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LITERATURE STUDY ON MULTICULTURAL APPROACHES IN
COUNSELING IN SCHOOLS

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ABSTRACT

This article discusses a literature review on the multicultural approach to guidance and counseling that has been carried out in schools. The background of this article is based on the diversity of cultures, religions, ethnicities, and values owned by students, so that as a counselor is required to have sensitivity and multicultural abilities in the practice of guidance and counseling. The method used in writing this article is a literature study by collecting, studying, and analyzing various literature sources in the form of journals, books, or the results of relevant previous research. The results of the study show that it is important to have the ability and understanding of a counselor in multicultural counseling so that the services provided are in accordance with the culture of each individual so that the guidance and counseling process runs effectively. Counselors need to have sensitivity to differences in culture, religion, language, gender, ethnicity, customs, race, ethnicity, and social status. The counselor must provide justice or act fairly without distinction or favoritism in assisting and providing services. In addition, counselors need to be principled and ethical from multicultural counselors. Therefore, the application of multicultural counseling services is very important to be understood by a counselor in order to provide effective counseling services and in accordance with the integrity and culture of the counselor.

Keywords: multicultural counseling, multicultural competence, counselor ethics, school counseling

INTRODUCTION

Indonesia is a country that has a diversity of ethnicities, cultures, languages, and customs from all over the archipelago. Cultural diversity in society must be respected and preserved to preserve its wealth. Multiculturalism (cultural diversity) that comes from each individual born from an interaction, and different or similar perspectives, it forms the cultural attitude of individuals and groups which then develops into a habit of society in certain areas, therefore the cultural diversity brought by individuals includes aspects of beliefs, backgrounds and ethnic differences (Syahputra, M. R. A., Efendi, M. Y., & Habsy, B. A. 2024). With this situation, as a counselor, it is required to provide services and counseling assistance that can understand the culture brought by the counselor. In a multicultural society, the differences that occur are a natural thing to happen, especially in Indonesia which has its cultural wealth. Diversity of culture, ethnicity, gender, background, characteristics, race, age, physical condition, language, religion, beliefs, abilities, is a natural diversity that occurs in people's lives (Ulya, M. et al., 2024).

The condition of Indonesia's culture with its cultural diversity is undeniable, both from differences in religion, background to ethnicity. This emphasizes the importance of implementing multicultural attitudes in various fields, including in guidance and counseling services. Counselors are professionals in guidance and counseling who play a role in planning the needs of students and have responsibilities in carrying out their duties in educational units, namely schools. Counselors need to understand their duties and obligations appropriately, by studying and understanding various competencies, one of which is multicultural competence, namely understanding cultural diversity and cultural insight that will later be brought by each individual (Wijayanit, L. I., Bauki, A., & Eliasa, E. I. 2024). Multicultural counseling is a process of relationship between counselors and counselors who have different backgrounds by providing comprehensive or equal assistance and guidance regardless of the counseling background (Lesmana et al., 2019).

The cultural diversity brought by each individual can give rise to social phenomena that occur in society, especially in schools. The multiculturalism brought can be from the culture, religion, race, ethnicity, language, to social status. There are several phenomena that occur experienced by students at school as reported in the *kompasiana* news year (2022) there are students who are discriminated against at school and the occurrence of intolerance about religion, where there are individuals who bully other individuals because they do not wear hijab which eventually causes the bullied student to move to another city because they feel uncomfortable. There is also a case regarding the impact of social status differences in economic terms in a study conducted by Rahmah & Anggraeni (2023) entitled "The Impact of Socio-Economic Differences on Multicultural Learning Experiences in Elementary Schools: A Case Study of One Elementary School in Malang City" explaining that students with lower socioeconomic classes tend to have less sense of self-worth, feeling uncomfortable, and when feeling in class discussions, they lack confidence because they feel inferior or uncomfortable. While students with higher socioeconomic classes have greater learning opportunities and have opportunities to learn more outside of school, this creates a gap in academic achievement due to differences in different socioeconomic backgrounds (Rahmah & Anggraeni, 2023).

In addition, there are cases that occur in Islamic boarding schools, namely bullying whose causative factor is the difference in cultural background of students (students). The news was reported by

NU online Central Java (2024) with the title "Three Factors of Bullying in Islamic Boarding Schools and Solutions to Overcome Them", also explaining that the difference in the region of origin of each student makes it difficult for students to adjust, one of which is the difference in tone of speech that is loud and rude, thus triggering bullying or bullying. Furthermore, there is also a phenomenon of discrimination experienced by students due to religious differences. Febomena which occurred at SMAN 2 Depok City who was accused of discriminating against students with Christian spirituality (Tempo, 2022). Some cases that are commonly encountered as explained need guidance and handling related to the problem or case. In this case, one of the roles of education is to be able to teach the importance of awareness and mutual respect for existing cultural differences. This is one of the duties of counselors/teachers: Guidance and counseling provide services both in the form of guidance to prevent the occurrence of phenomena or cases and provide counseling services to help handle problems or cases that occur.

