous counseling this may happen hours rather than seconds later. Rogers's (1957) concern with communicated empathy, Bordin's (1979) bonds-goals-tasks understanding of alliance, Schön's (1983) reflection-in-action, and Walther's (1996) analysis of mediated interaction help connect these steps conceptually. Indonesian work on text-based communication, counselor qualities, intrapersonal processes, and ethics makes each component pertinent to local counseling services (Anindya et al., 2024; Insani & Astuti, 2024; Kustiawan et al., 2022; Sheilla et al., 2023).

The distinctive proposal is the relationship between these steps, not the claim that empathy, reflection, or alliance are newly discovered. It treats a possible sequence—ambiguous cue, reflective appraisal, outward response, client feedback, and renewed appraisal—as a set of processes that future studies could examine independently and in relation to one another. A counselor may reflect carefully yet fail to communicate clearly; a reassuring sentence may also be based on an inaccurate interpretation. The underlying Indonesian scholarship supports the professional significance of character and relational competence, but not the direction, frequency, or strength of the hypothesized connections (Harlina, 2023; Nurshabrina et al., 2024; Saputro & Nurjannah, 2023; Sugitri & Marjo, 2022). Nor should the sequence be treated as mechanical: some crises require an immediate safety-oriented response, and some clients prefer a pause or a change

of medium. Table 2 specifies the evidentiary basis for each component and identifies the untested connections; the framework remains an interpretive proposition.

Table 2. Evidence-to-inference map for the proposed dual-loop framework (conceptual, not validated)

Component	Evidence informing the proposal	Inference and remaining test
Intrapersonal appraisal	Descriptions of self-awareness, counselor qualities, and culturally grounded empathy (Insani & Astuti, 2024; Kustiawan et al., 2022; Indreswari et al., 2023).	Plausible private reflection; no observation of reflection linked to subsequent digital messages.
Interpersonal enactment	Text-based ethical guidance and school communication experiences (Sheilla et al., 2023; Qomariyah et al., 2024; Apriliana, 2023).	Observable acknowledgment and clarification; effects on client-rated alliance remain untested.
Feedback and repair	Self-disclosure accounts, counselor relationship studies, and reflection theory (Hidjayanti et al., 2023; Harlina, 2023; Schön, 1983).	Client response might prompt renewed appraisal; temporally linked evidence is absent.
Contextual safeguards	Confidentiality analyses and platform governance studies (Anindya et al., 2024; Nugroho & Nurdahlia, 2024).	Privacy, consent, and connectivity condition communication; their moderating roles need investigation.

Modality-sensitive enactment and cultural responsiveness

Channel-sensitive practice requires more precision than a general declaration of 'digital readiness.' In asynchronous text counseling, a trainee might practice writing a brief empathic reflection, using neutral punctuation, agreeing on a reply window, and asking a clarifying question rather than inferring rejection from a delayed response. In voice sessions, the counselor can attend to pauses and tone while explicitly checking interpretations that would otherwise depend on facial expression. In video sessions, acknowledging audio lag, inviting a client to complete an interrupted thought, and discussing privacy of the surrounding space may be more useful than assuming continuous visual contact. These are proposed teaching applications of communication and ethical principles, not evaluated intervention packages. Indonesian school and online-service publications underline why chosen channels should reflect the client's device access, age, privacy, and setting (Arizona et al., 2022; Malelak, 2022; Oktaviani et al., 2022; Susilo, 2022; Tambunan et al., 2025). The supervisory question is whether counselors can adapt the same relational purpose without treating text, voice, and video as interchangeable.

Indonesian counseling settings introduce more than a question of bandwidth. School counselors may hold institutional authority while students depend on family-owned devices, have limited private space, or differ in their willingness to question an adult directly. A short answer could reflect politeness, discomfort, language preference, or a genuine wish to stop—not necessarily poor engagement. Studies of school-based interpersonal communication and culturally situated empathy highlight the importance of hearing clients' own explanations (Indreswari et al., 2023; Qomariyah et al., 2024; Sari et al., 2022). Such features make Indonesian cases analytically useful for understanding context-sensitive relational repair, but the studies cover particular schools and populations, not a representative national sample. Future comparisons should document school level, access conditions, preferred language, counseling modality, and clients' accounts of respectful communication before assuming that a response pattern travels across settings.

