



MULTICULTURAL GUIDANCE DESIGN

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Abstract:

This study aims to form the concept of multicultural guidance design. The research uses literature to develop ideas with descriptive and comparative techniques by presenting them in their entirety without adding or subtracting information. The research data from notes, reading, studying, reviewing or analysing material by the discussion—multicultural guidance services based on multicultural education that focuses on the different potentials of each individual. The results of this study are that multicultural-based guidance services can help self-development and prevent problems for individuals who have different cultural backgrounds. Islam recognises that every individual has differences. Counsellors can implement multicultural guidance services in helping individual self-development.

Keywords: guidance and counselling; multicultural guidance; multiculturalism

1. Introduction

Ideology is important to study because it becomes a lens to view the world born in thoughts in ideas or ideas. Multiculturalism as an ideology from the West (Europe and America) denies the intolerant ideology of 'Victorianism' (Daheri, 2021). This Western ideology emerged to deny the injustice that could be seen from the many cases of

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intolerance at that time. America, Canada, and Australia are part of the countries that have developed multiculturalism and multicultural education (Rosyada, 2014). These concepts and ideas arise because immigrant communities and ethnic minorities haven't protected their civil rights, which succeeded in building their national identity without losing their previous culture, which was the forerunner to the birth of a pluralistic society.

Incidents of intolerance gave rise to the concept of multiculturalism born of injustice received by immigrants. Regarding multicultural history, Indonesia has also experienced it, starting with the fall of President Suharto's power which was later called the Reformation Era (Khairuddin, 2018). At that time, the widespread socio-cultural crisis resulted in disorientation and dislocation, resulting in the loss of social patience and acts of violence due to the increasingly complex realities of life. Before the Reformation, there were economic and social crises, especially in the political field. After the new order, the democratic system in the reform era led to a liberal democracy that freed individuals regarding their rights (Prasisko, 2019). Liberal democracy is a political system that emphasises the freedom of everyone.

A multicultural philosophy can be used to see the world in thought. Multicultural philosophy is a critical reflection on the reality of contemporary society's pluralism which includes race, ethnicity, class and religion (Indrawan et al., 2020). Multicultural philosophy in inter-group relations can't be underestimated. There must be an event to deal with it. Assumptions in the philosophy of science are assumptions about the reality of objects that are the centre of the study in the preparation of scientific knowledge (Muthmainnah, 2018). Assumptions are essential and fundamental in a survey because the assumptions that arise are used to consider the weaknesses of the assumptions built at the beginning. The cross-cultural approach is the fourth strength after the psychodynamic, behavioural and humanistic approaches (Suryadi, 2018). Multicultural philosophy designs diverse thinking or cultural policies that focus on accepting diversity.

Philosophy doesn't require an experiment but tries to put forward a problem or find a solution and give an argument. Regarding psychoanalytic theory, human behaviour is controlled by his personality (Husna, 2018). The psychoanalytic psychological framework developed by Sigmund Freud regarding humans and their mechanisms isn't adequate to understand the psychological phenomena and human personality, which is vertical to the assumption put forward that to understand diverse human behaviour, one must use the cultural basis humans live. Conduct in the view of psychoanalysis is determined and controlled by psychological forces. The paradigm of behavioristic theory is formed from human behaviour, a stimulus function that means human behaviour isn't in humans but the environment (Ja'far, 2015). Behaviourism doesn't question humans as good or bad, rational or emotional. Behaviourism emphasises that the climate controls human behaviour. At the same time, existential philosophy focuses on individual problems (Adawiah, 2016). Personal issues emphasise human freedom, responsibility, and the importance of making choices. Based on the three theories related to different views of humans, it affects multiculturalism, including the idea of someone's perspective on something.

Al-Quran is a source of Islamic teachings that aims to regulate life without exception related to faith and behaviour. The messages in the Al-Quran, which are multicultural, include humans being created from the exact origin. In the past, humans were one people, emphasising the importance of mutual trust, understanding and respect for people, avoiding prejudice and finding fault and the last one emphasising avoiding conflict (Suparman, 2017). For this reason, multiculturalism in the view of Islam needs to be put in the correct position if there is a conflict related to race, ethnicity or religion. This article is expected to provide scientific contributions to the literature related to multiculturalism and multicultural guidance. This article aims to provide a multicultural guidance design concept, and the urgency based on the goal is to provide broad insight. Multicultural insight can be given by considering the ideas and strategies developed (Fatimah et al., 2021). Therefore, it is crucial to instil multicultural understanding to maintain a sense of unity and unity to achieve equality.

