

Implementation of Multicultural Education Through Guidance and Counseling Services in Forming Student Character

Anggi Dwi Noperlis^{1*}, Firman², Mohd Suhadi Bin Mohamed Sidik³

^{1,2} Padang State University, Indonesia

³ Sultan Abdul Halim Mu'adzam Shah International Islamic University, Malaysia

e-mail: anggynoverlis@gmail.com

Abstract: Multicultural education is a process of developing all human potential that respects plurality and heterogeneity as a consequence of cultural, ethnic, tribal and sectarian (religious) diversity. Character education is an embodiment of achieving a generation that is intelligent and capable of having morals and personality that are useful for the Indonesian nation which aims to create a young generation that has positive values. The aim of this research is to determine the application of multicultural education through guidance and counseling services in forming student character. This type of research is qualitative using a literature review. The results of the analysis show that the formation of adolescent character education through multicultural education is an important aspect in integrating learning in schools. One of them is that guidance and counseling services play a role in developing the character of teenagers through various service activities that can develop personal, social, learning and career aspects of teenagers optimally.

Keywords: Multicultural Education, Character Education, Guidance and Counseling.

Abstrak: Pendidikan multikultural merupakan suatu proses pengembangan seluruh potensi manusia yang menghargai pluralitas dan heterogenitas sebagai konsekuensi dari keberagaman budaya, etnis, suku, dan sektarian (agama). Pendidikan karakter merupakan perwujudan untuk mencapai generasi yang cerdas dan mampu memiliki akhlak dan kepribadian yang berguna bagi bangsa Indonesia yang bertujuan untuk mewujudkan generasi muda yang mempunyai nilai-nilai positif. Tujuan penelitian ini adalah untuk mengetahui penerapan pendidikan multikultural melalui layanan bimbingan dan konseling dalam pembentukan karakter siswa. Jenis penelitian ini adalah kualitatif dengan menggunakan tinjauan literatur. Hasil analisis menunjukkan bahwa pembentukan pendidikan karakter remaja melalui pendidikan multikultural merupakan aspek penting dalam mengintegrasikan pembelajaran di sekolah. Salah satunya adalah layanan bimbingan dan konseling berperan dalam pengembangan karakter remaja melalui berbagai kegiatan layanan yang dapat mengembangkan aspek pribadi, sosial, pembelajaran dan karir remaja secara optimal.

Katakunci: Pendidikan Multikultural, Pendidikan Karakter, Bimbingan dan Konseling.

INTRODUCTION

Indonesia is the largest multicultural country in the world. This fact can be seen from the socio-cultural conditions in Indonesia which has various ethnic, cultural, linguistic, racial and religious diversity (Sipuan et al., 2022). Education functions to shape and develop the behavior and culture of the nation which plays a role in educating the life of the nation and forms a goal in developing individual potential in school so that they can become individuals who are

knowledgeable, have a Pancasila spirit, have noble character, are creative, innovative, independent and democratic (Amalianita et al., 2023).

The Indonesian government has made many efforts to improve the quality of education. Efforts to improve the quality of education are expected to be able to provide positive changes in the lives of society and the nation (Sayuti, 2020). Education for a child is very important to pay attention to because the child experiences a period of very rapid growth and development. Children must be educated so that children grow and develop well (Nengsi & Eliza, 2019). Education has a very important role in changing attitudes and character man himself (Astamal, Firman, 2021).

School is an institution assigned to manage and provide education and teaching to students in an effort to achieve the expected goals and become a powerful place in shaping students' intelligence, attitudes and skills in facing the realities of their lives (Agus, 2016). More than that, education is a process of "humanizing humans" in which humans are expected to be able to understand themselves, other people, nature and the environment in their culture. (Ibrahim, 2013). The school where the counselor works is fertile ground for providing guidance and counseling services. There you can find many students who have different characteristics and needs, even the large number of students does not necessarily reflect the diversity of students both in terms of themselves and the socio-cultural environment that surrounds them (Mufrihah, 2014).

