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IMPLEMENTATION OF MULTICULTURAL APPROACH IN COUNSELING: HARMONIZING THE NEEDS OF COUNSELEES WITH CULTURAL DIVERSITY

Bunga Febrian Octafia¹, Defina Palupi Kurniasari², Nafila Adinda Rini³, Nur Amanah Billa⁴

¹Universitas Negeri Surabaya, Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, kota Surabaya, Jawa Timur, Indonesia, bunga.22020@mhs.unesa.ac.id

²Universitas Negeri Surabaya, Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, kota Surabaya, Jawa Timur, Indonesia, defina.22039@mhs.unesa.ac.id

³Universitas Negeri Surabaya, Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, kota Surabaya, Jawa Timur, Indonesia, nafila.22003@mhs.unesa.ac.id

⁴Universitas Negeri Surabaya, Jl. Lidah Wetan, Lidah Wetan, Kec. Lakarsantri, kota Surabaya, Jawa Timur, Indonesia, nur.22025@mhs.unesa.ac.id

ABSTRACT

Multicultural approaches in counseling have become a major focus in dealing with the complex and diverse dynamics of different cultures. This article outlines the essence and relevance of the importance of this approach in the context of effective counseling practice. To answer various social problems that occur in society related to diversity issues. This article uses the Systematic Literature Review (SLR) method with the PRISMA (Preferred Reporting Items For Systematic Review And Meta-Analysis) model to comprehensively explore the multicultural counseling competency standards and the urgency of multicultural counseling. Through in-depth evaluation and increased understanding of the needs of counselees from different cultural backgrounds, counselors can strengthen the counseling bond and enhance positive outcomes for counselees. Thus, this article highlights the urgency and importance of integrating multicultural approaches for multicultural counselors in counseling practice to ensure that each individual receives appropriate and valued assistance according to their unique cultural context based on counselor multicultural standards.

Keywords: Multicultural Approach, Counselor Multicultural, Harmonizing Needs, Cultural Diversity

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INTRODUCTION

Cultural diversity is fundamental and undeniable. Indonesia, for example, based on the 2020 population census data, revealed that the total population of Indonesia is 270,203,917. This relatively small population is composed of various differences in ethnic backgrounds, religions, and many others which are hereinafter referred to as diversity. The differences in Indonesia's diverse geographical locations from Sabang to Merauke also have an impact on the formation of the character or nature of an individual. The existence of various diverse community groups is actually a society that has the potential for conflict (Widiastuti, 2013).

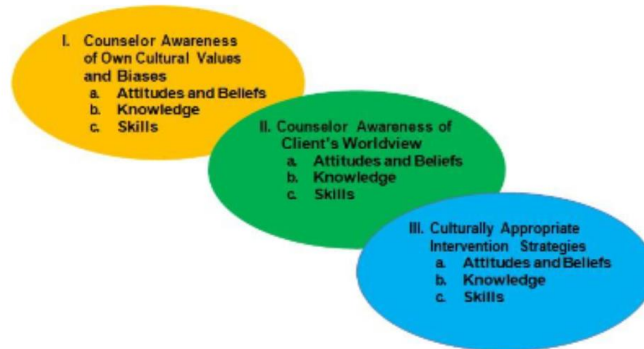
The development of technology in the increasingly sophisticated globalization has succeeded in placing society with a variety of increasingly complex challenges, including intercultural interactions that are increasingly frequent. The rapid spread of information and technological developments play an active role in every interaction. So it becomes a necessity if the interaction process becomes easier and will be more frequent. For example, the use of social media has become a big trend today. The peak was during the Covid-19 pandemic, where various interactions were carried out through online media. According to We Are Social Hootsuite Research, in January 2019 social media users in Indonesia reached 150 million or 56% of the total population of Indonesia (Databoks: 2019, in Harahap: 2020). This phenomenon turns out to be an early peak in the massive use and significant development of social media. As in the latest We Are Social Hootsuite research, revealed that as of January 2024 the number of Indonesian social media users was 139 million or equivalent to 49.9% of the total national population. In detail, the most frequently and widely used social media applications are WhatsApp, Instagram, Facebook and TikTok. (Databoks: 2024)