In guidance and counseling, there are three main things, namely BK teachers or counselors, counseling, and interaction between the two. These interactions include services with individual and group approaches, including guidance services. Multicultural insights have an important role to play in supporting the effectiveness of counseling services for the various backgrounds that counselors have. This understanding can help counselors in identifying the identity of counseling which is then used as a basis for determining the right intervention strategy (Setiawan, I. 2022). In a multicultural context, this can be a form of professional action in understanding and appreciating the diversity of students or counselors at school (Setiawan, I. 2022). Setiawan 2022 in the National Procedure seminar explained that there are facts in the field that explain that the application of multicultural counselor competencies is not an easy thing, there are obstacles encountered in its implementation, as according to (Haryati et al., 2019) explaining that the obstacles that arise include the lack of participation and social support in schools in the success of the BK program, low sensitivity and attention to cultural differences between students and BK teachers, and the limitations of inadequate counseling spaces to support culture-based services.

The problems experienced by each individual can come from various reasons, one of which is cultural background. (Candra, D. A., & Hidajat, S. T. 2020) In the proceedings of the BK national seminar, the culture of a community group consisting of values, attitudes, views, habits, customs, and traditions can affect the formation of individual behavior patterns both in acting, thinking, and expressing their emotions. However, patterns of behavior are not always similar and are not necessarily accepted by other groups that have different cultures. The existence of cultural differences in behavior patterns between different individuals has the potential to cause conflicts and various problems, including problems in communication, interaction, and so on, where differences in cultural backgrounds are often an obstacle in the guidance and counseling process.

Based on several previous studies, it can be drawn a common thread that BK teachers' understanding of the importance of multicultural counseling is one of the main competencies that counselors need to have to deal with problems arising from the cultural diversity of counseling. This is a concern as well as a challenge for counselors. The purpose of having multicultural competence in guidance and counseling services is so that counselors can provide strategies and assistance that are in accordance with the conditions of counseling without taking into account the background of counseling so that effective

services are achieved, appropriate and achieve the welfare of counselors. Therefore, counselors are required to master and understand knowledge related to counseling techniques from socio-cultural aspects and have an open and tolerant attitude to the differences that counselors have and are skilled in adjusting counseling techniques so that they can be applied effectively to various different cultural settings. This research was conducted to find out what the role of multicultural counseling has been carried out by counselors in schools and how it is applied. In addition, this research is carried out with the hope that it can help increase the understanding of both counselors and other parties, about culture and the application of multicultural counseling what can be applied.

METHOD

The writing of this article uses a literature review or literature study. The technique used has the aim of exploring topics that discuss multicultural approaches in counseling in schools. According to Creswell, Jhon. W. (2014; 40) literature study is a written summary of journal articles, books, and other documents that contain theories and information, both historical and current, with the aim of compiling literature into the topics and documents needed (Syahputra et al, 2024). Literature studies are able to provide a broader and deeper understanding of the topic being studied. The data analysis applied is in the form of descriptive qualitative, which aims to study and understand the literature read related to concepts, relationships, and advantages and weaknesses of theories. In addition to data, research with literature studies also has parts that need to be completed such as problem formulation, theoretical foundations, data analysis, and conclusion drawn. This research is also the same as other types of research, but the main difference lies in the way of collecting sources or data, namely by searching literature or data, by reading, processing from various references (Melfianora, M.Si.).

RESULT AND DISCUSSION

Definition and Concept of Multicultural Education

Multiculturalism is a cultural diversity owned by individuals spread throughout the country. Multiculturalism is a point of view that recognizes the existence of cultural differences between groups of individuals, while at the same time trying to minimize differences in the sound of groups, this view as a form of cultural diversity that has been formed by society, which ultimately gives birth to a community or group with its own uniqueness and richness in individual life (Kartikasari, W. A., & Neviyarni, N. 2022).

Multicultural education emerged as an education reform movement in America in the 1960s which initially departed from the separation based on social class, ethnicity, religion and race, then developed into an effort to provide equal opportunities for every individual who receives education (Nurcahyono, 2018). James Bank, a pioneer of multicultural education, argues that multicultural education consists of a *set of beliefs* and an understanding that appreciates and recognizes the importance of the value of cultural, ethnic and lifestyle diversity, social experiences, self-identity, as well as educational opportunities at the individual, group, and national levels, in the sense that multicultural education provides equal rights for all people of various cultures. different races, ethnicities have the opportunity to pursue education or academic achievements (Wijayanti, L. I., Basuki, A., & Eliasa, E. I., 2024).

