

Analysis of The Multicultural Awareness Level of Guidance and Counseling Students at Sriwijaya University

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Submitted : 20-03-2023, Revised : 21-10-2023, Accepted : 28-11-2023

Abstract: Indonesia is a country with people's backgrounds from various cultures, races, ethnicities, and beliefs. Cultural heritage by the community is applied to everyday life both in interacting with other people and in carrying out daily activities such as cultural rituals and beliefs which are the basis and guidelines for life that cannot be separated from individual development. Counseling teachers/counselors who work in communities with diverse cultures should have multicultural counseling competencies in terms of attitudes, knowledge, and skills. One of them is multicultural awareness to provide guidance and counseling services that are by the counselee's needs. The purpose of this research is to get a picture of the multicultural awareness of Guidance and Counseling students at Sriwijaya University. Respondents in this study amounted to 315 students. This study uses a descriptive quantitative method that analyzes the level of multicultural awareness and comparative techniques to compare between male and female students. The results showed that students had a moderate level of multicultural awareness, students very high, students moderate, students were in a low category, and students is very low. The results of the comparison study show that differences in multicultural awareness of female students are higher than that of male students.

Keywords: Culture; Guidance and Counseling; Multicultural Awareness

Introduction

Indonesia is a country with a background of people from various cultures, races, ethnicities, languages, customs, religions and so on. Cultural heritage by the community is applied in everyday life both in interacting with other people and in carrying out daily activities. The multi-racial diversity in Indonesia consists of Chinese, Arab and Indian descent (Usmawati, 2022). This fact makes Indonesia referred to as a multicultural society, so that Indonesia has a commitment to the term "Bhineka Tunggal Ika", which means different but still one unit (Soekarman & Bariyyah, 2016). This means that Indonesia has a very wide diversity from ancient times to the present, so that Indonesia deserves the title of a multicultural society.

Every human being living in a multicultural society has a tendency to respect one another. Atmoko et.al (Soekarman & Bariyyah, 2016) states that every individual and ethnic group that meets in a certain area, with attitudes and characteristics that become habits in their individuals or groups. However, the problem of inter-ethnic and inter-religious wars still occurs in Indonesia. As happened in the city of Sorong, people like ethnicity and to resolve conflicts, the community trusts their tribal chiefs more than the police (Tukwain, 2021). Inter-religious conflicts also occur in the city of Ambon, namely conflicts between Islam and Christianity (Boedi, 2009). This means that even though Indonesian society has cultural diversity in terms of ethnicity, race, religion, language, customs, in certain situations conflicts also occur in Indonesia. This indicates that multicultural awareness is still low for some communities experiencing conflict.

Multicultural awareness is an important thing to bridge the problems that have been described, by having multicultural awareness, individuals can assess situations and conditions objectively from various points of view, this is in line with what was conveyed by Pedersen (Masri, 2020) multicultural awareness is the ability to accurately assess a cultural situation from both perspectives, the perspective of the cultural owner and the owner of another culture. By having good multicultural awareness this can make people respect each other, respect each

other, love each other and care for one another. Multicultural awareness also has an important role for students or students to have because basically students or students also interact and socialize with other people both in the school environment and outside of school. This is in line with what was conveyed by (Kamil & Mukminin, 2015) who stated that the high school students they studied in heterogeneous communities had higher multicultural awareness than students from homogeneous residents. This difference could be because in terms of psychological flexibility students are different from one another (Alrefi, 2022).

Multicultural awareness is one of the multicultural competencies that must be possessed by counselors in the implementation of multicultural counseling. The American Counseling Association outlines a code of ethics that counselors must be multiculturally competent in order to be optimal in counseling services for students who come from minority backgrounds in terms of ethnicity, race, age, social status, and economic status (Couture, 2021). Counselors who have good sensitivity are counselors who are able to understand the differences and cultural diversity of the counselee as the main competency in implementing multicultural counseling where this competency begins with increasing the counselor's awareness of himself which forms awareness of his own culture, sensitivity to the existence of various ethnicities, races, and differences in status in society (Elizar, 2018; Hays & Erford, 2010).

