Multicultural Counseling-a Review of the Literature: Findings and Recommendations

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Abstract: Individual behavior is a manifestation of the culture in which his lives. Human interaction with their environment as well as all kinds of experineces they get from that interaction will drive someone behavior. Behavior is also driven, in part, by thoughts and feelings, which provide insight into individual psyche, revealing such things as attitudes and values. Behavior diversity is a manifestation of different cultures in which people live. so that two people who come from different cultures may show different knowledge, attitudes and behaviors. Cultural diversity is also triggered by globalization where interactions between people from various nations make their respective cultures mingle and even influence each other. In societies, cultural diversity benefits everyone both in professional and educational environments. It paves the way to more empathy and compassion, deepened learning, better problem solving as well as approaches the world from various perspectives. In the context of schools where students are increasingly diverse, multicultural education becomes important to teach so that students' cultural empathy increases and can minimize conflicts between students caused by cultural differences.

Keywords: Multicultural Education, Multicultural Empathy

INTRODUCTION

Individual behavior is a manifestation of the culture in which his lives. This behavior is the result of all kinds of experiences and human interactions with their environment which are manifested in the form of knowledge, attitudes and actions. Different cultures will be manifested in different forms of behavior, so that two people who come from different cultures may show different knowledge, attitudes and behaviors.

Globalization is one of the driving forces of cultural diversity. This cultural diversity is a result of practices, values, traditions, or beliefs of societies based on race, age, ethnicity, religion, and gender, etc. In societies, cultural diversity benefits everyone both in professional and educational environments. It paves the way to more empathy and compassion, deepened learning, better problem solving as well as approaches the world from various perspectives. But with benefits necessarily come challenges such as language barriers, social tension, and civic disengagement. It should be noted that these are not reasons to avoid diversity, but rather, factors to keep in mind as society heads toward a more diverse future.

Multicultural education is a policy in educational practice in recognizing, accepting and affirming human differences and similarities associated with gender, race, and class (Sleeter and Grant, 1988), based on the philosophy of freedom, justice, equality and balance of every human right, even though everyone has a different background. Different culture. The nature of multicultural education prepares all students to work actively towards structural similarities in school organizations and institutions.

Multicultural-based learning seeks to empower students to develop respect for people of different cultures, providing opportunities to work directly with people or groups of people of different ethnicity or race. Multicultural education also helps students to recognize the accuracy of diverse cultural views, assists students in developing pride in their cultural heritage, makes students aware that value conflicts are often the cause of conflict between groups of people (Savage & Armstrong, 1996). Multicultural education is organized in an effort to develop students' ability to view life from various cultural

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perspectives that are different from the culture they have, and to have a positive attitude towards cultural, racial, and ethnic differences (Farris & Cooper, 1994).

Students' cultural empathy developed through multicultural education is important because it helps students understand the needs and perspectives as well as intentions of others. Students need cultural empathy in their interaction since it is a building block of morality and a key ingredient of successful relationships in school and beyond. Empathy is needed to build social relationships with others. With empathy, a person is able to understand what other people are thinking and feeling. Someone will also be trained to give the right response in various situations. Psychologically, empathy allows a person to motivate others so they can work well. Everyone can increase the sensitivity of feelings so that they have a high tolerance, namely by imagining a situation seen from another person's point of view.

Multicultural education to develop cultural student empathy requires a structured learning strategy that is not only limited to understanding concepts but how students can directly practice this empathetic behavior in their daily interactions at school. The development of students' cultural empathetic behavior is expected to create a more conducive educational atmosphere and conflicts caused by cultural differences can be minimized.

This article will explore the concept of multicultural education and cultural empathy as well as strategic steps that can be implemented by teachers in the classroom to develop culturally empathetic behavior.

LITERATURE REVIEW
a. Multicultural Education
Multicultural education is an idea, an educational reform movement, and a process (Banks, 1997). As an idea, multicultural education seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups.

Multicultural education tries to create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures and groups within a society and within the nation's classrooms. Multicultural education is a process because its goals are ideals that teachers and administrators should constantly strive to achieve.

