

Developing Multicultural Competence and Social Justice through Group Counseling for Counselors/Counseling Teachers in SMA/MA

Mungin Eddy Wibowo,
Universitas Negeri Semarang,
Indonesia
mungineddy@mail.unnes.ac.id

Urotul Aliyah,
Universitas Negeri Semarang,
Indonesia
urotulaliyah123@students.unnes.ac.id

Thrisia Febrianti
Universitas Negeri Semarang,
Indonesia
thrisiaf3@students.unnes.ac.id

Abstract--The objective of this research is to develop multicultural competence and social justice of counseling teachers in SMA/MA. The competency improvement program departs from conditions that are strongly influenced with cultural factors and a lack of social justice in counseling as well as the need for contextualization of client problems and interventions. To understand the client's life experience is needed to learn the cultural and social context that surrounds it. Multicultural and social justice approaches to counseling give some advantages, like clarifying the complementary nature and relevance of counseling.

This activity is carried out in three stages, namely identification of participants, implementation of training and training evaluation. The participant identification stage is done by selecting relevant counseling teachers / counselors for group counseling training, as well as giving an initial survey for them. Furthermore, the implementation stage begins with reflection, expository and questions and answers on activity material, as well as apply comprehensive training methods on training materials. Lastly, the evaluation stage is conducted to assess the results of the counseling teachers or counselors after carrying out the activity. All of the stages are carried out online.

Multicultural and social justice-based group counseling training provides added value to counseling services in schools by using the multicultural and social justice aspects of students as a strength and opportunity for guidance and counseling.

Keywords: Group Counseling, Multicultural Competence, Social Justice

I. INTRODUCTION

There is a growing sentiment in the counseling profession that current hegemonic counseling theory is not sufficient to meet the needs of historically marginalized communities. The existing counseling theories has failed to meet the unique needs of people with color, woman, individual, lesbian, gay, bisexual, and transgender; clients who are disadvantaged socially and economically; religious minorities; and other downtrodden clients. The dominant counselling theories tend to ignore the importance of cultural factors, pay more attention to the individual changes in solving their problems, however, tend to blame marginalized clients and ignore external factors of client health (Ponterotto,

Casas, Suzuki, & Alexander, 2010; Sue & Sue, 2013). Cultural factors in counseling are the need to contextualize client problems and their interventions (Ratts, Toporek, & Lewis, 2010).

The client's problems during counseling cannot be understood by simply exploring the client's cognition, influence and behavior, but it is also necessary to understand the larger cultural and social context. Multiculturalism and social justice approaches in counseling provide benefits, it is important to clarify the complementary nature and its relevance in counseling. To understand the root of the profession gives context for the evolution of multicultural counseling and social justice. Moreover, it provides insight into the limitations of previous theories, and highlights negative consequences when multiculturalism and social justice are not considered. The continuing evolution of the counseling profession is reflected in five paradigm that claimed as strength: (1) psychoanalytic, (2) cognitive-behavioral, (3) existential-humanistic, (4) multicultural, and (5) social justice (Ratts, 2009).

Related to this, counseling teachers need to master four competencies namely academic, professional, personal and social competences. Professional competence is proven when dealing with clients from various backgrounds. Counselors are required to act professionally by mastering the theoretical framework and practical guidance and counseling. It can be seen from the ability to apply group counseling services to students with an understanding of multicultural and social justice for students.

Developing multicultural competence and social justice for counseling teachers is a means to increase the strength, energy and freedom of choice of clients with diverse cultural backgrounds. Multicultural competence and social justice improve the ability of counseling teachers to assist clients in making decision and aim to take into account the many ways and cultural diversity that affect different perceptions with the most common solutions for the client. Multicultural competence and social justice are a general need for the global community at the present, moreover with the advances of technology such as the internet which increases the rate of globalization. The

internet has made humans connected one to each other without bordering of the geographical aspect not like before. As a result of technology, people can learn about world events in minutes or even seconds. Social media such as Facebook, Twitter, and online blogs allow people to communicate with more people around the world.

Counselling teachers / counsellors need to develop multicultural awareness and social justice to respond client problems appropriately and opportunities in dealing with problems in the globalization era. Cultural diversity is meant not only external factors of situations and conditions but also the internal problems. Developing multicultural competence and social justice means the professional and ethical obligations of a trained and competent counsellor. This includes implementing one of the counselling services for counselling teachers/ counsellors, namely group counselling services.

The implementation of group counseling services that have been carried out by counselling teachers has not fulfilled the group counseling stages properly so that the dynamics between group members do not occur, even though in the dynamics group the members interact with each other to give ideas and creativity so that the problems do not arise (Wibowo, 2018; Karohama et al, 2017).

Departing from this situation, it is necessary to develop the competence of counseling teachers/counselors through specific and procedural training activities so as to increase the effectiveness of group counseling services. Trained group counseling can provide comprehensive competence on multicultural and social justice so that counselors / counselors do not focus only on intrapsychic interventions but further use the client's cultural background to maximize students to explore and explore the problems faced and how to design alternative solutions to deal with them.

II. METHOD

This community service activity is completely carried out offline for preparation and reporting stages, while for implementation it is carried out online in 3 stages, namely: participant identification, training implementation, and training evaluation. The participant identification stage was carried out with selecting relevant counseling teachers / counselors to be given group counseling training. This stage collaborates with MGBK to provide an initial survey to the counseling counselor. Furthermore, the implementation phase begins with reflection, expository and questions and answers about the activity material, as well as applying comprehensive training methods for in-depth training material. Followed by the practice of multicultural and social justice counseling training with the group counseling method. The evaluation stage is carried out through the results of the BK teacher or counselor when conducting counseling services.