Counselors who have multicultural awareness are characterized by several indicators (1) believing in the importance of sensitivity and awareness of the cultural heritage of each individual student, (2) being aware of cultural backgrounds and experiences that can influence attitudes and values as well as biases towards psychological processes, (3) recognizing the limits of one's own abilities and expertise in cultural diversity, (4) recognizing sources of discomfort when dealing with fellow students who have different cultures, (5) being aware of negative and positive emotional reactions to other students of different cultures which sometimes confuse harmony between fellow students, (6) dare to oppose their beliefs and behavior with fellow students who have cultural differences without judging, (7) aware of stereotypes against racial, ethnic and minority student groups, (8) respect certain religious values, because this affects the outlook and psychosocial functions, (9) respecting the variety of languages regionalism and assessing language differences is not an obstacle to the creation of good social relations (Sue et al., 2022).

This study aims to get an overview of multicultural awareness in Guidance and Counseling students at Sriwijaya University. Guidance and Counseling students are prospective counselors or prospective Guidance and Counseling teachers who will later work in schools and interact with the community. The majority of guidance and counseling students come from South Sumatra, but there are also students from outside the province of South Sumatra, of course they need to have awareness. multicultural in terms of attitudes, knowledge and skills. Understanding the level of multicultural awareness of students can be used as an initial guide for students to see whether the level of multicultural awareness needs to be developed, improved or maintained. In addition, the research subjects are Guidance and Counseling students who will later become Guidance and Counseling Teachers or counselors, so it is important for students and researchers to know the level of multicultural awareness of students. This is in line with the research of (Atkins et al., 2017) who suggested incorporating personal transformative experiences in counselor training to prepare counselors for the emotional challenges of developing multicultural awareness.

The importance of multicultural awareness in students is an initial guide for students to understand the level of multicultural awareness for students, besides that lecturers can also facilitate students to be able to increase multicultural awareness so that students can recognize multicultural awareness in each other. This is supported by (Na & Qunhui, 2012) the multicultural awareness of teachers in promoting the ethnic identity of minority students by considering the situation in a particular secondary school. Teachers' multicultural awareness

influences ethnic identity and academic achievement of minority students. It is considered important to strengthen multicultural awareness in teacher education to meet the requirements of cultural diversity. This means that students need to have good multicultural awareness because this is not only for themselves but also affects others.

(Kaihlanen et al., 2019) explained that multicultural awareness can be increased through training so that this training is considered important to continue to be used in the future to increase multicultural awareness. Diversity training is also referred to as training that predicts multicultural awareness, this is expressed by (Hall & Theriot, 2016) which states that as the population becomes more diverse, social work educators will assume greater responsibility for educating culturally competent practitioners. To improve student learning, it is necessary to consider the factors that influence students' multicultural awareness, knowledge, and skills. So that diversity training is considered important to predict multicultural awareness. Previous research explained that multicultural awareness can be increased through training, but in this study the researcher wanted to know the level of multicultural awareness of Guidance and Counseling students of the Faculty of Teacher Training and Education, Sriwijaya University so that this is a differentiator from other studies.

Method

This study uses a comparative quantitative method to compare of the multicultural awareness of male and female students in the guidance and counseling study program at Sriwijaya University. Respondents in this study were 315 students (50 male, 265 female) with the sampling technique being total sampling. Measurements in this study used a multicultural awareness questionnaire related to multicultural awareness indicators and use Likert's Scale. Data collection was carried out in October 2022 in Palembang using a Google form. Testing the measurement instrument was carried out on 30 respondents to 56 items with a reliability value of Cronbach's alpha in the high category 0.886, and the results of the validity test for the r table value at 5% significance, namely 0.361, indicated that there were 43 valid items while 12 items were invalid. Data analysis was carried out descriptively on the overall measurement results using the percentage level of multicultural awareness and comparative analysis using the T-test formula on the SPSS application.

