



The Role of Guidance and Counseling Services in Enhancing Cultural Diversity Awareness among Indonesian Students: A Decade Review

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Abstract: Students' cultural diversity awareness or cultural sensitivity is not only related to social attitudes but also has implications for value development, character building, and scientific literacy. However, research on the role of guidance and counseling services in increasing students' awareness of cultural diversity in Indonesia remains relatively limited. This article aims to provide an overview and evaluation of the contribution of guidance and counseling services to increasing students' awareness of cultural diversity in Indonesia over the past decade. Methodologically, this process follows the basic idea of Narrative Literature Review (NRL). The research results show that over the past 10 years, the role and contribution of guidance and counseling services in increasing students' awareness of cultural diversity in Indonesia have been minimal, with only 8 articles meeting the inclusion criteria. Meanwhile, the service approach employed emphasizes guidance rather than counseling. The results of this study can be used for evaluation and recommendations to guide and counsel teachers or school counselors, as well as researchers in Indonesia, in continuing to provide optimal guidance and counseling services that increase students' awareness of cultural diversity.

Keywords: counseling multicultural; cultural diversity awareness; guidance and counselling; narrative literature review

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INTRODUCTION

Indonesia is a country with cultural diversity, including tribes, ethnicities, languages, customs, social status, religions, and more. This condition of cultural diversity not only affects heterogeneous groups in the social life of society at large but also shapes formal education settings (Hasrul et al., 2025). School is part of the social environment of students with diverse cultural backgrounds, and they will interact with one another (Basri et al., 2022; Rodiyana et al., 2024). In the school social environment, cultural diversity cannot be separated from students' personal, social, and moral experiences with one another (Grossen & Mirza, 2020; Sue et al., 2022). Most schools in Indonesia currently reflect cultural diversity among students, especially in terms of ethnicity, language, customs, and religion (Basri et al., 2022; Hasrul et al., 2025). This is because cultural diversity has become an everyday phenomenon in schools, driven by population distribution and by parents' employment (Sue et al., 2022). The presence of cultural diversity will affect students' diverse interaction patterns, both in terms of knowledge of other cultures and in attitudes and behaviors between students (Nishina et al., 2019; Halida et al., 2024). Every student who enters the school environment will certainly bring several understandings and knowledge from various cultural backgrounds (Agustin et al., 2021).

Psychologically, individuals at school age face a critical period in the social cognitive context, namely, they develop prejudiced attitudes and stereotypes due to cultural differences with others (Albarelo et al., 2023; Güleriyüz & Kilcan, 2023). Agustin et al. (2021) stated that in Indonesia, symptoms of stereotypical behavior and prejudice already occur in early childhood or at the age of 5 to 6 years. The results of their research show that the impact of cultural differences has led students to form prejudices and stereotypes, leading them to judge others before getting to know them better. Therefore, it is clear that culturally diverse social conditions significantly impact students' social development patterns within the community (Lee, 2025).

The impact of culturally diverse social conditions tends to lead to social problems, such as conflict within groups, because society comprises individuals from different cultures (Diab et al., 2022; Jason, 2023). In this position, education with a multicultural perspective is essential to reduce conflict (Ovsienko et al., 2023; Siregar et al., 2024; Rodiyana et al., 2024; Lee, 2025). Therefore, student cultural diversity awareness is a need that must be continuously developed within the social conditions of schools, as places of interaction among students from various cultural backgrounds (Hasrul et al., 2025). Otherwise, it will affect conflict and other social problems in the wider environment (Trueba et al., 2023). Because individuals who are aware of cultural diversity can develop an attitude of acceptance, openness, and respect for differences (Sue et al., 2022). Furthermore, several

studies have shown that cultural awareness or sensitivity contributes to scientific literacy and has implications for character education and value development (Jihannita et al., 2024; Kilang et al., 2024; Verawati & Wahyudi, 2024; Nasution & Nasution, 2026). This means that cultural diversity awareness contributes to an educational consensus that is sensitive to differences in students' cultural backgrounds, resulting in more meaningful and effective learning, improving scientific literacy and contextual understanding. Therefore, through the implementation of guidance and counseling services, the concept of cultural diversity awareness is expected to bridge students' cultural experiences, thereby improving cognitive outcomes in science and fostering attitudes, values, and skills important to culturally diverse students.

