

Multicultural Counseling Awareness School Counselor in Area 3 T (Lebak Banten)

Iis Solihah¹

¹Departement of Guidance and Counseling, Faculty of Education, Universitas Negeri Yogyakarta,
Jl. Colombo No 1 Sleman-Yogyakarta 55281, Indonesia..

Corresponding author

iissolihah.2019@student.uny.ac.id

Abstract: Indonesia is a country rich in cultural diversity (multicultural). Cultural diversity is a natural event due to the meeting of various cultures, interacting with various kinds of individuals from different backgrounds and having different ways of life. The diversity of counselees such as different cultural backgrounds, religions, ethnicities, races interact with each other in the school community and this requires understanding and cultural awareness which is not easy. As a counselor who is responsive to multicultural issues, it seems necessary to develop awareness, knowledge and skills to intervene effectively in providing counseling services to students from diverse cultural backgrounds. This research method is a descriptive-quantitative survey. The research subjects were 30 counselors in the Lebak-Banten area. Data collection used a multicultural awareness scale while data analysis used SmartPLS 3. The results showed (1) there was a positive and significant influence between the teacher's interaction with students in the counseling process ($p=0.000$). (2) There is a positive and significant relationship between language knowledge & cultural background between teachers and students ($p=0.000$).

Keywords: Multicultural, Counseling, Region 3T.

Introduction

Indonesia is a country that has a diversity of cultures, religions, races and different tribes. Indonesia has ethnic groups where each ethnicity has a cultural heritage that has developed over the centuries so that Indonesia is called the largest multicultural country. The motto of *Tunggal Ika* implies that Indonesia has different diversity in every layer of society but remains one unit. Culture is closely related to events experienced by individuals who are long life. But in fact, Indonesia has a series of theories that present natural phenomena that are adopted as a western cultural context. If you look at cultural diversity, it is appropriate to make adjustments to the cultural context itself, for example in the implementation of counseling at schools. Culture is a complex and dynamic topic that is not easy for school counselor or anyone for that matter to deal with it. diversity by definition focuses on differences, while multiculturalism focuses on aspects of multiple

cultures. The teacher who frequently have limited knowledge about and experiences with the people from cultural ethnic backgrounds different from their own. The discrepancy between teachers' knowledge of diverse cultures and the cultural ethnic backgrounds of the students they must teach may hinder the teachers' ability to effectively teach all students. (Diaz, Moll & Mehan, 1992; Boyle-Bake & Grant, 1992; Yamauchi & Tharp, 1995) and consequently present them with inappropriate counseling services limits student's opportunities to explore themselves. In many instances, teachers teachers perceptions of their students behavior interfere with their capabilities to effectively teach diverse learners. These perceptions are often influenced by the teachers cultura, ethnic backgrounds and knowledge. They may misinterpret and prohibit certain culturally bound behaviors that enhance particular groups of students' learning opportunities. For instance. Reported that teachers who had limited knowledge of cultural awareness students who live in 3T areas

(frontier, outermost, and disadvantaged).
Penelitian relevan tentang guru di daerah 3 T

According to (Sue et al, in Elizar 2018). Multicultural counseling is cross-cultural counseling consisting of two or more participants who differ in their cultural backgrounds, values and lifestyles. Adaptation in the context of multicultural counseling to culture needs to be studied in depth based on the Indonesian cultural context, because Indonesia has a culture that can be developed as a basis for the birth of new theories, approaches, models, adaptations and strategies that can be adapted to that culture. Leading, Outermost and Disadvantaged Regions (3T) are areas that are of concern to the Government, especially in the field of education. The problems that arise in the 3T areas are very complex, including problems meeting the need for the number of teachers caused by geographical factors and limited educational facilities and infrastructure. Geographical problems that are less supportive due to natural conditions, such as work locations that are difficult to reach because they have to pass through rivers and seas with minimal means of transportation (Wahidah & Istiyono, 2020). Lack of knowledge about issues related to language education of formal minority students can also limit teachers' communication skills to effectively teach diverse student populations. Finally, counselors are required to be able to use two languages in providing counseling services at school. multiculturally aware teachers, who take into consideration their students culturavethnic backgrounds, have been able to develop cumcula that foster the academic success of minority students. Problems with individual teacher guidance and counseling in the 3t area regarding counseling teaching (service providers), namely one of them is a lack of language proficiency so that communication is ineffective, mastery of learning competencies, supporting learner advice and infrastructure in learning and lack of information regarding support for student learning, so teachers in the 3t areas are still minimal in advancing the quality of the students and the quality of the school. some experts reveal that self-concept influences a person's behavior, including adjustment, carrying out tasks in