Previous research related to multicultural awareness showed that 3% were in high condition, 82.6% were moderate, and 5.8% were in a low state. Multicultural awareness becomes the main thing when interacting with people from different backgrounds. When communicating, people will interpret and evaluate things in different ways. Therefore, multicultural awareness is the ability to understand, understand and appreciate how culture is a self-characteristic that influences action. Harmony and unity between groups will be created when interacting and opening up (Permatasari et al., 2016).

Subsequent research states that counsellors must have awareness, knowledge, and skills competencies. Individual tasks to be able to develop optimally require the help of counsellors through guidance and counselling services; the counselling process carried out will undoubtedly bring together two different people. Therefore, the counselling process provided will be prone to cultural bias from the counsellor, resulting in ineffective counselling, so counsellors' competence is needed (Pratama, 2016).

The third study discusses counsellors who must have characteristics related to the implementation of cross-cultural counselling. First, the counsellor must be aware of his values. Second, be mindful of the individual parts of the counselee. Third, knowing the influence of ethnicity. Fourth is the prohibition against encouraging individuals to understand the culture of the counsellor. Counsellors with a sharp sensitivity to individual backgrounds will understand and appreciate cultural biases between counsellors and individuals, which are predicted to direct individuals to develop optimally (Elizar, 2018). The difference between research conducted by researchers and previous researchers lies in providing multicultural guidance design. A counsellor will understand individuals if they first understand the idea. This affects the services that will be provided and also affects the development of individuals who have different backgrounds.

2. Literature Review

Guidance and counselling within the scope of education play an essential role because it aims to guide, educate and help individuals live better lives. Guidance and counselling assist individuals in living independently and developing. Such service is appropriate if given in the environment. Guidance and counselling from an Islamic perspective are the same as counselling activities in general: Al-Quran and the Prophet's Sunnah discussion with context or essence (Basri, 2010). The Islamic guidance and counselling stipulate that in life that needs others, it is based on faith and seeks to help each other based on faith in Allah SWT. The foundation of guidance and counselling in Islam has divided humans as creatures of God, attitudes of diversity, and the role of religion (Husni & Muhammad, 2021). The use of religious elements in guidance and counselling can use future decision making, and religion can play a positive role in service delivery.

The main task of a counsellor is to provide services to all individuals. Because of that, guidance and counselling services are an integral part of the organised activities arranged in a regular, systematic and planned manner to be appropriate for individual development. Types of guidance and counselling services include orientation, information, placement or distribution, learning, group guidance, group counselling, mediation and consultation (Kamaluddin, 2011). All these services help alleviate individual problems to develop optimally. Optimal development includes understanding oneself, accepting oneself, and directing oneself based on ability and responsibility for choices (Moenada, 2011). The assistance process for individuals considers their uniqueness, so there is no general technique for individuals.

The services provided by counsellors help individuals towards optimal development, which is facilitated individually or in groups. There are four areas of work or services in guidance and counselling, namely personal, learning, social and career (Hikmawati, 2010). However, according to Ertiati Suhesti (Karina, 2017), there are two additional guidance and counselling: family life and religious life. Personal life development is related to oneself, a service area that helps individuals understand and develop positive potential according to personality characteristics and individual needs. The story of social life is concerned with developing the ability to relate to other people (socially) healthily and effectively. The development of a learning life helps individuals develop learning abilities during education. Career development relates to making decisions related to career decisions. The story of family life aims to gain a correct understanding of family life. In contrast, the development of religious life seeks to have a good knowledge of spiritual teachings.

The function of guidance and counselling must be fulfilled by implementing guidance and counselling activities. The functions of guidance and counselling are understanding, prevention, alleviation and maintenance and development (Arsini, 2019). The counsellor's success in carrying out services can be used as a benchmark for carrying out the role. The basic concept of guidance and counselling must be by applicable regulations and an understanding of the duties and functions of counselling. Besides that,

the counsellor's task is to provide opportunities for individuals to consult regarding the problems they face and the implementation of counselling. Therefore, guidance and counselling need to be implemented because it helps develop individuals related to the whole human dimension. After all, God's creation is the most perfect and is made as God's vicegerent on earth. Guidance and counselling services can't be separated from the supporting facilities. These facilities include the availability of guidance and counselling rooms, counselling rooms and infrastructure (Permana, 2018). Adequate facilities and a sufficient number of qualified counsellors in their fields mean that individuals have optimal service potential.