The service method uses a comprehensive method, namely the method of reflection, discussion groups, simulations and supervised practice, assignments, and clinical supervision. Through multicultural and social justice-based group counseling training, it is expected to be able to provide added value to counseling services in schools by using aspects of multicultural and social justice, students are not as strengths and opportunities in guidance and counseling services, and are not an obstacle or problem that hinders the counseling process.

a. Reflection Method

The reflection method is a training activity in the form of participant assessment or feedback on the professional process that has been undertaken so far. This reflection aims to explore the initial experiences of the counselor in implementing group counseling.

At this stage it was carried out by conducting interviews with counseling teachers in the city of Kendal, then from the results of the interview it was concluded that the understanding of multicultural competence and social justice in the frame of individual counseling and group counseling was still unfamiliar, so this is what ultimately prompted the author to make brochures about activities, webinars on multicultural competence and social justice through group counseling to counselors or Bk Teachers at High Schools and MA. The distribution of this brochure attracted the interest of participants from various circles, both Counselling Teachers, Counselling lecturers and even academics from across scientific fields.

b. Group discussion

Group Discussions are groups that are created during training to discuss a very specific topic through group discussions.

At this stage a discussion was held about group counseling with multiculturalism content and multicultural competence with social justice with the name of the Webinar on Multicultural Competence Development and Social Justice through Group Counseling for Counselors / Teachers in SMA / MA. Discussions were held at the Webinar Forum between the resource person and the webinar participants. The enthusiasm of the participants was shown by continuing to follow the activities from 9.00 WIB to 12.00 with 50 participants. In addition, participants also filled out the pretest and posttest instruments provided related to multicultural competence and social justice.

c. Simulation Method

Simulation methods and supervised practice are methods that provide facilities to participants, in this case the counselor to try to apply it directly and from the results of the simulations carried out, the servant provides supervision to provide strengthening and practice development.

d. Assignment Method

The assignment method is intended to deepen supervised practice.

e. Clinical Supervision

Clinical Supervision is a method of mentoring provided by servants / tutors based on practical experience not only limited to administrative matters.

The design of community service implementation is evaluated with the aim of whether the activity has been implemented effectively or not. The indicators used to evaluate the success of training include: (1) appropriately when carrying out group counseling by integrating multicultural and social justice competencies; (2) peer observation of other counselors who carry out training according to service indicators; (3) the results of analysis and evaluation of counseling services by trainers according to service indicators.

III. RESULTS AND DISCUSSIONS

The facts of the counseling services condition at schools are still many that ignore the background of cultural diversity so that capacity building and development of multicultural competence and social justice teachers are needed. Group counseling to develop multicultural competence and social justice is trained in procedural specifics, so as to increase the effectiveness of the implementation of its services. Multicultural counseling is both counseling and therapy which can be defined as supporting roles and processes that use modalities and goals consistent with the client's life experience and cultural values, recognizing the client's identity to include individual, group, and universal dimensions, advocating the use of universal dimensions and strategies and the specific role of culture in the process healing, and balancing the importance of individualism and collectivism in client assessment, diagnosis, and care (DW Sue & Torino, 2005).

By developing multicultural competence, counselors interpret client behavior in a cultural context in which behavior is learned and displayed. The sequence of development of the three stages of awareness, knowledge, and skills is based on the work of D. W. Sue, Arredondo, and McDavis's (1992) multicultural counseling competence (MCC). Developing the same emphasis on the combination of awareness, knowledge and skills is essential for developing multicultural competences.

Lee (2013) describes the development of culturally competent counselors who practice in

diverse societies. The framework contains 3 areas, namely basic dimensions, multicultural dimensions and multicultural counseling competencies. In the basic dimension, it describes self-awareness, global literacy, traditional counseling knowledge and ethical aspirations. This explains that multicultural competence requires a continuous process.

In guidance and counseling, multicultural competence becomes the basic basis when counselors carry out individual counseling services and group counseling to solve any client problems. Counselors do not only work in the area of intrapsychic counselee, but involve areas of culture and social justice which help build the identity and behavior of problematic clients.

The group counseling strategies developed include the group counseling stage and the application of group counseling and group dynamics. Multicultural and social justice competence, the training emphasizes the initial understanding of the competence of multicultural counseling and social justice as well as the direct practice of applying individual counseling and group counseling.

The implementation of this training is able to develop the competence of counselors who understand cultural diversity and move from not having cultural awareness to being aware and sensitive to one's own culture and clients so that they can appreciate diversity. Culturally skilled counselors are aware of their own cultural backgrounds, experiences, attitudes, values, and can influence psychological processes. The counselor is able to recognize the limits of competence and expertise, and feel comfortable with client differences in terms of race, ethnicity, culture, and beliefs (Ratt & Patterson, 2017).

IV. CONCLUSION

Community service activities in the form of webinars training for the development of the competence of counseling teachers on multicultural and social justice counseling services have provided new insights for counselling teachers to make the cultural diversity of counselors' *dank lien* in the process of personal counseling and group counseling. Understanding cultural diversity as a provision for service can be a doorway for joint problem solving between counselors and clients, by making cultural understanding as a strength to approach and utilize cultural values as a solution to solving client problems.

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