Given the importance of developing students' awareness of cultural diversity, this variable has been integrated into the Indonesian education system through guidance and counseling services known as the Student Independence Competency Standards (SKKPD) (Depdiknas, 2007; Hasrul et al., 2025). It was explained that one of the tasks and aspects of student development in SKKPD is awareness of social responsibility, which is one of the 11 developmental tasks aimed at achieving the National Education Goals. In this position, students' awareness of social responsibility is very important. It must begin to be developed at the elementary school (SD), middle school (SMP/SMA), and higher education levels, which is expected to have an impact on positive attitudes and behavior, namely, students interacting socially with others based on similarities (cultural diversity awareness).

Based on the findings and provisions, it can be confirmed that awareness of cultural diversity is a skill that teachers or school counselors must continuously develop through comprehensive guidance and counseling services. This service aims to help students become aware of their own and others' situations in diverse social contexts and cultures. However, we need to know the extent of the role and concern of guidance and counseling teachers, school counselors, researchers, and other education actors in Indonesia in conducting research and publishing widely on efforts to increase students' awareness of cultural diversity. Therefore, a descriptive study is needed that can provide a review of previous literature findings (articles) regarding the contribution of guidance and counseling services in Indonesia. This article is a study that aims to update knowledge and serves as an evaluation step towards implementing guidance and counseling to increase students' awareness of cultural diversity in Indonesia over the past decade.

METHODS

The method used in this research is a narrative literature review (NRL) (Rother, 2007; Cronin et al., 2008). A narrative literature review is a critical analysis technique for evaluating electronic journal articles to describe and discuss the current state of science on a particular topic or theme from a theoretical and contextual perspective (Rother, 2007). The stages of this research refer to the five steps of narrative literature review: (1) selecting the topic to be reviewed, (2) searching for literature related to the topic being reviewed, (3) collecting, reading, and analyzing literature, (4) writing a review, and (5) citing references (Cronin et al., 2008). The data analysis technique used in this study was descriptive analysis, aimed at describing the characteristics of the literature data collected qualitatively and quantitatively (Haneem et al., 2017). This was done by mapping the number of publications per year, journal distribution, research methods, and techniques and models used, based on the research questions and inclusion criteria. Furthermore, a critical analysis was conducted, involving an in-depth evaluation of the content of each reviewed article against the inclusion criteria (Farrukh & Sajjad, 2023). The narrative literature review process in this study is shown in Figure 1.

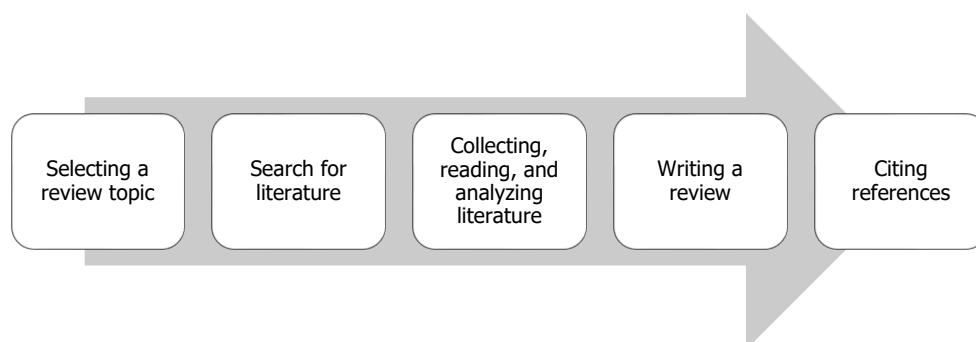


Figure 1. Narrative literature review

Using the NRL method, the purpose of this study is to describe and narratively and critically analyze: (1) how many articles on guidance and counseling services have contributed in the last 10 years to increasing students' awareness of cultural diversity in Indonesia? (2) What services do researchers use to increase students' awareness of cultural diversity in Indonesia? (3) What techniques are used in guidance and counseling services to increase students' awareness of cultural diversity in Indonesia? The data source for the literature search in

this research is online, using keyword techniques in two databases. The main data search is *Google Scholar* and *Garuda*, with a maximum literature search period of the last 10 years (2014-2024). After determining the data source, the next step is to apply the inclusion criteria to obtain more in-depth information on articles considered relevant to the focus or purpose of the review (Cronin et al., 2008). The inclusion criteria used in this research are shown in Table 1.