According to Banks (1995a) there are three dimensions of multicultural education. They are: content integration, the knowledge construction process, and personal, social, and civic Action

1. Content integration
Teachers use several different approaches to integrate content about racial, ethnic, and cultural groups into the curriculum. One of the most popular is the Contributions Approach. When this approach is used, teachers insert isolated facts about ethnic and cultural group heroes and heroines into the curriculum without changing the structure of their lesson plans and units. The Additive Approach is also frequently used by teachers to integrate content about ethnic and cultural groups into the school curriculum. In this approach, the organization and structure of the curriculum remains unchanged

2. Knowledge construction process
The Transformation Approach brings content about ethnic and cultural groups from the margin to the center of the curriculum. It helps students to understand how knowledge is constructed and how it reflects the experiences, values, and perspectives of its creators. In this approach, the structure, assumptions, and perspectives of the curriculum are changed so that the concepts, events, and issues taught are viewed from the perspectives and experiences of a range of racial, ethnic, and cultural groups. The center of the curriculum no longer focuses on mainstream and dominant groups, but on an event, issue, or concept that is viewed from many different perspectives and points of view. This is done while at the same time helping students to understand the nation's common heritage and traditions. Teachers should help students to understand that while they live in a diverse nation, all citizens of a nation-state share many cultural traditions, values, and political ideals that cement the nation.

3. Personal, Social, and Civic Action
An important goal of multicultural education is to help students acquire the knowledge and commitments needed to make reflective decisions and to take personal, social, and civic action to promote democracy and democratic living. Opportunities for action help students to develop a sense of personal and civic efficacy, faith in their ability to make changes in the institutions in which they live, and situations to apply the knowledge they have learned (Banks, with Clegg, 1990).

Action activities and projects should be tuned to the cognitive and moral developmental levels of students. Practicality and feasibility should also be important considerations. Students in the primary grades can take action by making a commitment to stop laughing at ethnic jokes that sting; students in the early and middle grades can act by reading books about other racial, ethnic, and cultural groups. Upper-elementary grade students can make friends with students who are members of other racial and ethnic groups and participate in cross-racial activities and projects with students who attend a different school in the city. Upper-grade students can also participate in projects that provide help and comfort to people in the community with special needs. They can also participate in local political activities such as school bond elections and elections on local initiatives. Lewis (1991) has written a helpful guide about ways to plan and initiate social action activities and projects for students.

When students learn content about the nation and the world from the perspectives of the diverse groups that shaped historical and contemporary events, they will be better able to participate in personal, social, and civic actions that are essential for citizens in a democratic pluralistic society.

b. Multicultural Empathy

Cultural empathy is simply having an appreciation and consideration of the differences and similarities of another culture in comparison to one's own. People with cultural empathy are more tolerant of the differences of those from other cultures.

The value of cultural empathy has become increasingly important in the last few decades, mostly due to increases in immigration, globalization, and international business. People of different cultures are having to interact more frequently on a personal and professional level. Cultural empathy makes for smoother and more pleasant interactions and working relationships.

Race, ethnicity, and cultural background may influence a client's identity and life circumstances. Other factors, such as gender and gender identity, sexual orientation, age, socioeconomic status, religion, and ability may also play into the context of a given client's mental health, and relational or personal issues.

The method used in this paper is a literature review is a method in a systematic, explicit and reproducible to perform identification, evaluation and synthesis of research works and results thoughts that have been generated by researchers and practitioners (Rahayu et al. 2019).

B. Result and Discussion

a. How can teacher promote multiculturalism in the classroom?

Multicultural education includes policies, practices, and pedagogical approaches that affirm students' differences and intersectionality. It is about appreciating the value of uniqueness of each single understudy in the classroom, what student can bring to the classroom, and how students can make that classroom more of a strong, dynamic community. Teachers can work to take steps that make their curricula and classrooms safe spaces and incorporate teaching styles to support all students, regardless of their backgrounds. The following tips can be done by teachers for Incorporating multicultural education strategies in the tlassroom.

1. Build Relationships with Students
   To nurture relationships with students, teachers should strive to have conversations with students outside of the classroom and curriculum. That might include taking time at the beginning of class for students to share their celebrations with the group.
2. Approach Students with Curiosity
   Teacher needs to consider how students' backgrounds may affect their performance. For example, a teacher did not understand why some students were so sleepy during her classes until it was found out they were fasting for religious holidays. If the teacher had taken an approach of punishment and not learning, those students might have had a different experience.
3. Foster A Growth Mindset in Classroom
   Teacher should to help students understand that the abilities they have can be improved with dedication and hard work, that they are just going through a stage of developing and improving. Setting small incremental goals can help students succeed and see progress as they learn.
4. Help Students Build Confidence.

