

Multicultural Counseling: Chance and Challenges for the Counselors in the 21st Century

Prio Utomo¹, Maya Masyita Suherman², Reynalyn A. Tayaban²

^{1,2} Institut Keguruan dan Ilmu Pendidikan (IKIP) Siliwangi, Cimahi, Indonesia

³ Irian National High School, Baguio City, Philippines

e-mail: ¹ prio.utomo@ikipsiliwangi.ac.id, ² mayasuherman57@gmail.com, ³ reyntayaban@gmail.com,

Abstract: The diversity of students is a potential for the dynamics of life for students and their development, every element of the student should have multicultural awareness, and multicultural awareness will not come alone, it must be developed and developed early on. This article aims to represent the urgency of multicultural counseling and its development in the 21st century. The study used in this discussion uses literature studies, the use of literature studies as a practical step in representing the urgency of multicultural counseling by focusing on discussing the chances and challenges for counselors in the 21st century. The results of this study indicate that multicultural counseling is described as a fourth force or fourth dimension which is implicitly framed in competition with humanism, behaviorism, and psychodynamics. Multicultural counseling requires the cultural competence of the counselor. Competence consists of knowledge, skills, and attitudes required professionally in multicultural counseling. A counselor needs to see multicultural counseling as a relationship that is not only temporary but as a relationship that has a long-term impact because it is related to forms of problem solving, so that the counseling process for a counselor is a responsibility in interpreting differences between students in interpreting values in their lives.

Keywords: multicultural counseling, counselors, studentss, the 21st century

INTRODUCTION

Every student is different from the others, this was also stated by (Fouad et al, 2009) saying that cross-cultural or multicultural consistently shows that all people are multicultural beings. In the world of counseling, the concept of multiculturalism has become a matter of debate. Some arguments state that in a broad sense, include; race, ethnicity, gender, sexual orientation, religion, socioeconomic status, disability, and other marginalized social identity statuses or other sources of human differences (Cokley et al, 2008). Cultural competence begins with learning about one's own culture, not only basic facts such as where one's parents or ancestors come from but also values, assumptions, and biases it has developed due to all cultural influences (Nelson et al, 2008). When a counselor achieves cultural self-awareness, meaning that he comes to understand that his viewpoint (like that of everyone's) is unique and special then several conclusions have been reached (Owen et al, 2011). Cultural self-awareness is important, regardless of the counselor's background.

The diversity of students is a potential for the dynamics of life for students and their development, every element of the student should have multicultural awareness, and multicultural awareness will not come alone must be developed and developed early on. In this regard, in the world of counseling, multicultural awareness must be possessed by students and guidance and counseling teachers. Specifically, in addition to multicultural awareness, guidance and counseling teachers are required to have multicultural competence (Warnick, 2008). To overcome cultural differences between counselors and counselees, the counselor needs to understand the cultural background of the counselee. Thus, in addition to understanding psychological aspects and counseling techniques, a counselor needs to understand different cultural aspects (Gainau, 2012). Multiculturalism is an acknowledgment of cultural pluralism which needs to be maintained as a treasure trove of human cultural wealth. Because there is recognition, the various cultures live side by side in harmony and tolerance. Even though there is always something that becomes the main culture or the majority culture that becomes the mainstream in a community, multiculturalism ensures the right to life, recognition, and even understanding, harmony, and peace; not conflict (Cartwright et al, 2008).

* Corresponding Author: ✉ prio.utomo@ikipsiliwangi.ac.id



Culturally competent schools value diversity in theory and practice across all aspects of teaching and learning as part of the overall school climate (Klotz, 2006). Likewise, school counselors, effective multicultural counselors have attitudes and beliefs and are aware of their cultural background, and actively seek to gain further awareness of their own biases, stereotypes, and values. Although an effective multicultural counselor may not share the same belief system as his students, he can accept different worldviews (Neukrug, 2012). The cultural (ethnic) diversity that each student brings has contributed to the emergence of a multicultural system. As a result of these impacts, schools, and cultures all influence one another. Therefore, that model of the counseling approach has been greatly influenced both positively and negatively (Gibson & Mitchell, 2010). The entire field of counseling, however, needs to respond to human civilization entering the 21st century. How human behavior, the environment with a certain awareness, sensitivity, and mutual respect depends on the context from which the cultural context emerged. And this must be following the ethics of caring, compassion, and responsibility. The counseling profession relies on appropriate and effective cultural strategies to help guide it to meet these challenges (Gerstein et al, 2012).