Table 1. Article inclusion criteria

Empirical research report	Conceptual/theoretical study
Title Relevance	Title Relevance
Indonesian language	Indonesian language
Author and year:	Author and year:
Journal (full reference):	Journal (full reference):
Research objectives:	Objectives of the paper:
Research methods	Credibility:
Research findings:	Coherence:
Recommendation:	Recommendation:

RESULT AND DISCUSSION

The search results on two main databases, namely *Google Scholar* and *Garuda*, used two main keywords: (a) guidance and students' cultural diversity awareness; and (b) counseling and students' cultural diversity awareness. Based on an initial search of the two main databases, 29 articles were found for the two keywords, as shown in Table 2.

Table 2. Literature Findings

Keywords	Initial Search	Classification of data types and sources	Meets Inclusion Criteria	Percentage
Guidance services; student cultural diversity awareness	20	13	5	65%
Counseling services; student cultural diversity awareness	9	7	3	35%
Total	29	20	8	100%

The information in Table 2 shows that in the initial search, we found 29 articles published over 10 years (2014-2024) in journals, proceedings, and higher education repositories. Of the 29 articles, 20 articles contain the topic of guidance services and students' cultural diversity awareness, and 9 (nine) articles contain the topic of counseling services and students' cultural diversity awareness. Then the researchers classified the types and sources of data, grouping articles by type and source, resulting in 13 articles on guidance services and 7 (seven) on counseling services, for a total of 20 articles. The final step is to group them according to the inclusion criteria (see Table 1). From the analysis based on inclusion criteria, 5 (five) articles on guidance services to increase cultural diversity awareness were identified, and 3 (three) on counseling services, totaling 8 (eight) articles. Furthermore, of the 8 (eight) articles, 6 (six) report empirical research results, and the other 2 (two) are conceptual contributions or theoretical studies. The results are described in Table 3.

Table 3. Journal analysis results

Author/ Researcher	Year	Article types and sources	Service Type	Technique/ approach/ model	Journal publication
Hambali,	2016	Empirical research report	Guidance	Model Dialogue "4D"	Jurnal Kajian Bimbingan dan Konseling (JKBK)
Fitri, Fitriyani, & Ramadhan	2018	Empirical research report	Guidance	Comic Media	INSIGHT: Jurnal Bimbingan Konseling
Iryani & Suriatie,	2021	Empirical research report	Guidance	Educational Cinema Techniques	Jurnal Bimbingan dan Konseling Pandohop
Suriata,	2022	Empirical research report	Guidance	Nusantara Box Media	Jurnal Bimbingan dan Konseling Borneo
Setiyowati, Probawati & Apriani,	2022	Empirical research report	Guidance	Biblioeducational strategy	Abdimas Pedagogi: Jurnal Ilmiah Pengabdian kepada Masyarakat

Author/ Researcher	Year	Article types and sources	Service Type	Technique/ approach/ model	Journal publication
Masri & Rofiq	2022	Empirical research report	Counseling	Teknik Bibliotherapy & cinemeducation Techniques	Jurnal Bimbingan dan Konseling Islam
Yusra,	2018	Conceptual/theoretical study	Counseling	Reality Counseling	Prosiding Seminar Nasional Bimbingan dan Konseling; UPGR Madiun
Safitri,	2018	Conceptual/theoretical study	Counseling	Humanistic Counseling	Prosiding Seminar Nasional Bimbingan dan Konseling; UPGR Madiun

The data presented in Table 3 indicate that, over the last 10 years (2014-2024), the role of guidance and counseling in increasing or developing students' awareness of cultural diversity in Indonesia remains very limited, as only 8 articles meet the inclusion criteria. Based on these results, we can also see the trend in the number of article publications each year over a decade on guidance and counseling services to increase students' cultural diversity awareness in Indonesia, as shown in Figure 2.

