

Perspectives of Multicultural Counseling in Elementary School Education

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Abstract: Counseling is a process to help individuals overcome obstacles to their own development and achieve optimal development of their personal abilities. Given that the people being assisted come from different cultural backgrounds, a deep understanding of counseling services is required. Multicultural counseling, also known as cross-cultural counseling, is a form of counseling to understand clients with different background characteristics. The type of research used by researchers in this research is library research or library research. In carrying out educational activities, multicultural education must also be taught in classrooms, schools and to build students' and teachers' critical awareness of what is happening at the moment. The main goal of multicultural education is to make the younger generation become agents to reduce inter-group conflicts (SARA), which usually involve radicalism movements that often occur in Indonesia. Being able to be a role model who is able to accept differences with full tolerance makes the teacher's task as an educator, this must be balanced with a holistic understanding of multicultural concepts. The attitude that must be changed or improved is that what is must be changed to universalism, with the hope of giving birth to a generation ready to live in tolerance (tasamuh) and multiculturalism, so that there is no exclusive attitude which can make students extreme towards their understanding and less able to have a sense of tolerance and differences between other students (Nugraha, Agung, 2018).

Keywords: multicultural, counseling, elementary school

INTRODUCTION

Counseling is a process to help individuals overcome obstacles to their own development and achieve optimal development of their personal abilities. This process can occur if there is an individual relationship to reveal the individual's unique needs, motivations and potentials as a problem that requires assistance for a solution from a professional person. Given that the people being assisted come from different cultural backgrounds, a deep understanding of counseling services is required. Multicultural counseling, also known as cross-cultural counseling, is a form of counseling to understand clients with different background characteristics. In schools, it is very appropriate to make a supervisor/teacher as a supervisor who deals with students from different cultural backgrounds. The counseling process is highly susceptible to cultural biases on the part of the counselor, resulting in counseling not being effective. To be effective, counseling counselors are required to have cultural sensitivity and break away from cultural biases, understand and be able to appreciate cultural diversity, and have culturally responsive skills. At the school, this has not received full attention, so the application of counseling to the students has not been carried out as it should. Bolton-Brownlee in Nugraha (Nugraha, Agung, 2018) states that the counseling process carried out by counselors until now has only focused on psychological aspects (intelligence, interests, talents, personality, etc.) and still pays little attention to the cultural background counselor and the counselor participating shape behavior and determine the effectiveness of the counseling process.

LITERATURE REVIEW

Multicultural counseling, also known as cross-cultural counseling, means a counseling relationship consisting of two or more participants who differ in cultural background, values and lifestyles (Sue et al, in Nugraha, Agung, 2018). The above definition has given a broad and comprehensive definition of multicultural counselling. Multicultural counseling involves counselors (extension providers) and counselees (individuals receiving counseling or clients) who come from different

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backgrounds. Therefore, advisers must be aware of and sensitive to the values that apply in general. Multicultural counseling certainly requires that both parties understand each other's culture. To perform effective multicultural counseling, a counselor has characteristics or attributes. Characteristics of multicultural counselors: have cultural awareness, understand the characteristics of counseling in general, demonstrate cultural empathy, and so on. The existence of cultural diversity is a reality of life which cannot be denied that it affects individual behavior and all human activities which includes counseling activities. It is therefore very important to consider the existing culture in the consultancy. But in reality, cultural awareness is still lacking in counseling practice. Within the cultural scope of Pedersen, Crether & Carlson (Nugraha, 2012:44) have explained as follows "cultural empathy is therefore the learned ability of counselors to accurately understand and respond appropriately to each culturally diverse client." Comprehensive cultural empathy is the counsellor's ability to accurately understand and respond appropriately to the counselee's cultural differences. This implies, that empathy is a counsellor's ability to understand and feel the background of life that the counselee brings and which affects the state of the counselee during the counseling process. When implementing teaching in schools, cultural awareness must be the goal of education, including counselling, which must be in accordance with the conditions for students as clients with different cultural backgrounds. The client and adviser relationship is always characterized by the culture and background of the client and the adviser. Other aspects that are also important in counseling are theory, place of service and counseling process. The place where the counseling takes place also has its own cultural values, which are also important to consider in the counseling. Counselors and teachers in schools as counselors in the formulation of guidance goals are colored by the influence of the client's culture, the counsellor's personality, the environment and the theory used. In its development, it almost always uses an approach that is full of Western values, due to the fact that the approach used is not always effectively practiced, especially in environments that are different from Western culture. It is this fact that encourages more counselors to develop multicultural counseling. Culture the counsellor's personality, the environment and the theory used. In its development, it almost always uses an approach that is full of Western values, due to the fact that the approach used is not always effectively practiced, especially in environments that are different from Western culture. It is this fact that encourages more counselors to develop multicultural counseling. culture, the counsellor's personality, the environment and the theory used. In its development, it almost always uses an approach that is full of Western values, due to the fact that the approach used is not always effectively practiced, especially in environments that are different from Western culture. It is this fact that encourages more counselors to develop multicultural counseling.