Professional counselors in the 21st century carrying out multicultural counseling important to understand the influence of cultural values, beliefs, behaviors, and other things on counselees from different cultural backgrounds to build relationships and understand each other (Gibson & Mitchel, 2010). The entire field of counseling, however, needs to respond to human civilization entering the 21st century. How human behavior, the environment with a certain awareness, sensitivity, and mutual respect depends on the context from which the cultural context emerged. And this must be following the ethics of caring, compassion, and responsibility. The counseling profession relies on appropriate and effective cultural strategies to help guide it to meet these challenges (Vasquez, 2010). Effective multicultural counselors are knowledgeable about the groups students come from and do not come to conclusions about the ways students belong (Rodolfa et al, 2005). Additionally, he displayed a willingness to gain in-depth knowledge of various cultural groups. These counselors are also aware of how sociopolitical issues such as racism, sexism, and heterosexism can negatively impact students (Vasquez, 2010). In addition, these counselors know how different counseling theories bring about values that may be detrimental to some students in the counseling relationship.

This article aims to present the urgency of multicultural counseling and its development in the 21st century. Multicultural counseling was introduced in the United States in the 20th century. The American Counseling Association (ACA) was formed in 1955 under the auspices of the American Personnel and Guidance Counseling (APGA). During the process of this formation, Copeland conveyed the purpose of multicultural counseling for minority communities in North America for the last fifty years, minority communities are required to follow the traditions that exist in North American culture.

LITERATURE REVIEW

Multiculturalism counseling is described by Pedersen, as a fourth force or fourth dimension, by calling it a fourth force, implicitly framed in competition with humanism, behaviorism, and psychodynamics. Multiculturalism is a means to overcome cultural problems and social diversity in society (Ratts & Pedersen, 2014). Multicultural counseling and therapy have continued to evolve in recent years due to the complex and rapid changes in society around the world. The first source of social change is globalization and the increasing frequency of multicultural interpersonal encounters which are directly and indirectly facilitated by the latest transportation and telecommunication technologies.

Multicultural counseling requires the cultural competence of the counselor. Competence consists of the knowledge, skills, and attitudes required professionally in multicultural counseling (Kaslow et al., 2007). The psychological aspect emphasizes five components: psychological science and education, integrative pedagogy, core curriculum, core professional competency areas, elements of practice, social responsibility, diversity, and gender. Broadly speaking, the competencies that must be owned by multicultural leaders/counselors are; (a) flexibility in strategy and tactics, (b) cultural sensitivity, (c) ability to deal with complexity, (d) resilience and resourcefulness, (e) Honesty and integrity, (f) personal stability, (g) sound technical skills (Connerley & Padersen, 2006). Even in its development, counselors are required to have the ability to carry out genetic counseling. More specifically, competence must be possessed by a multicultural counselor who must first have

knowledge, awareness, and concern as well as skills regarding multiculturalism, so that guidance and counseling services can run smoothly and effectively for the formation of students' multicultural character.

Cultural competence is the ability to engage in actions or create conditions that maximize the optimal development of the counseling relationship system. Multicultural counseling competence is defined as the acquisition of counselor awareness, knowledge, and skills needed to function effectively in forging pluralistic democratic relationships (the ability to communicate, interact, negotiate, and intervene on behalf of students from diverse backgrounds), and at an organizational level. /society, advocate effectively to develop new theories, practices, policies, and structures that are more responsive to all groups. (Sue & Torino, 2005). Multicultural competence can be defined as the extent to which a counselor is actively involved in the process of self-awareness, gaining knowledge, and applying skills in working with diverse individuals (Constantine, et al., 2007). The domains in this multicultural consultative competency model can be thought of in terms of true goals or processes (Pieters et al, 2009)