The implementation of multicultural education in Indonesia is still rife with conflicts among students today. Not all educational institutions implement the importance of multicultural education in schools. Multicultural education is still not a very strong response. Even though teachers know that multicultural education is one way to make students aware of cultural, religious, cultural, racial and linguistic diversity. Multicultural education and the formation of the character of tolerance can be used as a strategic way to develop students' awareness of their sense of nationalism (Nastiti, 2020).

The discussion of multicultural counseling services is not only about student diversity, but also the cultural differences between counselors and their students (Mufrihah, 2014). Guidance and Guidance teachers can also play a role in strengthening students' character education through guidance and counseling program services. The guidance and counseling program that is suitable for building character education is a program designed to develop positive values and personality in individuals and see how to integrate character teaching in guidance and guidance programs. Counseling (Amalianita et al., 2023).

Based on this, this article will explain how multicultural education is implemented through guidance and counseling services in forming student character.

METHODOLOGY

This research is a type of qualitative research using literature study. Qualitative research, also called naturalistic inquiry, views social realities as unique from each other, so it is difficult to generalize about the whole if only based on parts (Firman, 2018). Meanwhile, library research is a series of activities related to library data collection methods, reading and recording and processing research materials (Mestika, 2004). Library research is a written summary of journal articles, books and other documents describes the past and current state of information about a predetermined research study topic. In compiling the literature, researchers cite articles that are quantitative studies or qualitative, and cannot be separated from information and conducting reviews as a step in the research process (Creswell, 2019). These data analysis techniques include data reduction, data display and conclusion drawing/verification (M. Sari, 2020). The steps in library research are as follows: 1) Selecting a topic, 2) Exploring information, 3) Determining the focus of research, 4) Collecting data sources, 5) Preparing data presentation and 6) Preparing a report (M. Sari, 2020).

RESULTS AND DISCUSSION

Multicultural Education Through Guidance and Counseling Services in Forming Student Character

Multicultural is a plurality of cultures and religions. Maintaining plurality will achieve a friendly life and create peace. Cultural plurality is social and political interaction between people with different ways of living and thinking in a society. Ideally, cultural pluralism, multiculturalism means rejection of bigotry, prejudice, racism, tribalism, and inclusive acceptance of existing diversity (Najmina, 2018). Multiculturalism views a society as having a culture that is generally accepted in society whose pattern is like a mosaic. In the mosaic are included all the cultures of smaller societies that form the realization of a larger society (Ibrahim, 2013).

Multicultural education is a set of beliefs and explanations that examine and assess the importance of cultural and ethnic diversity in shaping lifestyles, social experiences, personal identities, and educational opportunities for individuals, groups and countries (Banks, 1993). Multicultural education is an attitude of viewing human uniqueness without distinguishing between a person's race, culture, gender, physical condition or economic status. Within the scope of education, learning is needed that includes multiculturalism so that students can recognize and respect the diversity of other social groups (Sipuan et al., 2022).

Based on the explanation above, it can be seen that multicultural education is a process of developing attitudes and behavior, respecting cultural differences and diversity. Multicultural is a plurality of cultures and religions. Maintaining diversity will create a friendly life and create peace. Through multicultural education it is also possible to form positive characters in students. This is the basis for formulating the concept of understanding multicultural education.

Character is a scientific attitude that exists in every individual, whether it is good or bad (Astamal & Firman, 2021). Character education is values education, character education, moral education, character education, which aims to develop students' abilities to make good and bad decisions, maintain what is good, realize and spread that goodness in everyday life wholeheartedly (Susanti, 2013). Character education is an arrangement for instilling character values in school individuals that instills confidence, vigilance and readiness, as well as activities to carry out these qualities both towards God Almighty, oneself, the surrounding environment, climate and ethnicity so that they become human who are human beings (Karmedil et al., 2021).

The goal of character education is the formation of wisdom and kindness (L. Sari & Firman, 2019). According to (Kemendiknas, 2011) character education, the aim is to develop the values that shape the nation's character, namely Pancasila, including: (1) developing the potential of students to become people with good hearts, good thoughts and good behavior; (2) building a nation with Pancasila character; (3) developing the potential of citizens to have a confident attitude, be proud of their nation and country and love humanity.