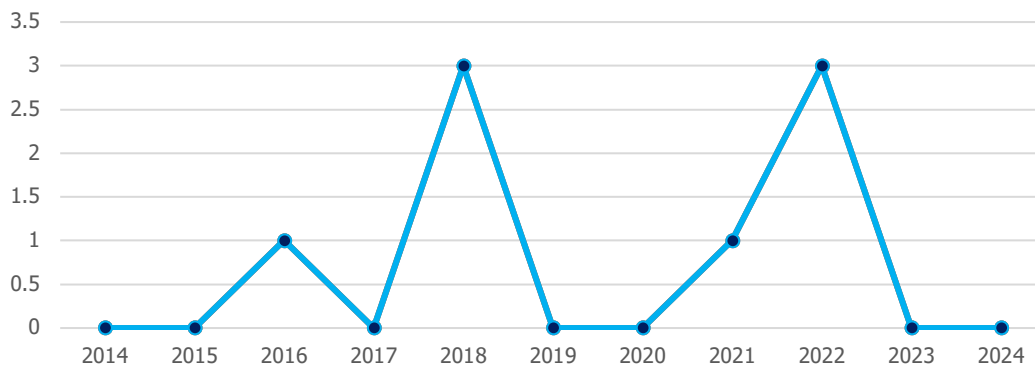


Figure 2. Articles meeting inclusion criteria in the last 10 years

As shown in Figure 2, the number of publications meeting the inclusion criteria over the last 10 years (2014-2024) shows that no article dominates in any year. For example, in 2016 there was only one article; in 2018, three; in 2021, only one; and in 2022, also only three. Thus, it can be stated that researchers' efforts to increase students' awareness of social responsibility remain very small compared to other social competencies. The data presented in Table 3 indicate that the service approach used by researchers is more about guidance services than counseling services. Of the 8 (eight) articles found, 5 (five) of them used guidance services, while the other 3 (three) used counseling services. In our opinion, the use of guidance services is also an implementation of the guidance function itself, namely as a preventive and developmental measure. Guidance services help students anticipate potential problems and take steps to prevent them, so they do not experience social difficulties in the future. In addition, the use of guidance services to increase cultural diversity awareness is because it is the implementation of a comprehensive guidance and counseling program, namely basic services, which have the aim of helping counselees to have awareness (understanding) about themselves and their environment (education, work, social culture, and religion) (Depdiknas, 2007).

The data in Table 3 illustrates that various intervention techniques are used in guidance and counseling services in Indonesia. It can be seen in guidance services that use *media*, with as many as 2 articles (Fitri et al., 2018; Suriata, 2022). Then one article uses *biblioeducation* techniques (Setiyowati et al., 2022), one article uses educational cinema techniques (Iryani & Suriatie, 2021), and another article uses the *guidance model* (Hambali, 2016). Likewise, the use of techniques in counseling services varies greatly; for example, one empirical research article uses *bibliotherapy* and *cinema education* techniques (Masri & Rafiq, 2022). The other two articles are the results of conceptual studies using a reality counseling approach (Yusra, 2018; Safitri, 2018) and discuss conceptual studies using a *humanistic counseling/therapy* approach. The results of this study show that among the various techniques used in guidance and counseling services, all have proven effective in increasing students' awareness of cultural diversity in Indonesia. However, the techniques widely used by researchers in guidance and counseling services are guidance and cinema education. The results of the analysis

also show that researchers use these two techniques more widely because they are practical and rely on readily available media and films that convey moral values or messages appropriate to students' lives.

The results of this study indicate that, although Indonesia is known for its very high level of cultural diversity, research on increasing students' awareness of cultural diversity has been relatively limited over the past decade. Most existing research is fragmentary and contextual and has not yet led to longitudinal or international studies. This results in a lack of a strong empirical database to support the development of theory and practice. Our critical analysis suggests that several factors influence this condition; *first*, the dominance of Western scientific paradigms in guidance and counseling is a major factor. Recent studies indicate that counseling practices in Indonesia still largely adopt approaches that are less contextually aligned with Indonesian society's collectivist values, resulting in research on local cultural diversity that has not yet developed optimally (Hasrul et al., 2023; Sari, 2026). This has led to limited exploration of the concept of cultural awareness in local contexts in guidance and counseling research.