Operational implications for training and supervision

The framework suggests a modest training and supervision sequence rather than a fully specified treatment. Before a role-play, trainees identify personal triggers, potential cultural

assumptions, device privacy, consent needs, and a suitable communication channel. During text, voice, and video simulations, they practice reflecting the client's concern, checking uncertain cues, negotiating goals, and repairing an exchange after an ambiguous reply or technical interruption. Afterward, a brief reflection record can distinguish the initial interpretation, alternative explanations considered, the response actually given, and the client's observed or simulated feedback. Supervisors can use these records to discuss how intrapersonal judgment becomes outward behavior, while separately assessing ethical compliance. The exercises draw on professional-competence, online-skills, group-confidentiality, and governance literature (Marjo & Sodiq, 2022; Nugroho & Nurdahlia, 2024; Pratiwi et al., 2025; Syamila & Marjo, 2022); their effect on client outcomes remains untested. Table 3 translates the sequence into observable, provisional supervision indicators.

Table 3. Proposed training and supervision indicators across counseling phases (not validated)

Phase	Counselor action	Indicative evidence for supervision
Before session	Assess channel suitability, consent, privacy, response expectations, crisis options, and potential interpretive biases.	Brief reflective note; consent and channel-choice record; clear communication agreement.
During session	Use empathic reflection, test uncertain cues, negotiate goals, and repair disruptions in text, voice, or video.	Observed clarification or repair; respectful wording; documented client or simulated-client feedback.
After session	Review assumptions and channel problems; seek supervision and agree on follow-up or referral.	Structured reflection record; ethical audit; client-reported alliance and appropriate follow-up plan.

Assessment should distinguish four questions: was the service technically available; was the message understood as respectful and responsive; did clients experience a workable alliance; and did their presenting concerns improve? A communication coding exercise could record whether the counselor checked an inference, summarized the client's concern, or repaired a misunderstanding. Private reflective notes and the client's own feedback would need to be collected separately, with informed consent and strong safeguards for sensitive records. Alliance ratings, perceived safety, and changes in distress or school functioning are different outcomes requiring appropriate measures and comparison designs. Studies of web development and online-service perceptions cannot replace these tests (Hanapi & Harjono, 2025; Sholihin et al., 2024; Sosialita, 2023; Wardani & Zaenab, 2024). Supervision should therefore reward reasoned clarification and ethical decision-making, not message volume, rapid replies, or platform satisfaction alone.

Limitations and a testable research agenda

Several limits should shape the interpretation. The 50-reference update is relevant to Indonesian publication contexts but is not a census of Indonesian online counseling research; older theoretical contributions and international evidence are not covered by that topical corpus. The earlier Google Scholar screening survives only as aggregate counts (30 identified, 11 reportedly retained), and the identities and decisions cannot be audited in full. The later literature update lacks recorded search dates, complete index names and queries, exhaustive exclusions, and a reproducible item-level selection file. Studies vary by age group, purpose, medium, design, and outcome, precluding numerical pooling or comparison of platform effectiveness. Finally, most publications discuss counselor qualities, ethics, or access without paired measures of counselors' reflective appraisal and clients' responses to particular communications. The proposed dual-loop relationship must therefore remain a theoretical interpretation rather than a

finding about causation or counseling efficacy (Dewi & Nabilah, 2026; Prabawa & Antika, 2023; Saputri et al., 2026; Sari & Marjo, 2022).

A staged research program could test whether the proposed processes are recognizable and useful. First, interviews with Indonesian counselors and clients should examine what clarification, empathic response, silence, and relational repair mean in text, voice, and video settings. Next, expert assessment and pilot coding of consented, de-identified interactions could evaluate the clarity of proposed indicators, while confidential reflective records document the internal appraisal that conversation transcripts cannot reveal. Subsequent observational work could test associations between reflective practices, observable communication, client-rated alliance, and disclosure while accounting for modality, access, and presenting concerns. Only then would a feasible training comparison—with ethical safeguards and independently assessed client outcomes—be warranted. This agenda is consistent with continuing Indonesian investment in professional training and digital service arrangements but avoids equating their expansion with demonstrated therapeutic benefit (Ardini et al., 2025; Awalya et al., 2022; Juariah & Abdurrohman, 2026; Sarasvati & Rukiyati, 2024).

Conclusion (خاتمة)

Online counseling changes the conditions under which counselors and clients interpret one another, particularly when text, voice, or video makes certain cues unavailable or ambiguous. The selected Indonesian literature establishes the relevance of empathetic wording, clarification, confidentiality, counselor preparedness, and reliable service arrangements, but does not show how these factors combine to improve therapeutic outcomes. This review offers a conceptual dual-loop framework that links a counselor's internal appraisal of reactions and assumptions with observable communication and subsequent client feedback. Its contribution is to identify plausible points of connection and possible indicators for professional learning, not to report a tested mechanism. In practice, supervised simulations can help trainees examine an interpretation before responding, adapt their communication to each channel, and explain digital boundaries in terms clients understand. The framework requires further specification through client accounts, documented observations, and transparent literature selection before its effectiveness or generalizability can be established.

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