RESULT AND DISCUSSION

1. Multicultural Counseling Competenc

Multicultural competence starts with learning about one's own culture, not only basic facts such as where students' parents come from and their background, but also the values, assumptions, and biases that have been developed as a result of all cultural influences. A counselor needs to see multicultural counseling as a relationship that is not only temporary but as a relationship that has a long-term impact because it is related to forms of problem-solving, so the counseling process for a counselor is a responsibility in interpreting differences between individuals in interpreting values in their lives (Vera. & Speight, 2003). The implication is that the counselor must understand himself, including the cultural biases that exist in him. The counselor's ability to understand himself is the starting point of his ability to understand and help clients. The counselor's understanding of the client must be thorough including the differences and characteristics of each student (Wibowo, 2015).

There are five basic qualities that a counselor must have, namely (1) respect; (2) genuineness; (3) emphatic understanding; (4) communication of empathy, respect, and genuineness to the client; (5) structuring (Carter, 2004). In this regard, Sue & Sue (2008) wrote the United States' multicultural counseling competence as a key recommendation for the characteristics of an effective multicultural counselor explained in the following table:

Table 1. Multicultural Counseling Competence

Dimensions	Counselor Awareness against self-assumptions and biased values	Understanding Views A world of difference student culture	Develop Strategy Interventions and Techniques which is appropriate
Attitudes and Beliefs	<ul style="list-style-type: none"> • Have awareness and sensitivity to assess cultural heritage and respect differences. • Be aware of how their own cultural background affects psychological processes. • Able to recognize their limits. • Feel uncomfortable with the difference between themselves and the client 	<ul style="list-style-type: none"> • Be aware of their emotional reactions to other races and ethnic groups • Recognizing Stereotypes and preconceived notions 	<ul style="list-style-type: none"> • Respect spiritual beliefs and student values • Respect for custom will mpractice help • Appreciate the value of bilingualism
Knowledge	<ul style="list-style-type: none"> • Have knowledge of their race/cultural heritage and how it affects the definition 	<ul style="list-style-type: none"> • Have specific knowledge and information about the particular group they work with (referring to the 	<ul style="list-style-type: none"> • Have clear knowledge of the limits of counseling and how it can clash with minority values.

	<p>of normality and the counseling process</p> <ul style="list-style-type: none"> • Have knowledge and understanding of ways of oppression/racism/discrimination (referring to the white identity development model) • Have knowledge of their social impact on others 	<p>development of the minority identity model)</p> <ul style="list-style-type: none"> • Understand how race/culture/ethnicity can affect personality formation/ Elections • Skills/Psychological Disorders/Help seeking behavior • Understand and have knowledge of social and political influence that violates racial/ethnic minorities. 	<ul style="list-style-type: none"> • Be aware of institutional barriers in preventing minority access to mental health services • Understand the limits of the assessment procedure • Have knowledge about minority family structure and hierarchical society
Skills	<ul style="list-style-type: none"> • Seek consultative education and training experiences to enrich their understanding • Continually seek to understand themselves as a racial/cultural being and actively seek a non-racist identity 	<ul style="list-style-type: none"> • Should familiarize themselves with relevant research on various groups and seek educational opportunities that enrich their understanding knowledge and skills • Engage with minority individuals in settings outside of counseling so that their informed perspective is broad 	<ul style="list-style-type: none"> • Have a variety of styles of providing assistance. • Able to train intervention skills. • Willing to consult with various other parties who help. • Responsible for attention in the language required by the student

The explanation of the table above shows that multicultural counseling is based on the recognition of cultural pluralism, its characteristics, and dynamics which influence the counselor's cultural interpretations and can facilitate or even hinder the counseling process. Counselors across cultures must be aware of the implications of cultural diversity for the counseling process, and will seriously take into account this cultural diversity and the various dynamics that occur within and between diverse cultures. Competent counseling practice requires that counselors understand the complexities of culture and group identity as their clients experience them. Remaining uncomfortable with any level of identity is not an option (Vera & Speight, 2003). Community counselors who study multiculturalism go further beyond understanding to act (Baluch et al, 2004). Multicultural counseling as a profession requires that the bearer master a set of multicultural competencies, attitudes, and values, certain personality traits that must be internalized as a whole, and consistently manifested in ways of thinking and acting which will become instruments for influencing the development and behavior change of clients who are will be served. Multicultural counselors' ways of thinking and acting are framed within a system framework to improve the effectiveness and efficiency of professional assistance services from a cultural perspective.