achieving success, encouraging a sense of optimism and playing a role in motivating a person. thus a person's self-concept really influences the success and failures he gets in his life, which means it also influences the feelings of satisfaction or happiness he can feel (Asiska, i., & Nurmahmudah, f. (2022). Study aims to explore the perceived effectiveness of the way counselors deal with students who are in rural areas by measuring insight into multicultural counseling to prepare their candidates teachers become competent multicultural to teach diverse students population.

Materials and Methods

This research was conducted on 30 school counselors in the Lebak Banten area. The reason for choosing school is one of the areas included in the government program, namely the 3T Program. This research uses a qualitative approach with case studies. The informant selection technique in this study was purposive sampling, namely the sample was determined deliberately by the researcher with the intention of the researcher determining the research informants themselves who were taken according to predetermined criteria. The informants in this study were student representatives, counseling teachers from the 3T area. Data collection used a multicultural awareness scale while data analysis used SmartPLS 3. Data collection is done is to conduct observations, interviews, and documentation. The type of questionnaire used in this study is the Likert scale. The statement items related to the dimensions of the guidance and counseling teacher's performance were compiled using a 5-point Likert scale, with point 1 meaning "strongly disagree" and increasing to point 5 which means "strongly agree". The type of observation used was passive participatory observation, namely the researcher saw directly the counseling implementation activities but was not directly involved in the implementation in class. The interviews used were in-depth interviews (in-depth interviews) to obtain detailed information and relevant data according to the research objectives.

Results and Discussion

Characteristics of Research Respondents

Respondents in this study were guidance and counseling teachers in the lebak-banten area. to obtain an overview regarding data on the use of frequency distribution tables based on age, gender and domicile, it can be seen in table 1:

Table.1. Respondent Demographic Data

Age	Female (F) %	Male (M) %	Score
22- 27 years	5	12	100 %
28- 35 years	8	3	
>35 years	2	-	
Teaching Location	Rural	Rural	
	15	15	
Domisili			
Malingping	5	2	7
Bayah	5	5	10
Cikulur	7	6	13
Total			30

Table. 2. Research Variable Construct Validity Test

Items	Construct	Convergent Validity
Teacher and Student Interaction	KA1	0,798
	KA2	0,794
	KA3	0,883
	KA4	0,831
Language knowledge & cultural background between teachers and students	KW1	0,757
	KW2	0,715
	KW3	0,713
	KW4	0,777
	KW5	0,751

Table 2. above, the results of convergent validity can be seen from the outer loading of each variable indicator with an outer loading value above 0.70, so all variable indicators are said to have good reliability (sarwono, 2014).

Table 3. Ave and discriminant validity results

Items	Average Variance Extracted (AVE)	Discriminant validity
Teacher and Student Interaction	0,678	0,824
Language knowledge & cultural background between teachers and students	0,543	0,737

Table 3 above, the results of the discriminant validity measurement of reflexive indicators can be seen in the cross loading between the indicators and their constructs. the second criterion for discriminant validity is by comparing the roots of the average variance extracted (ave roots) for each

construct with the correlation between the construct and the other constructs in the model. the model has sufficient discriminant validity if the ave root for each construct is greater than the correlation between the other constructs. the average variance extracted (ave) value for all variables has met the specified requirements of 0.500. the discriminant validity value above 0.6 means that all variables are declared valid.