One of the weaknesses of multicultural-based guidance and counselling is the difference in understanding between counsellors and individuals. For that, counsellors need to have sensitivity to individual cultures. Multicultural-based guidance and counselling services aren't new (Yusman et al., 2021). Indirectly, counsellors have implemented multicultural-based services but don't realise it. Unfortunately, counselling hasn't been fully implemented because many counsellors only perform services typically, even though multicultural-based benefits can also be applied in multicultural guidance. Individual competencies related to multiculturalism are contained in the Operational Guidelines for the Implementation of Guidance and Counseling Services which include being able to learn and be aware of diversity and harmony in social interaction and communication based on equality (Ngulya, 2019). The point is that multicultural guidance and counselling services emphasise understanding and learning to live with people from different backgrounds.

Multicultural awareness can be seen in communicating and tolerant attitudes in the environment. Multicultural education is an effort to expand multiethnic education (Marpaung, 2010). The Educational Process improves strengthening and building relationships involving fundamental activities. The multicultural principle is contained in the attachment of the Ministry of Education and Culture Number 111 of 2014, namely guidance and counselling serving all individuals and carried out within the framework of Indonesian culture (Mufrihah, 2014). Counselling and multicultural guidance skills are very much needed by counsellors, considering that individuals have the same rights to get services regardless of background.

3. Material and Methods

Based on the objectives described above, the research method used is a literature study—the procedure of library research to develop concepts and descriptions of the design of multicultural guidance. After the researcher determines the topic, the next step is to conduct a theoretical study related to the research topic. Researchers searching for theory will collect appropriate sources and information as much as possible. After the researcher succeeded in obtaining data and information from the object under study, the steps taken were to present it in its entirety without adding or subtracting information about matters

relating to the thing of research. The data in this study were collected by taking notes, reading, studying, reviewing or analysing materials through the discussion.

Can obtain literature sources from books, journals and newspapers after receiving the relevant literature and then analysis. This analysis technique uses two methods. The first is descriptive, which aims to explain or describe a situation or event. Second, using comparative, which is comparing the similarity of views and changes. This analysis stage selects, compares references, and combines and sorts the various desired meanings to find relevant data.

4. Results and Discussion

Indonesia is a vast country that stretches from Sabang to Merauke, so Indonesia has various cultural backgrounds ranging from religion, race, and language to the uniqueness of each individual. It is these multiple backgrounds that make Indonesia a multicultural country. Multiculturalism emerged to unite differences with tolerance, respect and respect for differences.

Educational practices sometimes pay less attention to multicultural values, reflected in the environment's lack of attitudes and behaviour. Efforts that can be made to fight for multiculturalism are through multicultural education, which is held to develop individuals in viewing life from various cultural perspectives.

Table 1: Multicultural Concept

Topic	Description	Author
Multicultural Concept	<ul style="list-style-type: none"> a. Multicultural is a diverse ethnic unit. b. The essence of multiculturalism is the willingness to accept other groups as they are regardless of background. c. Multicultural society was born. Of a pluralistic society. d. The form of culture includes thoughts or ideas about behavioural and physical activities in society. 	Hati (2019); Husaini et al. (2022); and Nurmalasari & Widiyanti (2018).
Multicultural Education Concept	<ul style="list-style-type: none"> a. Multiculturalism education is an effort to fight for multiculturalism. b. Multicultural education as a provision of attitudes and skills is needed in ethnic culture, national culture and other ethnic cultures. c. The implementation of multicultural education is based on multicultural diversity. Historical truth isn't based on the assumption that there is no single interpretation. The curriculum is by comparative analysis, eradicates cliché views and is accommodating. d. Multicultural education includes all individuals, regardless of background, to have tolerance and respect for differences. e. The five dimensions of multicultural education are content integration, prejudice reduction, knowledge construction, participating in sports activities, and equity pedagogy. f. Freedom of expression in realising multicultural education is through dialogue and tolerance. 	Ramedlon et al. (2021); Junaidi (2018); Rizal, (2021); Arifudin (2007); Na'im, (2020); and Lundeto (2017).