The multicultural counseling movement is a revolutionary force that has clearly taken center stage in the counseling profession. This power forges a paradigm shift in which the construction of cultural biases from fundamental concepts such as mental health, psychological maturity, human development, psychological disorders, and appropriate help strategies is being expanded to include a more respectful and culturally responsive way of thinking. (Cartwright, Daniels, & Zhang, 2008). In addition, Erford (2015) mentions that all counseling is multicultural counseling. Because each client comes to a counseling session with a unique view of the world, which is shaped by diverse cultural experiences, among others, through race, ethnicity, gender, sexual orientation, social status, social, age, and spiritual. Such views of the client will influence the receptivity of a client to a particular theoretical approach and the intervention techniques it produces.

2. Tactical Strategy: Steps to Implement Multicultural Counseling

Multicultural insights for counselors are essential, to effectively provide counseling services to all diverse service goals. Therefore, multicultural insights are a challenge and demand for future counselors in the 21st century to realize that Indonesian society is a diverse and developing society that is in a transition period from traditional society to modern society. Multicultural competencies for future counselors in the 21st century must be possessed so that they will be able to carry out the counseling profession effectively following the expectations, desires, and problems faced by clients in realizing an effective and productive life in daily life based on applicable norms.

The counselor needs to see multicultural counseling as a relationship that is not only temporary but as a relationship that has a long-term impact because it is related to forms of problem-solving so the counseling process for a counselor is a responsibility in interpreting differences between students in interpreting values in their lives. Applicatively, counseling skills for multicultural counselors can be divided into three stages: exploration, understanding, and acting (LeBeauf & Maddux, 2009). Of the three stages, the counselor must be able to properly understand and master these three stages.

First, the exploratory phase aims at students having to feel fully supported to explore issues from their point of view. Exploration is a counselor's skill to explore students' feelings, experiences, and thoughts. This technique in counseling is very important because generally students do not want to be frank (closed), keep inner secrets, close themselves, or are unable to express them frankly. Exploration allows students to freely speak without fear, pressure, and threats. There are three kinds of exploration: (1) exploration of feelings; (2) mind exploration; and (3) experiential exploration.

Second, the Comprehension stage The purpose of the understanding stage is to help students recognize where they are concerning where they want to be concerning the problems they face. During this stage, the counselor must confront students regarding inconsistencies in behavior and attitudes. The counseling process of exchanging empathy includes the skills of expressing feelings and content, self-disclosure, and asking for concrete and specific expressions. Additive empathy processes include closeness skills; Identifying common problem situations, actions taken, and feelings; and caring about confrontation. So, during the comprehension stage, in conclusion, students must have a perspective or be able to generate new perspectives on their life challenges (LeBeauf & Maddux, 2009).

Third, the stage of action. The purpose of the acting phase is to help students identify what they need to do to achieve their desired goals. Process decision-making includes the skills of deciding, choosing, and identifying consequences. At this point, the counselor must define the student's situation as a choice of (a) changing ineffective coping behaviors or (b) useless patterns becoming problematic (determining skills). The counselor must understand the outline of the previous thoughts and feelings. Prevent students from implementing changes (choosing) that are temporary. Exploring the positive values that are important to students as a result of decisions (skills identify consequences). which includes the skills process of reaching an agreement; Setting deadlines; And reviewing goals and actions to determine outcomes. If the counselor has used good Exploring and Understanding stage skills, rarely, students will not choose to change, because it is clear that this will be self-defeating. However, if the Student chooses no change, the counselor must return to previous skills and work on building future relationships.