Recognizing small victories can help students build confidence in themselves and in their skills. Growth mindset really plays into that because it's helping them understand that through hard work and dedication, they can achieve bigger tasks in small increments and small steps.

5. Foster Inclusion

Inclusion applies to students of different races, ethnicities, classes, genders, and other groups.

6. Remember No Two Students Are Alike.

Teachers can use pre-assessments to determine where students are academically, design instructional experiences to meet their needs, and offer mid-point assessments to evaluate whether students are mastering a concept.

7. Design Learning Experiences Around the Cultural Capital of the Students.

Teachers should recognize that the diverse experiences every student brings to the classroom can add richness to learning, and challenges students face outside the classroom do not always equate to deficits.

8. Include Many Examples of Diverse Literature

Assess whether teacher's texts reflect the students' experiences, and ensure resources included in curriculum are diverse. ly is imperative for teachers to give context and reference points to topics that allow students to build on the current schema they have.

9. Refrain From Being The "Sage on The Stage.

Teachers should act as facilitators of learning because learning is not just a one-way street. A two-way conversation will enable students share their experiences with teacher.

10. Evaluate How Teacher's Teaching Style and Physical Space Support Multicultural Education Objectives.

Teachers can evaluate their teaching style by asking the following questions; are students sitting in just desks? is the room set up in a way that students can have dialogue? are teachers having cooperative learning activities that students can safely participate in? what does that look like, and how do teachers do that?"

11. Design Learning Challenges to Include Students Working Together

Bring students together through problem-based learning to solve real world issues. pairing students with different partners can help create an inclusive environment and foster empathy between classmates.

12. Involve the School's Community.

Bring guest speakers into the classroom who represent population and their interests. Understanding what is happening in school's community and bringing real-world examples into the classroom can help students connect learning experiences to their communities.

13. Reflect On How Leadership Practices Shape the School.

For those in formal leadership positions, such as principals, assistant principals, and other administrators, notice if their leadership practices are inclusive or exclusive and whether the leadership challenges structures that restrict student success. Reflect on student discipline methods and assess hiring practices and diversity among faculty and staff.

14. Consider The Whole School Environment

Multicultural support in one teacher's classroom may differ from the rest of the school. You might have an awesome teacher who looks out for their students, who is kind, caring, compassionate, empathetic. When that student leaves that teacher's classroom, they're oppressed next door in the same school. So, it's a classroom approach and a school approach.

b. Overcoming Challenges for Educators

Multicultural education requires time, resources, and professional development. Sometimes teachers may feel like engaging in multicultural education is extra work. Teachers can rally teaching teams by grade level or content to rethink lesson plans together in a way that ensures equitable learning experiences for all students. and emphaticness. It simply requires a different way of thinking about teaching and learning, a different way of thinking about how we ensure that all students can be successful.

Exploring culturally sensitive topics can also be a challenge for teachers using existing literature and media as gateways to explore sensitive topics. Children's books, novels, films, and other media can all be useful references.

It is important to establish a classroom atmosphere where students feel safe, have space for dialogue, and know their concerns will be heard, rather than getting defensive, if students feel uncomfortable, they should be able to explain their discomfort.

It's about creating the environment for students to feel safe and feel that they're able to speak up when they're feeling uncomfortable or there is discomfort in whatever way.

CONCLUSION AND RECOMMENDATIONS

Multicultural education is a solution to minimize and prevent conflict due to the diversity of culture, race, ethnicity, religion and values prevailing in society.Through multicultural-based education, students' attitudes and thoughts will be more open to understanding and appreciating diversity.For this reason, it is very important to provide a portion of multicultural education in the education system, especially for students so that they have sensitivity in dealing with social symptoms and problems that are rooted in differences.This can be implemented in both substance and learning models that recognize and respect cultural diversity.

One of the goals of multicultural education is to increase students' cultural empathy. This cultural empathy behavior is characterized by the ability to adapt to the circumstances of others the ability to accept circumstances, positions or decisions of others and has concern for many things going on around him.

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