From the various processes of interaction, which if not balanced with a comprehensive understanding of diversity, will certainly have the potential to become a conflict as well. As in (Rosyidah, et al: 2023) Every thing where we interact every day, there must be an influence on a person, both in his behavior (culture, ethics, morals), creativity, even for the individual character itself. The negative side of social media is that it is one of the tools for spreading hoax news which often causes unrest, hatred, and anger in the community (Saputra, et al. 2023). The five main areas of social conflict in social networking communities are misunderstanding, moderation, cyberbullying, news issues, racism, and egoism in social communities (Thabrani et al. 2024). For example, today inter-ethnic conflicts occur mainly between indigenous and non-indigenous tribes. Conflicts that raise Chinese and Arab ethnicities often occur in debates on social media (Sipuan, et al. 2022).

Based on the study of the various phenomena above, a solution is needed to bridge the various diversities or answers to the needs of harmonizing the lives of counselees through a multicultural approach for counselors. In this case, counselors or mental health activists have an important role to be able to spread or implement Multicultural Counseling. The emergence of multicultural approaches is part of the development of counseling approaches that are relevant to current situations and conditions, especially when applied in Indonesia. Lago (2006) in Rangka (2016) has reminded that one of the biggest challenges in counseling is that counselors are required to have the willingness and ability to explore their own cultural and racial origins. Lee (2008) in Haryanti, et all (2023) argues that counselors are required to have more

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competencies related to multicultural and diversity issues. Diversity in the context of contemporary society is not only reflected in the racial / ethnic dimension, but in all aspects of culture such as socio-economic status, religion / spirituality, sexual orientation and ability status.



Gambar 1:
Domain dan Area MCC

The multicultural approach in counseling emphasizes recognition of cultural differences, values, and beliefs, as well as efforts to understand and respect this diversity in the counseling process. Roysicar (2003) in Haryanti, et al (2023) formulates multicultural counseling competencies that emphasize the counselor's awareness of attitudes and views of his own world will make the counselor sensitive, both to himself and the counselee, especially to the attitudes and views of the counselee's world. According to Sue (in gladding: 2012, in haryanti (2023) explains there are four guidelines for counselors so that cross-cultural counseling can run effectively, 1.) Counselors recognize the values and beliefs they hold in relation to desirable and acceptable human behavior. This knowledge and understanding is then integrated into appropriate behavior and feelings. 2.) Counselors are aware of the culturally specific qualities and traditions of general counseling theory. 3.) The counselor understands the socio-political environment that has affected the lives of minority group members. 4.) The counselor is able to share the perspective of the counselee and not question his/her validity. According to McCoy, to develop oneself as a counselor in multicultural counseling, awareness, knowledge, and skills are needed (Annajih et al: 2017, in 2018).

Thus, if it is formulated, diversity in all aspects / fields in the social community order which is then coupled with the reality of progress and development of information technology in the current globalization must be supported by multicultural understanding, especially in the field of counseling through multicultural counseling. In the multicultural counseling process, the counselor and the counselee will each make their own culture as an initial investment for problem solving. Furthermore, the counselor and the counselee will raise the investment through the acquisition of experience in the counseling process (Lestari: 2012, in Hidayat: 2018). A multicultural counselor must meet the standards of a multicultural counselor to be able to conduct effective multicultural counseling. The understanding and development of this multicultural counseling approach is seen as an answer to the need for harmonization in diversity.