Multiculturalism is born because of differences, accepting other groups regardless of background. This difference is the forerunner of the birth of multicultural education that equalises rights without discrimination. The existence of minority and majority groups is only limited to numbers, but they all have the right to be treated fairly. Therefore, multicultural education involves all individuals. Empathy, tolerance, and respect will arise if all individuals apply multicultural education.

The counsellor's ability to carry out the code of ethics is influenced by his personal ability to carry out. One of the codes of ethics that can't be ignored is maintaining the confidentiality or the principle of privacy. This is very important because what is discussed isn't allowed by outsiders to know about it except in certain situations. Violations of the code of ethics by counsellors, either intentionally or unintentionally, affect the credibility of the counsellor and aren't trusted by individuals. To help develop individual potential, counsellors who have quality and competence are needed and can carry out educational theory and practice, especially guidance and counselling services.

Different backgrounds make each unique, but they can also lead to disagreements. The role of guidance and counselling needs to be given because the main task of the counsellor is to provide services to individuals without exception. In delivering services both individually and in groups, Counsellors must be aware that the individuals to be served have different perceptions. Many experiences are difficult for individuals to deal with. This will become a problem that will later be required to be resolved. Therefore, the role of the counsellor is needed even though sometimes individuals want their concerns to be heard.

Table 2: Ethics Code for Multicultural Counselors

Topic	Description	Author
Ethics Code	<ul style="list-style-type: none"> a. Professional codes of ethics are regulations and rules of behaviour. b. The code of ethics in implementing guidance and counselling services is respect and openness, confidentiality and information sharing, service settings and counsellor responsibilities. c. Professional counsellor ethics are good personality, maintaining confidentiality, and having the principle of volunteerism and responsibility towards self and individuals. 	Sujadi (2018); Hotmauli (2021); and Nurmaulidya et al. (2021)
Multicultural Counselor Competence	<ul style="list-style-type: none"> a. Before developing yourself into a complete person, the counsellor must understand the advantages and disadvantages. b. Multicultural counsellors must have the ability to recognise behavioural values and assumptions, understand the characteristics of counselling, share views with counselees, and carry out counselling effectively. c. Counsellors in providing professional services need to have confidence, empathy, respect and prioritise individual interests. d. Competencies that symbolise professionalism are educational, personality, social and professional. e. The counsellor's multicultural competence is scientific principles, knowing one's own culture, individual thought 	Habsy (2017); Khoirunnisa (2018); Wardhani et al. (2019); Sari et al., (2021) ; Hidayat et al. (2018); Hajar et al. (2014); and Bastomi (2020).

	<p>patterns and actions are influenced by culture, and an approach adapted to personal characteristics.</p> <p>f. Multicultural competence is the involvement of counsellors in maximising and optimising individuals.</p> <p>g. Multicultural counsellors must have empathy, competence and skills.</p>	
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Guidance and counselling are part of education. That underlies the need for guidance and counselling based on their urgency and position. Guidance and counselling services are manifested in assistance for all individuals. Every service performed must be based on regulations. This code of ethics or competence of multicultural counsellors will assist in carrying out their intended duties in the services provided, and no individual will be harmed.

The environment is part of multiculturalism because it brings together various pluralities from individuals and education staff. The number of individuals within will find a variety of diversity and differences in cultural backgrounds that can provide experience for individuals studying in a multicultural environment.

Therefore, counselling in multicultural matters is crucial because not all individuals understand the culture and language used in the environment, considering that individuals come from different backgrounds. So that in schools, it is essential to play the role of guidance and counselling teachers as counsellors who deal with individuals who have different cultural backgrounds.

Table 3: Multicultural Guidance in Guidance and Counseling Services

Topic	Description	Author
Multicultural Guidance and Counseling	Multicultural guidance as providing information, providing direction, giving advice, directing to goals, providing guidance, lessons and guidelines, and providing leadership related to problems.	Bunu (2016)
Multicultural Guidance Concept	<p>a. The foundation of multicultural guidance and counselling services is the spirit of Bhineka Tunggal Ika.</p> <p>b. Individual needs and multicultural aspects underlie various problems and individual needs.</p> <p>c. Counselors must realise the importance of multicultural awareness to respect differences and be aware of biases and limitations in terms of culture.</p> <p>d. As a counsellor, it is essential to have multicultural competence because it helps to be aware of values and biases and broad insight to understand clients from cultural backgrounds from their point of view.</p> <p>e. Multicultural-based guidance and counselling services are appropriate in a pluralistic environment.</p> <p>f. Understand the counselee's problems objectively and holistically.</p> <p>g. Individual problems are a combination of multicultural issues.</p>	Zulfa & Suryadi (2021); Tere & Herdi (2021); Akhmadi (2016); Azizah (2020); Deliani (2018); Masruri (2016); and Nuzliah (2016).