The main key in the implementation of multicultural counseling has five principles (Indrawaty & Ed, 2014), these five principles include:

1. Counseling techniques must be modified if the process involves different cultural backgrounds;
2. Counselors must prepare themselves to understand the increasing gap between their culture and the counselee's culture during the counseling process;
3. The conception of helping or helping must be based on the counselee's cultural perspective, and the counselor is required to have the ability to communicate his assistance and understand the distress and distress of the counselee;
4. Counselors are required to understand the differences in symptoms and how to convey complaints from different cultural groups;
5. Counselors must understand expectations and norms that may differ between themselves and counselees;

These five aspects show that the counselor as the main actor in the process of being prosecuted can modify counseling techniques and understand the cultural aspects of the counselee as well as understand the gaps and differences between his culture and the counselee's culture. In carrying out Multicultural counseling, several principles must be carried out synergistically by the counselor, counselee, and the counseling process which involves both parties reciprocally. As an initiator and a helping party, the counselor must understand these principles and apply them in the counseling process. The basic principles in question are as follows (Suhartiwi, 2013).

The fundamental assumptions underlying 21st-century multicultural counseling practices include the following: (1) human development and behavior occur in an environmental context that has the potential to be nurtured or restricted; (2) even in the face of devastating pressure, people treated with respect may demonstrate a staggering level of power and access resources that a pessimistic helper may not be able to see; (3) attention to the multicultural nature of human development is a key component of community counseling; and (4) individual development and community development are inseparable.

3. Multicultural Counseling: Directions for Outcomes

An effective multicultural counselor knows the group in which the client comes and does not come to conclusions about the client's ways of being. In addition, he showed a willingness to gain in-depth knowledge of various cultural groups. The counselor is also aware of how sociopolitical issues such as racism, sexism, and heterosexism can negatively impact clients (Ashley, et al, 2009). In addition, this counselor knows how different counseling theories carry values that may be detrimental to some clients in counseling relationships. Counselors should not assume that each individual is distinctive based on his or her cultural group. In other words, although a cultural group may have a collective tendency, its members may deviate greatly from that tendency (Metzger, 2010). A member of a cultural group will exhibit characteristics prevalent in that group, as well as prejudice. The individual should be served by a counselor who respects the norms of that cultural group and also appreciates the heterogeneity inherent in each culture. Once the counselor has gained cultural knowledge about himself and the client, the next step is to develop a suitable strategy for his assessment and treatment. In other words, the approaches and techniques that a counselor uses to improve a client's life should correspond to the values and life experiences of the client in question (Holcomb-McCoy, 2007).

Multicultural counseling is something new. Multicultural counseling has been echoed and popular in the last twenty years or so. In Locke's opinion, defining multicultural counseling is a field of practice that (1) emphasizes the importance and uniqueness (distinctiveness) of the individual, (2) recognizes that the counselor brings personal values originating from his cultural environment into the counseling setting, and (3) further recognizes that students who come from racial and ethnic minority groups bring values and attitudes that reflect their cultural background (Nuzliah, 2016). Presented by (Panzarella & Matteliano, 2009) adapting the Campinha-Bacote model (2002) model suggests that it consists of five constructs: (1) cultural awareness, (2) cultural knowledge, (3) cultural skills, (4) cultural encounter, and (5) cultural desire. The construction of this model is to achieve cultural competence. The objectives are then divided into specific objectives accompanied by suggestions, activities, and resources to achieve the goals that have been set.

There is a direction of achievement in multicultural counseling. The following describes five directions of achievement from the implementation and influence of multicultural counseling for students:

First, increase students' cultural awareness. Students will demonstrate the ability to examine and explore their own culture (including family background and professional programs). Students will identify the stereotypes, biases, and existing beliefs and value systems of the dominant culture in the United States. Students will demonstrate an understanding of how a person's bias and belief systems work. May subtly influence the provision of rehabilitation or education services and lead to cultural adjustment.

Second, it increases students' knowledge of different cultures and practices. Students will understand various belief systems in health, education, and disability practice. Students will familiarize themselves with the prevalence of disability and risk factors among different racial/ethnic groups. Students will understand and identify racial and ethnic differences in rehabilitation and educational services in the United States. Students will recognize and understand the various views and

beliefs of cultural disability and their explanatory models. Students will identify examples when religious or traditional views may influence them.