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METHOD

The method used in this study uses Systematic Literature Review (SLR) with the PRISMA (Preferred Reporting Items For Systematic Review And Meta-Analysis) model which is carried out systematically. Research using the PRISMA (Preferred Reporting Items for Systematic Review) method with several steps in research, namely identification, screening, eligibility and including (Sastypratiwi & Nyoto, 2020). The Systematic Literature Review method is a review to summarize previous studies, test hypotheses, and expand theories and evaluate existing research using the stages of evaluation, review, categorisation, structured, classification and review based on the evidence that has been obtained.

The Prisma model (Systematic Review and Meta-Analysis Protocol) was used in the study as a tool and guide for conducting systematic review assessments. The application of the Prisma method is a highly structured and systematic approach to collecting, reviewing and synthesizing evidence from the relevant literature in a particular field of research or topic. This method helps researchers to systematically identify, evaluate and collate evidence, enabling them to present their findings in an objective and transparent manner.

The data in this article was collected using database analysis from Google Scholar using the keywords "Multicultural Approach", "Harmonisation of Needs", "Cultural Diversity", "Multicultural Counseling". Literature studies obtained from this study totalled 221, 7 literature studies were selected from the research problem and have been selected according to the needs of the researcher. Each literature study consists of relevant journals. Literature studies were obtained from Google Scholar as many as 7 literature studies from 2014-2024.

Based on the keywords used, the author obtained 221 articles that could be analyzed. In the process of selecting articles, several inclusion and exclusion criteria are needed to fulfill the research objectives to be achieved, the following are the inclusion and exclusion criteria for systematic literature review:

Table 1. Exclusion and Inclusion Criteria

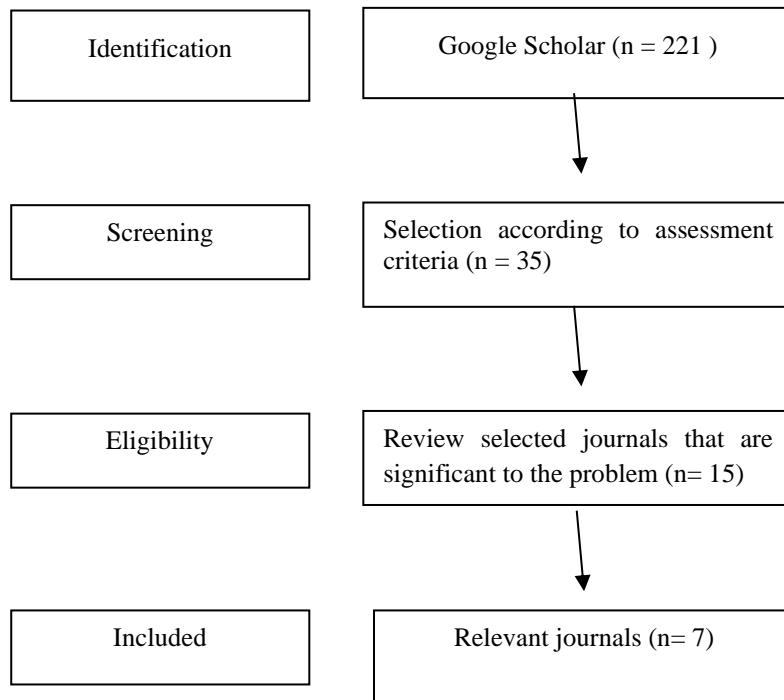
Exclusion Criteria	<ol style="list-style-type: none">1. Article not fully accessible and paid for2. Incomplete abstract3. Not a form of multicultural counseling4. Study subjects were not counselors
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Inclusion Criteria	<ol style="list-style-type: none">1. Articles are published with a period of 5 years 2020 - 20242. Topics include multicultural counseling3. Research subjects are counselors4. Articles are in the form of proceedings or journal articles of research results
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This systematic literature review data analysis uses the prism model (Protocol Review Systematic and Meta-Analysis), which is as follows:

Figure 1. Flow Diagram



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RESULT AND DISCUSSION

Table 2. Article Results

Title	Author/Year	Method	Research Result
Studi Literatur: kompetensi multikultural guru BK dalam mendukung keberhasilan layanan konseling multikultural	(Rifani et al., 2022)	Survey research	The importance of multicultural competence for counseling teachers in counseling, with a focus on overcoming cultural differences between teachers and counselees. BK teachers need to have multicultural skills to provide effective counseling services in accordance with planned goals, recognize socio-cultural diversity, and have awareness of assumptions, values, and biases, understand the life views of culturally different counselees, and develop appropriate intervention strategies.
Integrasi Kompetensi Multikultural dan Keadilan Sosial dalam Layanan Konseling	(Bastomi, 2020)	Library research	In counseling practice, counselors must be able to align the multicultural and social justice issues that clients bring to the therapeutic process. Counselors should also have the ability to balance individual counseling with social justice assistance, which is important to avoid burnout and develop clear boundaries in determining the type of intervention required.
Kode etik dan penyimpangan budaya dalam konseling: studi literatur	(Naraswari et al., 2023)	Literature review	Multicultural counseling requires a deep understanding of culture, both in terms of counselors and counselees. The multicultural counseling code of ethics becomes a benchmark during the counseling process, and the counselor's understanding and mastery of these ethical considerations will affect the effectiveness of the counseling services provided. Cultural deviations such as stereotypes, prejudice, and racism also need to

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			be avoided by counselors in cross-cultural counseling.
Kompetensi Konselor pada Konseling Multikultural	(Randi, 2024)	Literature review	Historical research and relevant extensions in counselor training, including interdisciplinary concepts related to multicultural counseling competencies, as well as implications for preparing future counseling scholars, emphasizing counselor skill development through clinical experiences and research in and out of the classroom.
Sikap Multikulturalisme Konselor Sekolah	(Endang Rifani et al., 2022)	Survey cross sectional	The importance of multicultural competence in enhancing ethical and professional counseling behavior in diverse cultures. The proactive role of school counselors in embracing cultural differences and collaborating with other stakeholders to facilitate the distribution of multicultural competencies among school counselors is emphasized, with an emphasis on the gender and educational level of counselors and the prevalence of competencies in this context.
Korelasi Antara Kompetensi Profesional dan Multikultural Konselor Sekolah	(Haryadi & Sanjaya, 2019)	Employed a non-experimental correlational approach, using a sample of 162 school counselors in Banjarmasin.	There is a positive relationship between professional and multicultural competence. There is a correlation between specific aspects of professional and multicultural competence, which suggests that efforts to improve multicultural competence may impact professional competence, and vice versa.
Etika dan Kompetensi Konselor Sebagai Profesional (Suatu Pendekatan Literatur Sistematis)	(Marjo & Sodiq, 2022)	systematic literature review	The ethics and professional responsibilities that counselors must uphold in their interactions with clients emphasize the need for a strong determination to help others and a positive nature when dealing with diverse values,

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			religious teachings, cultures, and backgrounds. The basic components of counselor competencies include pedagogical, personality, professional, and social competencies, as outlined in government regulations.
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Based on the results of the literature search review of the 7 articles above, it is found that they are consistent with the topic the author chose. The results of all articles show that there is a significant influence of counselor competence on counseling outcomes in the multicultural realm, this is reinforced by the discussion in the article that counselors in achieving their professionalism must meet several competencies, where professional counselors will pay attention to their performance to always prioritize the welfare of counselees and public trust. The value system that the counselor believes in is a determinant in ethical behavior. Hunainah (2016: Naraswari, et al, 2023) suggests ethical principles based on social values in the counseling profession including (1) responsibility, namely counselors have a responsibility to perform the best professional service standards, (2) competence, namely counselors need to maintain the best professional competency standards, (3) moral and legal standards, namely counselors' efforts to maintain service quality, (4) confidentiality, namely protecting counselor information from unauthorized parties, and (5) counselor welfare. To achieve a professional counselor, in addition to following the above principles, the counselor must follow experiential training in terms of clinical experience and research activities inside and outside the classroom, which are useful in expanding the counselor's research understanding of multicultural and social justice concepts (Randi, 2023). Additional qualities of an effective counselor in reviewing competencies include:

1. Intellectual competence: the desire and ability to learn while thinking quickly and creatively.
2. Energy: the ability to be active and stay active in counseling sessions despite the large queue of counselees.
3. Flexibility: the ability to adapt to what the counselee is doing in order to meet the counselor's needs
4. Support: the ability to encourage the counselee to make decisions while helping to raise their expectations.
5. Goodwill: the desire to help the counselee constructively, with an ethic of increasing their independence.
6. Self-awareness: knowing oneself, including behaviors, values, and feelings and the ability to recognize how and what factors influence each other (Candra, 2020).

Meanwhile, multicultural counselor competencies according to Lewis, Daniels, & D'Andrea (2011: Sari, 2023) are structured based on three areas, namely: (1) the counselor's belief in his own cultural values and biases, (2) the counselor has an awareness of the counselee's worldview, and, (3) culturally appropriate counseling strategies. To measure counselor competence, it can be done by calculating based

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on the professional competence scale, which is compiled based on 7 indicators stated in Permendiknas no. 27 of 2008 which includes competence in: (1) Mastering the concept of assessment praxis; (2) Mastering the theoretical framework and praxis of guidance and counseling; (3) Designing guidance and counseling programs; (4) Implementing comprehensive counseling programs; (5) Assessing the process and results of guidance and counseling activities; (6) Having awareness and commitment to professional ethics; and (7) Mastering the concepts and praxis of research in guidance and counseling (Haryadi, 2020).

On implementation in schools, based on Rufani, et al (2022), multicultural competence must begin with the self-awareness of counseling teachers. Ethically, counseling teachers must consider multiculturalism and social justice in providing counseling services with counselees. The application of multiculturalism attitudes will make the counselee feel accepted and not differentiated both culturally and socially so that the counseling process will focus on solving the counselee's problems and developing the potential strengths of the counselee himself. With an understanding of multiculturalism, counseling teachers can easily adjust to the counselee to facilitate the counseling process. Misunderstandings of attitudes, customs, values, culture, and cultural bias attitudes will be minimized by the counseling teacher's knowledge of multiculturalism counseling attitudes. Because basically the purpose of providing multicultural education to students is to help individuals overcome problems, help individuals develop good situations, help individuals prevent problems, help individuals understand how to live in society and have a multicultural personality. In providing multicultural education, there are three forms of implementation that can be done by counselors (1) counselors form an ethical understanding of educational institutions (educational institution credo); (2) Develop an ethics program that designs multiple activities to facilitate leaders and subordinates involved in educational institutions; (3) build a separate educational institution code of ethics such as the teacher code of ethics, principal code of ethics and counselor code of ethics (Bunu, 2016; Wijayanti, et al. 2024).

CONCLUSION

Diversity in Indonesia, which is seen as a potential wealth, must also be balanced with an understanding of the potential for division if the right solution is not found to bridge or harmonize it. Various SARA conflicts that involve many teenagers or young people must also be seen as conflicts that must be addressed in an appropriate manner. In addition, the rapid spread of information and technological developments contribute to or influence social dynamics, both in real and virtual terms. Multicultural counseling is here to bridge the diversity in the counseling process. Thus, it is expected that problems related to diversity can be addressed properly. For this reason, an adequate understanding and affirmation of the multicultural counselor standards is needed. Multicultural counselor standards are expected to be able to answer the needs in the implementation of multicultural counseling as well as the need for harmonization of life in diversity. Therefore, this article aims to answer these needs by instilling and socializing multicultural counseling standards and values.

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