Second, educators' and counselors' limited multicultural competence also hampers the development of research in this field. Counselor competence is a crucial aspect in implementing multicultural counseling (Siregar et al., 2024). Studies show that obstacles persist in the form of cultural bias, stereotypes, and a lack of training in cultural sensitivity in counseling practice, which ultimately affect the quality of implementation and research (Nursyamsiyah et al., 2025). This lack of capacity has led to cultural diversity not being a primary focus in the educational research agenda. Thus, the paucity of research in guidance and counseling is not only due to a lack of academic attention but also to the complexity of systemic challenges in education, limited professional capacity, and the suboptimal focus of research on increasing students' cultural awareness.

Research on the contribution of guidance and counseling services has grown in recent years, both globally and nationally. Several studies show that guidance and counseling services play a strategic role in increasing students' multicultural awareness (Sue et al., 2022; Alamsyah et al., 2024). However, there are several fundamental differences between previous research and this study. Zamroni et al. (2022) reported that over a decade (2010-2020), data on research publication trends in guidance and counseling services in Indonesia and their implications for future research were obtained from 962 publications. The method used was bibliographic analysis, taking data from the Google Scholar database, the most popular indexing tool in Indonesia. This study examines the most productive publication venues for research on guidance and counseling services and the most frequently referenced research documents. Although this study reveals publication trends in guidance and counseling services in Indonesia over a decade (2010-2020), it does not specifically examine the contribution of these services to increasing students' awareness of cultural diversity in Indonesia. In addition, the method used is bibliographic analysis, so the results and discussions presented are also different.

Likewise, Alamsyah et al. (2024) conducted a systematic literature review to identify multicultural counseling services to increase adolescent cultural awareness. This study used the Systematic Review and Meta-Analysis (PRISMA) method. The study found 12 articles in Indonesia and other countries that emphasize that implementing multicultural counseling services is an important step toward creating an inclusive educational environment for students from diverse cultural backgrounds. In our opinion, although the research used a systematic literature review, it did not use a specific time span of 1 decade, and its coverage area extended beyond Indonesia to other countries. In addition, this study focuses only on multicultural counseling services and does not provide a comprehensive description of the actual efforts of guidance and counseling services in Indonesia in terms of service implementation and the use of techniques to increase students' cultural diversity awareness.

Unlike previous research, this study offers a narrative, comprehensive literature review that examines the development of guidance and counseling services over a decade from a local perspective to understand the importance of increasing students' cultural diversity awareness. Furthermore, this study uses the NRL method, which presents a critical analysis of the state of knowledge from theoretical and contextual perspectives (Hasrul et al., 2022). In other words, this study provides a descriptive overview of trends, challenges, and development opportunities in guidance and counseling services in Indonesia, focusing on efforts to increase students' cultural diversity awareness through the implementation of guidance and counseling services and the use of approaches and techniques. Thus, this study not only addresses the limitations of previous studies but also makes new contributions through qualitative development mapping of guidance and counseling services and their implications for strengthening students' cultural diversity awareness in Indonesia. A key distinction, this study positions cultural diversity awareness not merely as an intervention outcome variable but as a developmental process influenced by the dynamics of future guidance and counseling services.

CONCLUSION

The findings of this study indicate that efforts to increase students' cultural diversity awareness or social responsibility remain very limited compared to other variables in the 11 competency standards for student independence in guidance and counseling services in Indonesia. However, cultural diversity awareness is a crucial element in an individual's ability to be self-aware and to transcend current situations, fostering rational

and responsible thinking in a culturally diverse social environment. Culturally aware individuals possess knowledge and awareness of cultural diversity and can develop attitudes of acceptance, openness, and respect for cultural differences. Increasing self-awareness means increasing students' independence and responsibility to experience life fully as human beings in social relationships, because often students who lack self-awareness and cultural awareness will experience problems in their social lives. This study can serve as a scientific reference alongside ongoing research and publications, especially those related to guidance and counseling services in schools aimed at increasing students' awareness of cultural diversity in Indonesia.

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