Table 4. Research Variable Construct Reliability Test

	Cronbach's Alpha	Composit Reliability
Teacher and Student Interaction	0,867	0,879
Language knowledge & cultural background between teachers and students	0,885	0,880

Table 4. above, the Cronbach's alpha and composite reliability values of all research variables are more than 0.7, it means that all the variables used in this study are reliable.

Data Analysis And Research Results (Hypothesis Test)

The development of the model in this study is based on the concept of data analysis described in general, the model consists of 2 variables, namely Teacher and Student Interaction and Language Knowledge & Cultural Background between teachers and students which can influence the level of awareness of counselors in providing counseling services to existing students in rural areas with different cultural backgrounds. The results of the complete hypothesis testing using path analysis are presented in table 5 as follows:

Table 5. Research Hypothesis Test Results

Research Hypothesis	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values	explanation
Teacher and Student Interaction -> Multicultural Awareness	0.187	0.190	0.059	3.578	0.00	Received
Language knowledge & cultural background between teachers and students -> Multicultural Awareness	0.185	0.180	0.055	4.198	0.00	Received

The hypothesis used is:

H₁ : There is a positive influence between the interaction between the teacher and students on the counselor's multicultural awareness

H₂ : There is a positive influence between language knowledge & background between teachers and students on the awareness of multicultural counselors

If Significance > 0.05, then H₀ is accepted and H₁, H₂ is rejected, if significance is <0.05, then H₀ is rejected and H₁, H₂ is accepted.

Discussion

The 3T areas are areas that are classified as underdeveloped, frontier and outermost areas. Being left behind means having a low quality of development, where the people are less developed than other regions on a national scale. Then from a geographical point of view it is in the frontier and outermost regions of Indonesia. Especially in the 3T area, innovator educators who act as agents of change are needed. At least a change agent is needed at every point of the school.

The problems that arise in the 3T areas are very complex, including problems meeting the need for the number of teachers caused by geographical factors and limited educational facilities and infrastructure. Education providers, especially counseling in the 3T area, face their own complexities, starting from the issue of providing teaching staff and ensuring quality education continues, to achieving expansion of access and equity in obtaining educational services (Wijayanti & Sutapa, 2015; Suciati, 2016: 77). As a counselor who upholds professionalism, you should be prepared to provide answers to challenges. Developing multicultural awareness, knowledge and skills is not an end in itself, but a means to increase one's strength, energy and freedom to choose in a multicultural and diverse world. Multicultural awareness, knowledge and skills increase a person's intentional and purposive decision-making ability by accounting for the many ways that culture influences different perceptions of the same solution. Multicultural competence entails three broad learning goals: 1) greater awareness of one's own cultural attitudes, values and beliefs, 2) greater knowledge of the cultural attitudes, values and beliefs associated with different world-views and 3) development of culturally appropriate interpersonal skills (Mio et al., 2019). these goals can be unpacked further into

a) attitudes and beliefs, b) knowledge and understanding and c) skills necessary to achieve ongoing learning objectives of multicultural competence. The characteristics of multicultural awareness of 30 school counselors show that the majority are 22-27 years old. the number of male and female respondents was relatively the same, for female respondents in the age range of 22-27 years there were 5 people and 12 men. for ages 28-35 years, there are 8 women, 3 men. for ages over 35 years, female respondents amounted to 2 people. the majority of respondents live in the lebak-banten area, consisting of 7 thieves, 10 bayah, and 13 cikur. the location of the teaching place is located in rural lebak.

Counseling can be said to be effective depending on the quality of the relationship between the client and the counselor. The importance of the quality of the relationship between counselor and counselee is demonstrated through the counselor's ability to build interaction, congruence, empathy and attention in a positive, unconditional and respectful manner to clients. The counselor's reaction appears when sharing with clients in the counseling process at school. Not infrequently when in the counseling process there are differences in perceptions between counselors and counsees from different backgrounds and often cause negative reactions. Supported by Sigit Sanyata's research (2006) professional counselors should be able to provide a positive reaction in addressing differences between counselors and counsees during the counseling process, be non-judgmental by not giving a bad stigma to what the counselee discloses when exploring his problem with the counselor.