Results and Discussion

Processing the results of this study to get two results in general. In the first result, this study measured the level of multicultural awareness in general among students of the Guidance and Counseling Study Program at Sriwijaya University. It is known that from 315 respondents the average score is 170.17 which means that in general students have multicultural awareness in the high category. With a maximum score of 203 and a minimum score of 118. Furthermore, overall the results obtained were that most students were in the medium to very high category with 39% (122 students) having moderate multicultural awareness, followed by 31% (98 students) being in the high category, and 22% (68 students) are in the very high category. Meanwhile, 7% (21 students) were in the low category and 2% (6 students) were in the very low category. This shows that students in the guidance and counseling study program at Sriwijaya University have high multicultural awareness in terms of knowledge, attitudes, and skills.

Table 1.
The results of measuring the level of student multicultural awareness

	N	Mean	Std. Deviation	Minimum	Maximum
Score_total	315	170.17	13.243	118	203

Table 2.
Level of Student Multicultural Awareness

Level	Score Range	F	%
Very High	>180	68	22
High	167 - 180	98	31
Moderate	155 - 167	122	39
Low	141 - 154	21	7
Very Low	<141	6	2
Total		315	100%

Table 3.
Comparison of the mean values of multicultural awareness of male and female students

	Variable	N	Mean	Std. Deviation	Std. Error Mean
Score_total	1	50	166.40	17.535	2.480
	2	265	170.88	12.180	0.748

Table 4.
Data Normality Test

One-Sample Kolmogorov-Smirnov Test		Score_total
N		315
Normal Parameters ^a	Mean	170.17
	Std. Deviation	13.243
Most Extreme Differences	Absolute	0.070
	Positive	0.070
	Negative	-0.060
Kolmogorov-Smirnov Z		1.249
Asymp. Sig. (2-tailed)		0.088

a. Test distribution is Normal.

In the second finding, the average score data for male and female students showed differences. For male students, the average score was lower than that of female students, namely $166.40 < 170.88$. Where the number of male students is 50 and 265 female students. Furthermore, in the prerequisite test for using the T-test, the normality test results of the NPar Test in table 5 show a p-value of $0.08 > 0.05$ which indicates that the data used is normally distributed which indicates that the data can be analyzed using a comparative T-test. It can be seen in table 6 that the p value on the Equal variances assumed t-test is 0.004 less than 0.05, indicating that there is a significant difference between the multicultural awareness of male and female students with a difference in the mean score of 4.479, and a difference in the minimum score of 8.472 and a maximum score of 0.486.

Table 5.
SPSS T-Test Results Comparison of the level of multicultural awareness of male and female students

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper	
Score total	Equal variances assumed	8.544	0.004	-2.207	313	0.028	-4.479	2.029	-8.472	-0.486
	Equal variances not assumed			-1.729	58.237	0.089	-4.479	2.590	-9.664	0.705

At the beginning of this study, researchers focused on measuring multicultural awareness in general among Guidance and Counseling Study Program students at Sriwijaya University. This is done as a form of initial measurement related to the basic competencies of prospective teachers or counselors related to multicultural competence. Multicultural competence is one of the most important competencies for counselors to have and must have been formed when taking teacher or counselor professional education. This is considering the condition of Indonesian society which consists of various tribes, cultures, races, ethnicities, religions, and ancestral beliefs. The diversity of people's backgrounds in Indonesia is emphasized in Widiastuti (2013) Indonesia is a plural nation based on a diversity of people consisting of groups that have ethnic and cultural characteristics with more than 1,128 ethnic groups who occupy Indonesia from Sabang to Merauke. Furthermore, the values that exist in this culture are internalized in the daily life of the people and even become the values that form the Indonesian ideology, namely Pancasila. (Brata & Wartha, 2017) state that Pancasila is the culture of the Indonesian nation which is built from a mosaic of the diversity of its people which is so beautiful and unique.