Character education in the context of education in Indonesia is values education, namely education of noble values originating from the culture of the Indonesian nation itself, in order to develop the personality of the younger generation. Character Education also aims to improve the quality of the implementation and outcomes of education in schools which leads to the achievement of the formation of students' character and noble morals in a complete, integrated and balanced manner in accordance with graduation competency standards (Susanti, 2013).

Based on the explanation above, it can be seen that character education is a systematic effort carried out by educators aimed at improving various character values of students by implicating positive values as well as deliberate efforts made to help individuals understand, deepen and practice ethical values.

Forming a multicultural student character is an urgency, because Indonesia itself not only has diverse cultures, but Indonesia itself has diverse ethnicities, races and religions. So, a multicultural attitude is needed so that all groups can live side by side. Therefore, the formation of a multicultural character is very necessary because students must have a high tolerance attitude so that they are not easily offended (Cahyani, 2019). Multicultural education is an effort to guide, teach, train students to become human beings who can accept all differences. Instilling a multicultural attitude in someone is very important, so that someone can become a husnudzon person. Multicultural education expects students to have good character in life (Zulqarnain, 2016).

Character Education Quality Standards recommends 11 principles in creating effective character, 1) base character by promoting basic ethical values, 2) determine character as a whole so that it can include thoughts, feelings and behavior, 3) in building character, a comprehensive approach is needed. sharp, proactive and effective, 4) school communication is created with an element of caring, 5) provides opportunities for all students to do good deeds, 6) a meaningful and challenging curriculum, which respects all students, 7) strives for motivation within students, 8) functioning all stakeholders, including principals, teachers, staff, employees and security guards as a moral community that is responsible for character values and loyal to the same basic values, 9) in building character initiatives, development is needed moral leadership and extensive support, 10) functioning family and environment as character development partners, 11) evaluating character (Zamathoriq, 2021).

In implementing multicultural education through counseling guidance services, it can be through information services and group guidance services. The material presented in multicultural education-based information services in delivering material considerations in determining the type of material should be adapted to the reality or problems being faced by students (Satiyah, Busri & Yuline, 2016).

Multicultural counseling is a relationship built between counselor with counselee. Cultural differences require the counselor's skills to pay more attention to their attitudes and behavior, because not only how the client's problems are resolved, but also how the client can receive the counselor well. In other words, counselors are multiculturally competent. Multicultural counseling is not just the counselor being intensively involved with the client, it further requires the counselor's ability in the client's physical sensations and psychological states, respecting the client's attitudes, religious values, the client's cultural values, flexible attitudes, positive attitudes, and the subject's psychological satisfaction (Rifani et al., 2022).

The multicultural counseling process includes a set of paradigms that lead to students' acceptance and respect for themselves, others and the environment (Erford, 2007). If the multicultural counseling process in schools includes correct acceptance and respect for the counsees (in this case students) in relation to themselves, other people and their environment, increasing awareness of their own and other people's culture and improving good character in students, both with literacy media articles, reflection activities, experiences and sharing with others (Rifani et al., 2022).

Multiculturalism is a crucial competency that should be owned by guidance and counseling teachers. This is because in implementing counseling services, guidance and counseling teachers are faced with students with various backgrounds and different needs (Rifani et al., 2022). Efforts to maximize multicultural counseling are able to support the development and alleviate the problems of diverse students so that they are optimally able to develop students' character, independence, life goals and happiness (Hidayat et al., 2019).

CONCLUSION

Multicultural education is an effort to guide, teach and train students to become human beings with character who can accept all differences. Multicultural-based counseling services such as information services and group guidance services will help guidance and counseling teachers and counsees in the counseling service process so that counsees will feel appreciated and accepted. Therefore, multicultural counseling should be implemented comprehensively so that every individual who needs assistance services can experience counseling services without worrying about exceptions to the treatment of other individuals due to existing social and cultural diversity.

Multicultural-based counseling will help guidance and counseling teachers and counsees in the counseling service process so that counsees will feel appreciated and accepted. Therefore, multicultural counseling should be implemented as a whole so that every individual who needs assistance services can experience counseling services without worrying about exceptions to treatment from other individuals due to existing social and cultural diversity. It is hoped that guidance and counseling teachers will have a multicultural attitude so that they can provide counseling services that are fair from a social and cultural perspective.

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