



## The Correlation between Counsellor Competence in Multicultural Counselling and the Application of Cultural Values in the School Environment among Junior High School Students

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**Abstract:** Counselor competence in applying and implementing multicultural counseling is an essential aspect because students come from different cultural, ethnic, religious, and linguistic backgrounds. Competent counselors will be able to understand and appreciate these differences to provide services that are more effective and sensitive to each client's unique needs. This study aims to determine the relationship between multicultural counselor competence and implementing cultural values in schools. This study used a correlational design involving 82 students as samples, selected through a proportional random sampling technique. Data were collected using the multicultural counselor competence scale and cultural values scale. The data analysis technique used was Pearson Product Moment correlation. The results show a positive relationship between multicultural counselor competence and the application of cultural values at school. That is, the higher the level of counselor competence in multicultural counseling, the higher the level of application of cultural values at school. This finding can be the basis for guidance and counseling teachers to further improve their competence, especially in multicultural counseling, so applying cultural values in a school can also be carried out optimally because guidance and counseling teachers participate and contribute generously.

**Keywords:** counselor competence, cultural values, multicultural counseling

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## INTRODUCTION

Indonesia is an archipelago with many large islands from Sabang to Merauke. Java, Sumatra, Kalimantan, Sulawesi, and Papua are the five major islands in question. The people living on these islands form communities with unique cultures and characteristics. Indonesia also has many interesting "colors" due to its vast cultural diversity (Wulandari, 2022). Looking back, Indonesia is a large country with many ethnicities, cultures, religions, and social groups on each island, making it a multicultural society. Multiculturalism is the cultural diversity that emphasizes equality. In multiculturalism, equality indicates the same level of equality, no one is higher or lower. Understanding differences in equality, accepting and appreciating a culture, and supporting equal rights for various groups are also part of multiculturalism (Raihani, 2018). Before Indonesia became an independent country, multiculturalism already existed. Multicultural understanding and awareness have existed since the founders of Indonesia created its culture. Multicultural society consists of various tribes, each with a different cultural structure. The diversity and differences in question are cultural structures based on differences in values, racial diversity, ethnicity, religion, and other factors (Hendra, 2020). Diversity and differences in a multicultural society create heterogeneous characteristics so that people are required to be tolerant, coexist peacefully, and have the ability to interact. Receiving, conveying, and processing messages are part of communication (Pohan & Fitria, 2021).

Conflict prevention in the interaction of individuals who differ in culture must be done by learning about cultural differences or diversity and being tolerant. Multicultural values and insights are needed (Jones et al., 2016). Diversity and tolerance are important components in the conflict resolution process, and multicultural insight is an understanding of respect and justice for ethnic minority groups. Involvement in activities can demonstrate multicultural understanding in the community, encouraging people to apply good values in culture (Fitzgerald & O'Leary, 1990). Of course, the application of good values in culture can be supported through multicultural-based education. As the next generation of the nation, students should not be thrown away from the culture they have and fade. Therefore, multicultural-based education must be able to develop awareness and foster pride in the nation. Education is the foundation of learners' lives that must be adequately built (Buyruk Genç & Yüksel Şahin, 2023). Learners who acquire knowledge through education can improve their intelligence,

good morals, and personality skills that are useful in future life and understand that they are creatures endowed with advantages. Education must be balanced so that learners can develop their potential and be free to be creative. Unharmonious relationships or downturns in education can be caused by education that does not instill good cultural values in schools (Cook et al., 2019).

Implementing good values cannot be separated from the role of education. The very diverse culture of Indonesian society is a challenge for the world of education to process differences so that they do not become divisions. So, multicultural education can be an alternative to solving socio-cultural conflicts. The key to the implementation of multicultural education in schools is tolerance, cultural sensitivity, and freedom to celebrate holidays (Khairuddin & Si, 2018). Multicultural education in schools can be implemented by integrating it into subjects and school activities (Kaygusuz, 2012). Diverse backgrounds will make cultivating multicultural education effective because students can experience how to deal with diversity firsthand. Guidelines in the implementation of education are needed to advance the world of education (Collins & Arthur, 2010). Multiculturalism in all societies has grown in recent years due to ongoing migration in most countries. Attention to how schools, especially teachers and other education professionals such as counselors, perceive and manage cultural diversity has become very important since cultural diversity is considered a source of enrichment and opportunity for personal and collective development through school policies and practices (González-Falcón et al., 2016).