The results of data analysis show that there is a positive influence between the interaction between the teacher and students on the counselor's multicultural awareness, Cronbach's Alpha 0,867 and influence between language knowledge & background between teachers and students on that awareness of multicultural counselors Cronbach's Alpha 0,885 significance is <0.05 the hypotheses is accepted. (Boysen, 2008) Although the concept of multiculturalism is complex and dynamic, it is Counselor must have awareness of sensitive matters that exist in certain ethnic cultures

including counselors need to be aware of the biases that exist in him so this can make the counselees more comfortable to do counseling with the counselor. With a lot school counselors dealing with large student populations, it is important for them to develop a flexible and adaptable understanding of counseling techniques may apply to different counselees depending on their cultural context. Counselor schools are expected to establish and maintain a school counseling program that comprehensive coverage covering basic services, individual planning services, responsive services for the counselee. The multicultural competence of school counselors is expected in each of these areas and will affect the counselor's interactions with counselees, colleagues, and stakeholders other. In other words, the school counselor's multicultural counseling competence will have an impact on their multicultural behavior.

The American Psychological Association (APA, 2017a) created ten multicultural guides for guide psychologists in helping minority counselees professionally, which a psychologist must be able to: (1) understand that a person's identity is complex and very flexible; (2) know the behavior and also the beliefs that can influence how they take offense at other people; (3) realize how important communication is very influential; (4) understand how the physical and social conditions of the counselees can affect them; (5) knowing how past experience and current experience this may affect abilities, privileges, and restrictions; (6) organize interventions culturally adaptive; (7) managing assumptions with context universal; (8) knowing how an event in the counselee's life can intersect with the macro-sociocultural context and how it influences identity conflict; (9) conducting research and also experiments containing cultural elements; (10) using a strengths-based approach. this guide was developed to ensure assistance provided by psychologists can be well received by counselees who come from from various cultural backgrounds. In line with the guidelines issued by APA, ethical standards for school counselors founded by the American School Counseling Association (ASCA). Requires cultural competency on the part of the school counselor (ASCA, 2019).

With a lot school counselors deal with large student populations, it is important for them to do so develop an understanding of flexible and adaptable counseling techniques may apply to different counselees depending on their cultural context. Counselor schools are expected to establish and maintain that school counseling program Comprehensive coverage includes basic services, individual planning services, responsive services for the counselee.

Conclusions

Cultural competence and humility in counseling practice demand that nested or embedded emotions related to race, culture, gender, and other social identity differences are experienced and discussed openly. it is these intense feelings that often hinder our ability to hear their deepest voices (Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2022). There are many other strong emotions that students often experience during the course of the counseling process. That includes sadness, disappointment, blame and so on as the deepest expressions to be conveyed to the counselor. These feelings, along with those already discussed, can emerge in dialogues about multiculturalism or diversity. the issue of cultural awareness has implications for a paradigmatic change in counseling dimension. in various approaches, cultural issues are included as a new awareness to build counseling interactions. corey (2005:24) argues that in multicultural counseling has three dimensions competencies, namely: (1) beliefs and attitudes, (2) knowledge, and (3) skills and intervention strategy. the counselor's beliefs and attitudes regarding the issue of bias personal, values and problems to be faced as well as the ability to work within cultural differences, while the knowledge factor concerns ability build professional personal communication to provide services to clients with an understanding of diverse cultural backgrounds. competence no less important is the skill to use methods and strategies in explain the purpose of counseling consistently within the setting of a cultural perspective varied. in the counseling process, a very important thing that cannot be denied is that the counselor and the

client have different backgrounds, beliefs and cultural values that each individual has. referring to this description, one of the counselor's basic abilities is not to give a certain stigma (non-judgmental) because clients have beliefs and values that are not the same as the counselor's.

This paper presents some limitations due to the small size of our sample of Counselor, and the reduced number of variables used to predict the counseling awareness phenomena at school. Future studies can be explored to predict counseling awareness our sample with many more . As well, it would be interesting to investigate the place of emotional intelligence, personal characteristics, and socio-cultural background, in predicting the counseling awareness.

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