Classical guidance, group guidance, individual counselling and group counselling are part of the counselling services that can help individuals. The services provided should refer to the times and the demands of personal needs; therefore, counsellors must-have

innovations in service delivery. Innovations that can use are services that promote multiculturalism or unique diversity. Multicultural counselling or multicultural guidance will significantly help alleviate problems because the individual doesn't feel like a stepchild because he comes from a different culture from the counsellor.

Indonesia, rich in diversity and uniqueness, makes it a multicultural country that recognises and accepts all individuals or groups. Indirectly, the emergence of multiculturalism is an effort to be tolerant, respectful and respectful. Acceptance needs to be expanded to train individuals to get used to diversity. Multicultural education focuses on individuals influenced by their culture (Dewi, 2020). Therefore, multicultural education is fully individual-focused, which includes activities and behaviour. Besides that, individuals must also have an attitude of tolerance to prevent conflict. The essence of multicultural competence is an attitude of tolerance (Utami, 2019). Multicultural education seeks to help individuals develop their potential as a community in their environment.

If it is associated with the profession, the code of ethics is a way of carrying out the job that is carried out. The principle of ethics and the professionalism of counsellors are closely related because counsellors can be said to be professional if they have pedagogical abilities and skills to carry out professional duties. The professionalism in question is mastery of the theory and practice of education and talent of the essence of guidance and counselling services applied to individuals. A code of ethics is an ethical guideline in doing or a code of conduct (Irmayanti, 2018). In addition to the principle of ethics, multicultural-based counsellors' competence must also be possessed because individuals come from different backgrounds and, therefore, must understand individual characteristics. In addition, the principles of guidance and counselling shouldn't be missed because of the provisions that must be applied and implemented by a counsellor. These principles are confidentiality, volunteerism, openness, activity, independence, contemporary, dynamic, integrated, normative, expertise, transfer of hands and Tut Wuri Handayani (Kurniati, 2018). These principles make guidelines for counsellors in service. Counsellors should apply them to avoid getting out of the rules to avoid misunderstandings.

Apart from professionalism (theory mastery), a counsellor should have an attitude of empathy, sincerity and respect. Empathy affects the service process (Handari et al., 2016.). Empathy is the counsellor's way of positioning himself to see and feel from the counselee's point of view. Empathy is the foundation of harmony, tolerance, and respect (Putri, 2019). Empathy development can train individuals to have a positive and open view of differences, accept differences, and collaborate with those differences. According to Sue (1992; 1996) (Launikari & Puukari, 2005), a multicultural counsellor must be aware of values and biases, client views, and intervention strategies. The counsellor's attitude related to multicultural competence is sensitivity to culture, the counselee's cultural background, multicultural boundaries and culture shock or discomfort. Knowledge of multicultural counsellors is knowledge of their cultural background, the effects of discrimination and stereotypes, and communication. Multicultural counsellors can train

or collaborate with people from different backgrounds and identity development to combat racist prejudice. In detail, the essence that multicultural counsellors must possess is beliefs and attitudes, knowledge and skills (Paszowska-Rogacz et al., 2008).

Guidance and counselling services can be applied in group counselling, individual counselling, group guidance and classical guidance. Mufriah (2014) (Haryadi, 2020) states that the current guidance and counselling implementation prioritises multiculturalism. In general, classical guidance and group guidance differ in the number of individuals and stages of activity. According to Samisih (2013) (Rizqiyani & Suharso, 2015), classical guidance is oriented toward 30-40 individuals. Classical guidance is a service provided by counsellors to individuals in a study group or a class carried out face-to-face. Holding classical guidance aims to achieve independence and optimal development so that classical guidance is preventive.