According to Banks 2007, multicultural education is the result of social policies based on the principles of cultural preservation and mutual respect in a society that has diverse cultures (Wijayanti, L. I., Basuki, A., & Eliasa, E. I., 2024). Furthermore, multicultural education can be understood through three aspects, namely, 1) as an idea or concept which means that every individual is obliged to receive multicultural education or as a whole without distinguishing gender, ethnicity, social status, religion, race and other differences including their cultural characteristics. 2) Multicultural education as a reform and reform *movement* is designed to create changes in institutions or schools so that all students get the same education regardless of social class and cultural differences. 3) *On going proses* (a sustainable process) means that multicultural education is a process that must be applied in all aspects in the educational unit which aims to achieve the best potential as a human being, although it is not necessarily perfect results but still needs to be worked on (Indrapangastuti, 2014).

Application of Multicultural Counseling

Multicultural counseling is an approach that is evolving as an innovation in counseling service practice. Multicultural counseling includes three main aspects including; 1) it is important to recognize the uniqueness of individuals, 2) understand that counselors also bring values from their cultural background into the counseling process, 3) counselors who come from racial, ethnic minorities have cultural values that influence their communication style. This concept suggests that the effectiveness of multicultural counseling can be determined by the extent to which counselors appreciate the culture possessed by counselors (Syahputra, M. R. A., Efendi, M. Y., & Habsy, S. A. 2024). Greets and anthropologists argue that cultural understanding can be achieved by trying to understand the life that takes place within the culture itself, as explained by Jhon McLeod (Handayani. 2024).

Research conducted by Miftahul Rahmah et al (2024) explains several roles of multicultural counseling in schools, namely, Multicultural counseling is an approach that recognizes and respects cultural differences present in the counseling process. This includes understanding the influence of cultural background on individual behavior, values, and mindset. Multicultural counseling also teaches students the importance of awareness of their respective cultural identities and how these identities relate to the identity or culture of others. This opens up opportunities for individuals to cultivate an attitude of empathy, which is an important aspect of life in intercultural communication. In addition, multicultural counseling also opens facilities through open discussions about cultural issues in the classroom, creating a safe atmosphere to share experiences. Thus, students can learn from each other and reduce the potential for misunderstandings. Multicultural counseling can also help learners develop effective communication skills by learning how to respect, appreciate, and express opinions without putting down or belittling other individuals.

The implementation of multicultural counseling in schools was also discussed in the proceedings of the national seminar by Setiawan Imam (2022), in essence, multicultural guidance and counseling is a relationship that involves the role between counselors and counselors. According to Ramadhoni and Bulantika (2020), in multicultural counseling, diversity of cultural and ethnic backgrounds requires counselors to have skills in establishing harmonious relationships during the service process. Counselors also need to respect the individual's self, their dignity and maintain integrity as the main aspect in the

implementation of multicultural guidance and counseling services in schools. In addition, multicultural counseling must be carried out based on the spirit of *bhineka tunggal ika*. Counselors also need to give attention and consideration, whether it is related to ethical values, beliefs, language, social life, and the level of cultural acculturation, so that counselors can provide assistance or services effectively without any obstacles from existing differences and are able to apply counseling techniques that are in harmony with the obstacles and cultural background brought by the counselor.

There are also abilities and skills that need to be possessed by multicultural counselors as described in the article by Syahputra et al (2024), namely:

1. Counselors have awareness of their culture and the potential for bias from that culture. Counselors are required to understand how their cultural background can shape their attitudes and values based on the following indicators: a) counselors have behavior and beliefs, b) counselors need to have sensitivity to heritage and cultural values, because this is an important aspect in the guidance and counseling process.
2. The counselor needs to understand and be aware of the counselor's perspective on life that may differ from his, including understanding the counselor's perspective that may differ from his, including the cultural background of the counselor and its influence on the values adhered to.
3. Counselors are also required to design and implement strategies and interventions that are in harmony with the cultural context. In addition, counselors need to have an attitude of respecting diversity and utilizing appropriate communication skills to minimize prejudice and discrimination.

Multicultural counseling is a process of attraction that occurs between counselors and counselors with different cultural backgrounds so that there is a need for mutual understanding between counselors and counselors, especially for counselors in order to provide effective and ideal interventions or services in accordance with the cultural views of the counselor.

In the implementation of multicultural counseling, counselors need to have cultural-based counseling competencies. Described in a study conducted by kartikasari et al, (2022), competencies in the multicultural counseling process adapted from the Association for Multicultural Counseling and Development (AMCD) according to muslihati (2013) are as follows: 1) counselors need to have an understanding of cultural values and potential biases that exist in them, 2) counselors' understanding of the counselor's perspective, 3) cultural value-based intervention designs. In addition, it is explained that the counselor's efforts in overcoming problems regarding multiculturalism in guidance and counseling, namely, counseling guidance services should focus on the problems experienced by the counselor, without being trapped in other problems outside of his complaint. In a multicultural context, guidance and counseling are efforts made by counselors to guide, guide, help, direct, and provide understanding and descriptions according to the cultural background of diverse counselors.