Nuzliah (Nugraha, Agung, 2018) suggests that the goals of multicultural counseling are:

- 1) To help clients to become able to develop their potentials to strengthen themselves optimally,
- 2) To help multicultural clients to be able to solve problems they face, make adjustments and feel joy in life according to their culture,
- 3) Help clients to be able to live together in a multicultural society and
- 4) Introduction, study of other cultural values for clients to make revisions in making better planning, choices, decisions for the future life. The factor in the counseling process failing is that the counselor's perception is not the same as the counselor's because of the different cultural backgrounds of the counselor and the client. It also happens in schools that have teachers and students from different cultural backgrounds. For this reason, a counselor and teacher as counselors must develop skills in multicultural counseling. Thus, it can provide effective counseling services to students.

Hays & Erford (Nugraha, Agung, 2018) who state that a sensitive counselor is a counselor who understands and understands the differences and personal cultural diversity of counselors and counselees encountered in counseling services. When implementing multicultural counseling, the counselor must have the necessary qualities. From various sources, it can be described that multicultural counselors must have the following characteristics:

- (1) awareness of their personal values and recent assumptions about human behavior;
- (2) consciousness has its own values that must be maintained;
- (3) accept different values from customers and learn from them;
- (4) awareness of the characteristics of counseling in general;

- (5) awareness of the principles of conducting counseling;
- (6) knowing the influence of ethnicity and concern for the environment;
- (7) responsive to differences that have the potential to hinder the counseling process;
- (8) should not encourage clients to be able to understand the counselor's culture and values.

From the description of these characteristics, it can be concluded that multicultural counselors are aware of their personal values and the latest assumptions about human behavior. The adviser is aware that he has his own values, which are maintained and will continue to be maintained. On the other hand, counselors are also aware that clients have values and norms that are different from themselves, and as a consequence of their duties as counselors, multicultural counselors are aware of the characteristics of counseling in general. In this case, the counselor has sufficient understanding of counseling in general to help him carry out the counseling. In the world of education, guidance counselors and teachers who conduct counseling consider different cultural aspects of students. They must know the influence of ethnicity, and they care about their environment, and the counselor in their duties must be responsive to differences that have the potential to hinder the counseling process, especially those related to values, norms, and beliefs. belong to certain religious groups. Understanding the client, a multicultural counselor should not encourage clients to be able to understand the counselor's culture and values. There are rules of the game that every counselor must obey because counselors have a code of ethics for counseling that specifically states that counselors should not impose their will on clients. Finally, as a consequence of cultural differences, cross-cultural counselors must use an eclectic approach to conducting counseling. This eclectic approach is an approach in counseling that tries to combine multiple approaches in counseling to help solve client problems. In practice, a supervisor or teacher as a supervisor does not treat the students equally in the guidance process, but treats them according to the students' characteristics. In the view of counseling experts, education that does not see the client's culture is oppressive education. Cultural awareness should be a goal of education so that counseling clients is more appropriate and problem solving more effective. In the view of counseling experts, education that does not see the client's culture is oppressive education. Cultural awareness should be a goal of education so that counseling clients is more appropriate and problem solving more effective. In the view of counseling experts, education that does not see the client's culture is oppressive education. Cultural awareness should be a goal of education.

METHOD

Sugiono (2019, p. 3) explains the research method as a tool or method that researchers can use to collect data in their research. In line with this explanation Alwasilah (in Gustiani, 2019) explains the meaning of the research method is a tool or way to answer research questions. Based on these two explanations, the researcher took the understanding of the research method as a method or tool used by researchers to find answers to the problems studied by these researchers. The type of research used by researchers in this research is library research or library research. Sugiono (2019, page 87) explains what is meant by library research is research that makes library data as a theory to be studied and examined in obtaining hypotheses or conceptions to obtain objective results. With this type of information can be taken in full to determine scientific action in research as research instruments meet research supporting standards. The above opinion is in line with the opinion of Mardalis (in Gustiani, 2019) which states that, "Library research aims to collect data and information with the help of various materials found in the library room, such as books, magazines, documents, notes and stories. history and so on." Arikunto (2010, p. 16) added, "the results of this study will produce conclusions about the language style of the book, tendencies of book content, writing, layout, illustrations and so on. Based on the explanation above, it can be seen that the purpose of this research is to know the description of multicultural education and multicultural counseling in elementary schools.