Group guidance is carried out only for a few individuals. The implementation of group guidance must have been designed beforehand, and group guidance is preventive and developmental. The group guidance stages are opening, showing, activity and ending (Maghfur, 2018). The following explains each stage. The opening stage contains hospitality between the individual and the counselee, introduction and principles in group guidance. A prominent feature in the group guidance stage is the provision of topics to be discussed. Leksana (2011) concludes by implementing guidance and counselling services with a group approach divided into free and task groups. Group guidance can be taken from the outline or core of individual problems to be discussed together. Group members determine free topics, and free issues are resolved by the counsellor (Putra, 2017). The next stage is activity. This stage can be the spirit or centre of implementing group guidance activities that contain discussions related to the topics discussed. Finally, the closing stage or closing stage focuses on exploring and explaining how to transfer what has been discussed. In addition to task topics and free topics as prominent features in group guidance, group dynamics are a determining factor in the service process. Group dynamics is the power to influence the group in achieving its goals (Atika & Martin, 2020). Professional counsellors will be able to create group dynamics.

Counsellors have several ways to help individuals in the form of counselling and guidance, in general, and religious elements. Multicultural counselling is a new paradigm that includes essential aspects (Yusuf, 2016). Multicultural counselling is inseparable from conflicts and differences, and multicultural education refers to accepting others. The application of multicultural values can increase the culture of individual tolerance (Budiono, 2013). One approach in scientific guidance and counselling to help individuals is religion-based and local wisdom. Islamic counselling education based on local learning must master science and socio-cultural understanding (Halid et al., 2021).

The multicultural concept was created to recognise and appreciate the richness of cultural diversity (Arifin, 2012). Therefore, creating an environment that views individual differences is a valuable resource to enrich the learning process.

Unfortunately, the implementation of guidance and counselling services is just that and hasn't been running as it should. It can be seen from the service process, which only refers to intelligence, character and personality. Many counsellors ignore personal backgrounds, even though cultural background also affects the service process and behaviour. In comparison, multicultural counselling and multicultural counselling (group and classical guidance) are counselling services. In general, group guidance is a directive process that utilises group dynamics (Fadilah, 2019). When viewed from a multicultural perspective, multicultural group guidance is assistance provided in group situations (group dynamics) that prevents problems resulting from discrimination, intolerance and disrespect for differences.

In addition to group guidance, the existing guidance and counselling facilities are classical guidance. Classical guidance is an effort to prevent unwanted behaviour (Mansyur et al., 2019). If in a multicultural setting, multicultural-based classical guidance is an effort to control individual behaviour related to discrimination, intolerance and disrespect for differences. In addition, religious-based guidance and counselling can also solve particular problems. Multicultural guidance is a process of assistance that is carried out continuously to achieve optimal development or alleviate contextual problems (material) related to multicultural elements, such as acknowledging, accepting and affirming differences. Islamic guidance and counselling refer to the Qur'an and Sunnah as a way out of individual problems (Handayani, 2021). In general, group guidance and religious-based multicultural classical guidance relate to efforts to assist counsellors regardless of the individual's cultural background, which refers to multicultural nuanced values or problems to be resolved through the Al-Quran and Sunnah as a solution or solution.

5. Recommendations

Multicultural elements can be implemented and seen through interaction and discussion with individuals with different cultural backgrounds. Later, each individual will get a new learning experience that contains cultural values. Multicultural elements can be developed according to needs and see individual problems objectively and holistically. Should implement multicultural guidance in guidance and counselling services.

6. Conclusion

Multiculturalism is born from diversity, including religion, race, customs, language, and culture. The concept of multiculturalism refers to accepting the presence of other individuals and groups to get the same treatment without discrimination from other parties. That concept gave birth to multicultural education that focuses on diverse individuals that can be applied because, in that environment, you will find multicultural sources that come from different but unique individuals. Multicultural competence of counsellors, such as the principles of guidance and counselling, must possess sincerity,

respect, and empathy. The guidance and counselling profession must be accountable if it harms the individual in the future. Empathy related to multiculturalism is crucial because empathy is the main door to a determinant of service success. In addition, beliefs and attitudes, knowledge, and the ability to understand the personal character of values and biases, world views from an individual point of view, and intervention strategies.

The educational process will undoubtedly find obstacles that come from individuals, for that the role of guidance and counselling is very much needed. The services provided are facilities that can be used according to need, but the counsellor only helps solve individual problems. For this reason, counsellors must continue to innovate in providing services for individuals. One of the services that can use is multicultural guidance. Group guidance and classical guidance have referred to multiculturalism. Still, sometimes counsellors do not fully understand the individual's background, the biases that occur during the service process, and how cultural background affects individual attitudes.

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Conflict of Interest Statement

The authors declare no conflicts of interest.

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