Education has a facilitator or figure who guides the course of the educational process, especially the learning process in schools, namely educators or teachers. Education personnel are the spearhead of education, where all regulations, guidelines, and requirements regarding educators or education personnel are regulated so that students can receive good and correct education (Bahar et al., 2022). Likewise, a counseling teacher/counselor at school must be able to provide appropriate and directed services to optimize students' potential. Competence or ability is needed by counselors to do and carry out work based on knowledge, skills, and attitudes. Counselor competence is the ability to carry out obligations with full responsibility. The competencies that the counselor must master are 1) Pedagogic, 2) Personality, 3) Social, and 4) Professional (Fithroni et al., 2018). Being a counselor is a noble and beneficial profession because it can help students direct themselves to become better individuals. In line with this, guidance and counseling services are stand-alone. However, not all counselors are professional (Boyle & Springer, 2001). A professional counselor must understand the intricacies of guidance and counseling because it affects the success of providing services. A professional counselor must be warm, empathetic, honest, respectful, and trustworthy (Grimmett et al., 2017).

Quality is the degree of good or bad, the quality, level, or degree of something. Counselor quality is all the criteria of excellence (personal, knowledge, insight, skills, and values) that influence the success of counseling services. The personal qualities mentioned are closely related to the professionalism of the counselor. Therefore, counselors must improve the quality of their personality (Minor & Duchac, 2023). Because a counselor will encounter many problems and diverse students, counselors must be professional. Student problems in the past, present, and future will continue to grow. Therefore, counselors must master the competencies of guidance and counseling and develop themselves so as not to be left behind by changing times. Professionals in guidance and counseling include knowledge, skills, personality, regulating emotions, and knowing the counselor's code of ethics (Corey, 2024). Problems that occur in various forms, one of which is problems or conflicts, can be caused by students' unawareness of various cultures in the school environment. Cultural awareness is the ability to recognize, understand, and be aware of cultural values, habits, and influences on values and behavior. The implications of cultural awareness can assess whether it is normal and acceptable in their culture or may be unusual or unacceptable in other cultures. The counselor's role in providing services is to understand students; understanding includes things that exist between the counselor and students (Storlie et al., 2015).

Cultural awareness is important for counselors because counselors are professionals in charge of planning and implementing services. Professional counselors must understand their competencies and limitations in handling student cases in order to carry out their duties following their competencies (Kılıç & Arıcı-Sahin, 2024). Schools, apart from being a place to transfer knowledge, also have the responsibility to help students develop optimally, successfully adjust, and be able to solve various problems. The guidance and counseling program that has been made will make it easier for counselors to provide services. Counselors, as supporters of educational success, have a great responsibility because counselors must have insight into the basic concepts of guidance and counseling and specific competencies, one of which is multicultural competence (Mohd Daud & Bond, 2013). Therefore, implementing multicultural counseling and cultural values in a school environment requires counselors who are competent and professional in multicultural counseling. It is crucial for school counselors to have an understanding of culture as it affects the way they interpret clients' attitudes. As culture is a vague and elusive concept, it brings considerable challenges for counselors working with and addressing cultural differences (Cook et al., 2019). The study aimed to determine the correlation between counselors' competencies in multicultural counseling and the application of cultural values in the school environment among junior high school students. It also wanted to assess how counselors possess the skills,

knowledge, and attitudes necessary for effective multicultural counseling and how such competencies influence their ability to foster an inclusive and culturally sensitive school environment. In addition, this study aims to investigate how counselors' application of cultural values contributes to promoting mutual respect, understanding, and harmony among students from different cultural backgrounds. By examining these aspects, this study also seeks to provide insights into the role of culturally responsive counseling practices in enhancing student well-being and supporting a positive school climate. Ultimately, the research is expected to contribute to developing effective strategies for integrating multicultural competencies and cultural values in counseling practices in educational settings.

## **METHODS**

The method used in this study used quantitative research methods in the form of non-experimental research with a correlational design where researchers use correlational statistics to describe and measure the level of relationship between two variables. In correlational research, researchers want to know whether the results of the two variables studied will be positively correlated, that is, one variable experiencing a change will also affect changes in the other variable, negatively correlated, that is, one variable with the other has the opposite effect, or there is no correlation, that is, one variable experiencing a decrease will not affect the other variable (Creswell & Creswell, 2023).

Researchers collected data by distributing multicultural counselor competence scale instruments and the application of cultural values. Multicultural counselor competence consists of the counselor's awareness of the diversity of students, the counselor's understanding of multicultural terminology, the counselor's knowledge of various cultures that affect students, and the counselor's ability to provide culturally adaptive counseling services. Then, cultural values consist of the nature of human life, the nature of human work, the nature of human position, the nature of human relations with nature, and the nature of human relations with others (Supriyanto et al., 2023). Data were analyzed using SPSS 26 for Windows. Researchers developed each item in the scale and then conducted reliability and validity tests on the instrument results. Then, the researcher used the Pearson Product Moment correlation test, where correlation analysis is one of the statistical techniques used to analyze the relationship between two or more quantitative variables. Correlation analysis determines the strength of the relationship or correlation between the dependent and independent variables. Data analysis in this study includes the normality test, linearity test, and Pearson correlation test (Gronmo, 2020).