Third, improve students' skills in assessing students from various cultures. In practice, students will learn to determine student needs within their cultural context. Students will become familiar with demonstrating, using respectful assessment, and exploring culture and its impact on their disabilities. Students will identify culturally biased assessments and demonstrate the ability to modify or adapt assessments to suit the needs of students and will utilize the student's family in the assessment process if so designated by the student. Students will demonstrate the ability to use professional translators in the evaluation process.

Fourth, improve students' ability to develop improvement plans for students from diverse cultures. The student will apply knowledge and skills to develop previously learned culture as a competent plan within the student's education and environment. Students will utilize the "cultural model" to recognize and identify conflicts that are the result of cultural beliefs and values. Students will demonstrate the ability to use strategies that result in better improvement and educational services for students. Students will demonstrate advocacy skills for underrepresented groups and education systems and will negotiate and network between service providers to assist students in achieving adequate services.

Fifth, students can develop a desire for cultural competence and understand that it is a lifelong process. Students will develop and demonstrate the ability to empathize with and care for students from diverse racial/ethnic groups. Students will demonstrate flexibility, responsiveness to others, and a willingness to learn from others. Students will demonstrate cultural humility, and the ability to regard students as cultural informants.

The explanation of the five directions of achievement of multicultural counseling above implies that the multicultural counseling movement is a revolutionary force that has become the center of attention in the counseling profession. These forces are forging a paradigm shift whereby culturally biased constructs of fundamental concepts such as mental health, psychological maturity, human development, psychological disorders, and appropriate assistance strategies are being expanded to include more respectful and culturally responsive ways of thinking. Schools that are perceived as culturally responsive make a society out of cultural diversity, have the same academic expectations for every student, deliver a curriculum that reflects multiple cultures, provide ways for students and staff to deal with racial/cultural tensions, and actively employ diverse and committed employees.

Multicultural counseling is a comprehensive assistance framework that is based on multicultural competencies and oriented towards social justice. Since human behavior is heavily influenced by context, multicultural counselors use strategies that facilitate the healthy development of both their clients and the communities that nourish them. An understanding of the intricacies of local culture and the attitudes that accompany intercultural differences is related to shifts in inter-civilizational relations that affect patterns of relations between individuals and between groups of individuals (Vavrus, 2002). In this case, anyone involved in intercultural studies is required to have a global perspective. Perhaps this perspective is not directly related to the counselor's understanding of counselor behavior but provides a perspective on how a counselor performs counseling services positions in global developments.

CONCLUSION

The results of the discussion review reveal the finding that the most prominent focus of multiculturalism is the uniqueness and concept of separate groups that facilitate attention to individual differences. Therefore, multicultural counseling can be seen in general as counseling where the counselor and the counselee are different. These differences may be the result of socialization through unique cultural ways, traumatic life events, or those that result in the development or the product of being raised in a certain ethnic environment. We realize that intercultural relations are a big challenge for humans. Counselors carrying out the counseling profession will be effective depending on many factors. One of the most important factors is the relationship between counselor and client and mutual understanding between counselor and client. Counseling relationships will be effective and more easily achieved if the counselor and client come from the same culture or are familiar with each other's backgrounds. However, a counselor needs to be sensitive to the client's background and

special needs. If not, the counselor will misunderstand and frustrate the client, even hurting the client. Understanding and dealing positively with diversity and cultural differences is a matter of developing self-awareness and developing awareness of others. The difference between the counselor and the client should not negatively affect the counseling process. However, a counselor needs to be sensitive to the client's background and special needs. If not, the counselor will misunderstand and frustrate the client, even hurting the client. Understanding and dealing positively with diversity and cultural differences is a matter of developing self-awareness and developing awareness of others. The difference between the counselor and the client should not negatively affect the counseling process. However, a counselor needs to be sensitive to the client's background and special needs. If not, the counselor will misunderstand and frustrate the client, even hurting the client. Understanding and dealing positively with diversity and cultural differences is a matter of developing self-awareness and developing awareness of others. The difference between the counselor and the client should not negatively affect the counseling process.

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