The competence of counselors in multicultural counseling practice is expected to facilitate information services that are in harmony with the culture and conditions of the surrounding environment. The educational party is directed to maintain and develop cultural values and customs based on the spirit of Bhineka Tunggal Ika. In the proceedings of the seminar conducted by Candra et al. (2020) Tohirin (2017) in Saputra (2016), the implementation of the role of counselors in schools needs to be based on the

fulfillment of certain conditions, including: 1) counselors must have a good personality. 2) Guidance and counseling services are a form of professional work that requires special requirements related to educational background, 3) counselors have requirements and experience, 4) counselors have the ability and skills to carry out guidance and counseling services.

Multicultural counseling has several significant roles in fostering understanding and appreciation for cultural diversity in students. Along with the increasingly diverse educational environment, counselors are required to have sufficient beliefs, insights, and skills to be able to provide support to students from various cultural backgrounds. Cultural diversity in Indonesia requires counselors to master multicultural competencies in counseling practices in schools. This is important because every student or counselor needs an appropriate approach. Ethnic diversity can affect service processes. Therefore, multicultural counselors must be able to communicate effectively in accordance with ethics in diversity, both verbal and nonverbal. In addition, counselors also need to have awareness and commitment to professional ethics as stated in the guidance and counseling code of ethics.

Principles and Ethics of Multicultural Counselors

Multicultural counseling is a process where there is involvement between counselors and counselors with different cultural backgrounds. Cultural differences between counselors and counselors will be able to cause biases that will later hinder the course of the counseling process. Therefore, counselors must have sensitivity or sensitivity to culture, avoid negative values while still opening themselves up to understand and appreciate cultural diversity (Firdaus et al., 2025). A literature study conducted by Firdaus et al. (2025) explains the principles and ethics of multicultural counselors, namely (Orozco et al, 2014) in their book entitled *Introduction to Multicultural Counseling for Helping Professionals*, argues that a counselor is important to understand the principles and ethics of multicultural counseling. The principles and ethics set by the APA (American Psychological Association) emphasize the importance of respecting the dignity, self-esteem, and rights of individuals related to privacy, confidentiality and independence of counseling in making decisions. In addition, counselors need to be aware that there are groups that may be vulnerable and may also need more protection in order to be able to make a decision independently.

Ethical standards that apply to counselors in a multicultural context: 1) have competency limitations where counselors understand aspects such as gender, age, gender, ethnicity, race, culture, customs, religion, country, sexual orientation, disability, language, and social status. 2) counselors are not allowed to be discriminatory or in other words have good human relations and treat individuals fairly with each other, 3) counselors are also prohibited from committing deviant acts such as sexual harassment, either in the form of verbal harassment such as invitations, physical seduction, both verbal and non-verbal with sexual nuances in carrying out their professional roles. 4) committing other harassment such as degrading due to gender factors, gender, identity, age, culture, religion, disability, language, and so on.

The application of multicultural counseling is very important to be carried out seeing the many differences of each individual student in school. The results of this literature study are expected to provide some insight and insight into the implementation of multicultural counseling in schools. Literature studies found that in addition to helping to overcome obstacles and guidance to students, counselors also need to look at and consider the cultural background of students, and in a multicultural approach counselors need

to emphasize understanding of the values, norms, identity, background, language of each student. Multicultural counseling is an interaction between counselors and counselors who have different cultural backgrounds, and are seen as an inclusive profession and do not distinguish counseling based on cultural differences (Lesmana et al., 2019). The difference between ordinary counseling and multicultural counseling needs to be known, especially by counselors in carrying out the counseling process because using this approach can increase the effectiveness of counseling and reduce discrimination, as well as create a good counseling atmosphere.

CONCLUSION

Multicultural counseling is an important approach for counselors in an effort to understand existing cultural differences and apply them in the counseling process. Because each individual with other individuals, whether with their own cox, allows for differences in culture, ethnicity, religion, customs, and so on, so there needs to be sensitivity and understanding of these cultural differences. If the counselor can understand and have competence, multicultural counseling will provide effective guidance and assistance according to the problem, especially with the culture of the counselor. Therefore, it is important to have competence and implementation of multicultural counseling in the process of providing assistance to counseling in the form of multicultural counseling itself. With this literature study, it can provide a little information and an overview for counselors and other parties that the application of multicultural counseling is very necessary in the counseling process in order to provide effective and inclusive services for counselors or students.

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