This research was conducted in one of the junior high schools in Asahan Regency, North Sumatra Province. This study's population consisted of junior high school students in East Kisaran District, Asahan Regency, North Sumatra Province, with a sample of 82 students. The determination of the sample was based on the consideration of suggestions from guidance and counselling teachers who better understand the needs and characteristics of each student. The samples selected in this study were students in grades 7-A and 7-B. These classes were selected based on recommendations and considerations from the Guidance and Counselling teacher, who profoundly understands student characteristics. Guidance and Counselling teachers provide recommendations for students who are used as samples based on the results of observations that have been carried out previously. This observation aims to identify classes with a higher cultural diversity level than other classes. This was done to ensure the sample reflected the cultural variations relevant to the research focus. Thus, the sample selection process was designed to ensure adequate population representation and support the research objective of examining the application of cultural values in the school environment.

## **RESULT AND DISCUSSION**

Researchers conducted data testing using SPSS 26. The data testing consisted of a data normality test, which was carried out to determine whether the data obtained was normally distributed or not. A normality test is carried out to assess the distribution of data in a group of data or variables and whether the data is normally distributed. In this study, researchers used a significant 5% or 0.05. The data can be normally distributed if the result value is greater than a significant 0.05. It can be seen below that researchers conducted a normality test using the Kolmogorov-Smirnov normality test in the table below:

**Table 1.** Normality test results  
**Kolmogorov-Smirnov Normality Test**

|                                  |                | Unstandardized Residual |
|----------------------------------|----------------|-------------------------|
| N                                |                | 82                      |
| Normal Parameters <sup>a,b</sup> | Mean           | .0000000                |
|                                  | Std. Deviation | 10.38807796             |
| Most Extreme Differences         | Absolute       | .068                    |
|                                  | Positive       | .068                    |
|                                  | Negative       | -.048                   |
| Test Statistic                   |                | .068                    |
| Asymp. Sig. (2-tailed)           |                | .200 <sup>c,d</sup>     |

The table above shows that the normality test has a sig value = 0.200 > 0.05, so it can be concluded that the data is normally distributed and can be continued for further data analysis, namely the linearity test. The linearity test aims to determine whether the variables tested have a linear relationship or not significantly. The linearity test in this study used the regression line linearity test with the help of SPSS version 26. The basis for making a linearity decision is that if sig > 0.05, the variable has a linear relationship. Conversely, if sig < 0.05, then there is no linear relationship. The results of the linearity test can be seen in below:

**Table 2.** Linearity test  
ANOVA Table

|                                                        |                | Sum of Squares           | df       | Mean Square | F       | Sig.      |
|--------------------------------------------------------|----------------|--------------------------|----------|-------------|---------|-----------|
| Multicultural Counselor Competencies & Cultural Values | Between Groups | (Combined)               | 2228.821 | 28          | 79.601  | .637 .901 |
|                                                        |                | Linearity                | 108.590  | 1           | 108.590 | .869 .355 |
|                                                        |                | Deviation from Linearity | 2120.231 | 27          | 78.527  | .629 .904 |
|                                                        | Within Groups  |                          | 6620.655 | 53          | 124.918 |           |
|                                                        | Total          |                          | 8849.476 | 81          |         |           |

The Deviation from Linearity linearity test result was obtained at 0.904 > 0.05. Because the significant value is greater than 0.05, it can be concluded that in this study, there is a linear relationship between the multicultural counselor competency variable and the application of cultural values in the school environment. After conducting statistical tests ranging from validity, reliability, normality, and linearity tests, the researchers then conducted a correlation test with the Pearson product-moment model. The results of the analysis can be seen in the following table:

**Table 3.** Correlation test

|                                      |                     | Multicultural Counselor Competencies | Cultural Values |
|--------------------------------------|---------------------|--------------------------------------|-----------------|
| Multicultural Counselor Competencies | Pearson Correlation | 1                                    | .950**          |
|                                      | Sig. (2-tailed)     |                                      | .000            |
|                                      | N                   | 82                                   | 82              |
| Cultural Values                      | Pearson Correlation | .950**                               | 1               |
|                                      | Sig. (2-tailed)     | .000                                 |                 |
|                                      | N                   | 82                                   | 82              |