The many cultural groups in Indonesian society certainly have an impact on individual development. No human being can be free from environment and culture, so that culture in the smallest environment of society, in this case the family, certainly influences human development both from the way he thinks, speaks, interacts with other people, and even influences individual creativity (Amir & Mcauliffe, 2020; Neldner et al., 2019). Culture as one of the factors that influence individual development is a study that needs to be understood by counselors because understanding the counselee's cultural background can help the counselor understand the counselee as a person.

Multicultural awareness in students in this study shows that most students already have high multicultural awareness, but there are still students who have moderate to very low multicultural awareness. These results can be influenced by several factors, including students who have high and positive multicultural awareness are students who open themselves up to make friends with friends other than the same ethnicity or tribe as them. Whereas students who have low multicultural awareness can be influenced one of them because of the experience of interactions that are less flexible with other tribes or ethnicities, especially ethnic minorities or ethnicities. As is well known, Sriwijaya University is a tertiary institution with students from

various ethnic and ethnic backgrounds, although the majority of students come from South Sumatra, the vast geographical conditions of South Sumatra make cities/regencies have diverse cultural patterns. This supports the development of a better multicultural awareness in students.

Abacioglu et al., (2020) states that a teacher's multicultural perspective can positively be formed from the process of interaction with various students with ethnic or ethnic minorities. This is because it will improve interpersonal skills, motivation, and insight that is more open. In line with this opinion, Cherng & Davis (2019) emphasized that teachers who work in schools that consist of various non-dominant ethnic groups have better multicultural awareness than teachers in schools that are dominated by only one tribe. Good multicultural awareness can improve teacher competence in serving students, both pedagogic competence and counseling competence. So that an understanding of the multicultural awareness of prospective teacher or counselor students is the first step to increasing their competence.

In the final findings, the measurement of the comparison of male and female students' multicultural awareness. These findings indicate that there is a significant difference. The multicultural awareness of male students shows lower results than female students. However, this result is different from Yosef et al., (2022) which shows that there is no difference in multicultural awareness between male and female students. Indonesian society still holds a lot of patriarchal culture in which men are positioned higher than women, so that in their daily activities. Patriarchy is an ideology that shows men as superiority and makes women a minority in decision making (Nurhayati, 2018). Patriarchy, which has long been embedded in society, is a value that has become a belief, so it is relatively stable and difficult to change. It is different from women who do not get patriarchal intervention like men, so women in the era of women's emancipation get support to be free to do what they want. So that in social interactions women are not bound by ideology and cultural demands that are too thick like men.

In the end, an analysis of the level of awareness of students as prospective teachers and counselors is a step in understanding their level of competence as a preparation for entering a society with a diversity of cultures, ethnicities, ethnicities and beliefs in Indonesia. Seeing that there are still students with multicultural awareness in the medium to very low category, study programs with the faculty can provide various interventions to increase this multicultural awareness. There are many programs held by Indonesian higher education institutions, one of which is the independent learning campus independent program which offers various student programs that can increase multicultural awareness such as teaching campuses and young Indonesian fighters.

Conclusions and Suggestions

Referring to the findings and discussion in the previous chapter, the researcher came to the conclusion that the majority of the level of multicultural awareness of the Sriwijaya Students of the Sriwijaya University Guidance and Counseling study program had different results, some were in the medium category, high category, very high category, low category and very low category. Furthermore, the results of the difference test showed that there were differences in multicultural awareness between male and female students with higher female multicultural awareness. Analysis of the results of this measurement can be used as a basis for developing multicultural counseling competencies for prospective teachers or school counselors through various programs and approaches in order to produce teachers or counselors who are able to carry out quality and professional guidance and counseling services.

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