RESULT AND DISCUSSION

Result

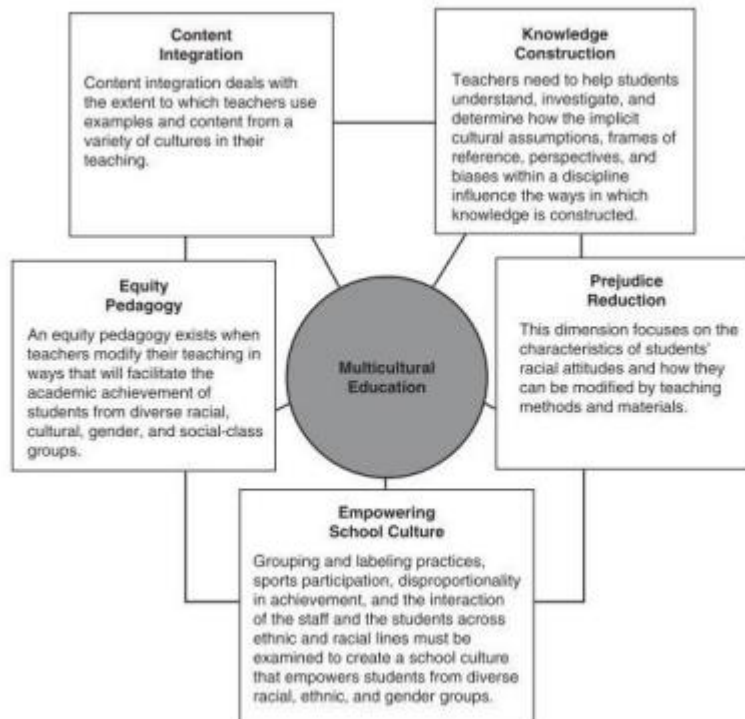


Figure 1.1 Multicultural Relations in Education

The research conducted by Retnasari (Nungrah, Agung, 2018) determined the results of the multicultural education implementation program by building an understanding of diversity in the school environment through the diversity-inclusion paradigm, multicultural-based Kewarganegaraan subjects arranged in intra-curricular programs, co-curricular programs and discipline of a teacher (Nugraha, Agung, 2018) this shows that the program of implementation of multicultural education is carried out by integrating the subjects in it. In carrying out educational activities, multicultural education must also be taught in classrooms, schools and to build students' and teachers' critical awareness of what is happening at the moment. This can promote positive values for students. Teachers and students have roles (Hays, Danica G. & Erford, Bradley T, 2018) as demonstrators, class leaders, mediators and evaluators, while the students are subjects in multicultural education. Teachers who already have experience with development programs in teaching multicultural education will be more successful in teaching multicultural education (Nugraha, Agung, 2018).

There are several benefits of multicultural education, including prevention of radicalism in the era of globalization (Nugraha, Agung, 2018). The main goal of multicultural education is to make the younger generation become agents to reduce inter-group conflicts (SARA), which usually involve radicalism movements that often occur in Indonesia. Being able to be a role model who is able to accept differences with full tolerance makes the teacher's task as an educator, this must be balanced with a holistic understanding of multicultural concepts. Because it has been endowed with an attitude of mutual tolerance, respect, sincerity towards the diversity that exists in Indonesian society. Differences in ethnicity, customs, race and religion thus do not become loopholes for radicalism movements.

Multicultural education can be integrated with religious subjects, such as multicultural Islamic education can make Islamic understanding in the Muslim society change towards diversity. The attitude that must be changed or improved is that what is must be changed to universalism, with the hope of giving birth to a generation ready to live in tolerance (tasamuh) and multiculturalism, so that there is no exclusive attitude which can make students extreme towards their

understanding and less able to have a sense of tolerance and differences between other students (Nugraha, Agung, 2018).

According to Danel, research into multicultural primary school education in the 3T region shows that multicultural education can be formed by getting used to not behaving and thinking differently, by understanding and respecting the perceptions of others, promoting equality and a sense of equality and social justice. Meanwhile, Lisa's research (Wolfgang, J., Frazier, K., Olatunji, CW, Barrett J, 2018) added an additive approach strategy with the participation of educators in the process of integrating multicultural values into learning in elementary schools. to discriminate and differentiate others, as well as to understand and respect other people's opinions, educational services are a dynamic space where schools become a place to exchange thoughts, opinions, by avoiding deviations, namely racism or making one's understanding that cannot be used as a sense of tolerance.. To grow a sense of sympathy and empathy by building a culture of respect for others in accordance with the culture of the people of each region. As well as being able to promote a sense of equality and social justice, namely to provide equal access and opportunities for all cultures, ethnicities and religions in schools.