Table 3 above explains the significance of the correlation between the multicultural counselor competence variable and the application of cultural values of 0.000; this means that 0.000 < 0.05; thus, the multicultural counselor competence variable has a relationship or correlation. It also shows that the Pearson Correlation between multicultural counselor competence and the application of cultural values is 0.950 with the results of the correlation test; it can be said that the degree of relationship between the two variables is very strongly correlated, and the form of relationship between the two variables is a positive form of relationship. This means that the higher the competence of multicultural counselors, the higher the application of cultural values in the school environment. Based on the data analysis, multicultural counselor competence influences the application of cultural values. This means that the higher the competence of multicultural counselors, the better the application of cultural values in the school environment. This shows that the hypothesis of this study can be accepted. These results follow the results of previous research conducted by [Alfaiz et al. \(2022\)](#) with the title 'The Counsellor Multicultural Competence: An Exploration Study of Counselor Competence in the Counselling Process,' where counselor competence in the counseling process determines the application of cultural values in an educational setting. Counselors must also have a strong understanding of cultural diversity and the ability to adapt counseling techniques to meet the needs of students from various cultural backgrounds, which is

essential for effective counseling outcomes. The research conducted by [Yurika and Nugroho \(2022\)](#) with the title 'Implementation of Cultural Values in Guidance and Counseling Practices in Indonesia' states that the application of cultural values in guidance and counseling practices in Indonesia is important because humans and culture are an inseparable unity. The results showed that Indonesian cultural values could be implemented into guidance and counseling practices. The cultural values are interpreted and analyzed to be implemented into guidance and counseling services. In addition, human life in this world is highly dependent on culture. Culture greatly influences every aspect of human life and occurs thoroughly following demands and needs. Human activities, from waking up to sleeping again, cannot be separated from the influence of culture.

The research conducted by [Lee and Khawaja \(2013\)](#) highlights that counselors are required to possess cultural competence due to the diversity of society. The study found that multicultural education, clinical experience with culturally diverse clients, and discussions on multicultural counseling issues are highly beneficial in developing counselors' competencies. This research examined the factors contributing to the perceived level of cultural competence among trainee counselors. It hypothesized that multicultural education and multicultural skills relate to the cultural competence perceived by counselors and clients. The findings of this study suggest that universities should facilitate the development of future counselors' competencies in working with clients from various cultural backgrounds. This aligns with the research conducted by [Jones et al. \(2016\)](#), which discusses culturally responsive training processes and emphasizes the integration of multicultural competencies in counseling consultations. These findings demonstrate that deliberate efforts are needed to incorporate cultural factors into counseling. Culture endures throughout time because every event experienced by humans is closely tied to culture. For example, socializing with others is inherently connected to culture, as everyone is aware of their cultural identity. Similarly, when interacting with a client to provide guidance and counseling services, a counselor must possess cultural awareness, recognizing that clients bring their unique cultural essence ([Tuttle, 2022](#)). In delivering guidance and counseling services, counselors need to consider cultural awareness, as it helps clients understand their psychological characteristics, such as intelligence (intellectual, emotional, and spiritual), talents, attitudes, motivations, and more. Counselors must pay attention to cultural awareness because providing guidance and counseling services helps shape new behaviors and determines the success of the counseling process. A high level of multicultural competence in counselors significantly influences the application of cultural values in the school environment. This is because the greater effort and determination a counselor invests in improving their competence in multicultural counseling, the more effectively they can guide clients or students in applying positive cultural values within the school environment ([Supriyanto et al., 2023](#)). This study's results indicate a strong positive relationship between counselor competence in multicultural counseling and applying cultural values in the school environment, as evidenced by a correlation value of 0.950. Normality and linearity tests that meet the criteria confirm the data used are valid and support the research conclusions. The findings indicate that counselors' ability to understand, appreciate, and integrate diverse cultural values significantly impacts the formation of an inclusive and harmonious school environment. This research is important because it provides practical insights for counseling teachers and school counselors in developing counseling strategies that are more culturally sensitive to create a more conducive school climate for students from diverse backgrounds. Thus, the results of this study serve as a reference for the development of counselor training programs that focus on strengthening multicultural competence and encouraging schools to adopt a more culturally diversity-oriented approach in their daily practice.

## CONCLUSION

The research conducted by the researchers yielded a normality test value of 0.200 and a linearity test result of 0.904, indicating that the data obtained were normally distributed and demonstrated harmony between variables. Therefore, the hypothesis in this study can be proven: the higher the multicultural competence of counselors, the greater the application of cultural values in the school environment. Conversely, implementing cultural values in the school environment is inseparable from the high level of a counselor's competence in conducting multicultural counseling. Furthermore, the results of the effective contribution show a positive correlation between the two variables, with a value of 0.950, indicating a strong relationship between multicultural counselor competence and the application of cultural values in the school environment. Thus, a counselor competent in multicultural counseling can guide students in applying positive cultural values within the school environment.

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