Discussion

Multicultural counseling services in elementary schools are helping all students to acquire the knowledge, attitudes and skills needed to perform roles in a democratic-pluralistic society and needed to interact, negotiation, and communication with citizens from diverse groups is one of the important goals of the concept of multicultural education. is one of the important objectives of the concept of multicultural education. James A Banks (Saleh, 2015) argues that multicultural education is multicultural education stems from the idea that "all students, regardless of gender, ethnicity, race, culture, social class, religion, or exclusion, should experience educational equality in schools". Implementing multicultural education in schools as an effort to minimize treatment of minorities in majority. Based on the law law on education which gives the right to every Indonesian citizen to obtain a proper education. Apart from being studied in terms of child psychology in obtaining education to shape character and change behavior is needed a pleasant condition.

Professional school counselors should fully consider the language, values, beliefs, social class, level of acculturation, race, and ethnicity of their students, and only use interventions and techniques that are consistent with the cultural values of counseling. The process of multicultural counseling in schools involves a paradigm shift, leading to true acceptance and respect for students in relation to self, others, and the environment. Professional school counselors understand the diverse cultural backgrounds of the counselees. This includes, but is not limited to, learning how the school counselor's own cultural identity impacts his/her ethnicity or values and beliefs about the counseling process.

In the process of reviewing multicultural education literature in elementary schools, several main things were found in the teaching of multicultural education, namely:

1. Teaching from an early age related to multicultural education because multicultural attitudes must be instilled and cultivated from an early age.
2. Integrating different subjects with multicultural education is an effective way to promote attitudes in every lesson.
3. Different strategies and approaches are necessary in multicultural education, this is understood so that students can easily understand the essence of multicultural education. For example, the country of Thailand implements a bilingual education program that is integrated with multicultural education Meanwhile, multicultural education is implemented in Korea according to geography
4. The teacher's role as a teacher is the spearhead of success in multicultural education (Susiloningsih, 2020) because students will easily imitate the example and behavior in accordance with the actions shown by the teacher, this is in accordance with (Gorski, 2016) the professional development of teachers through development activities

multicultural education can make learning more meaningful. In addition to the main things found in multicultural education, obstacles in multicultural education were also found, including the lack of teacher training in teaching based on multicultural education, a pluralistic school environment that creates an attitude to lack of tolerance, integration Multicultural education is less visible in all subjects.

CONCLUSION

Counseling is needed as a solution to different problems and students from different backgrounds. The use of multicultural counseling in schools is very important, this will give a sense of security to the clients. Clients will feel more secure when they consult with counselors/teachers as counselors who understand themselves and their background. In schools, supervisors/teachers who carry out cross-cultural counseling must have characteristics. First, cross-cultural counselors must be aware of their personal values, second, they must be aware of the characteristics of counseling in general, third, they must know the influence of ethnicity, and they must care for the environment, fourth, must they do not encourage a client to understand his culture. With regard to the concept of multiculturalism in primary schools, fundamentally, it is systemic and holistic, which means it must be developed. Multicultural teaching in primary schools is based on national culture and character. Multicultural education aims to form more comprehensive attitudes, behaviors and thoughts about students' views on diversity, in order to promote tolerance. Multicultural education can make students understand diversity and can have a sense of it. It is hoped that with the understanding of the counselor and the application of multicultural counseling, students as clients will become more comfortable in service and more effective in providing solutions to client problems. behavior and thoughts about students' views on diversity, to promote tolerance. Multicultural education can make students understand diversity and can have a sense of it. It is hoped that with the understanding of the counselor and the application of multicultural counseling, students as clients will become more comfortable in service and more effective in providing solutions to client problems. behavior and thoughts about students' views on diversity, to promote tolerance. Multicultural education can make students understand diversity and can have a sense of it. It is hoped that with the understanding of the counselor and the application of multicultural counseling, students as clients will become more comfortable in service and more effective in providing solutions to client problems. Multicultural education can make students understand diversity and can have a sense of it. It is hoped that with the understanding of the counselor and the application of multicultural counseling, students as clients will become more comfortable in service and more effective in providing solutions to client problems. Multicultural education can make students understand diversity and can have a sense of it. It is hoped that with the understanding of the counselor and the application of multicultural counseling, students as clients will become more comfortable in service and more effective in providing solutions to client problems.

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