Cultural-Friendly Counselling and Guidance in the Scope of Elementary School: A Case in Indonesia

Najlatun Naqiyah[1], Nabila Hamzati[2], Claudia Nataline Rahayu[3]

A R T I C L E I N F O	A B S T R A C T

Purpose The purpose of the current study is to examine that how teachers and other school personnel are experimenting with counseling and developing cross-cultural relationships with kids at SD Namira, Indonesia. **Design / methodology / approach** The current study preferred qualitative method to examine the relationship. While using qualitative method, the current study investigated the implementation of culturally sensitive counseling at SD Namira in Kraksaan Probolinggo, Indonesia. Finally, data collection is carried out by using focus group discussions (FGD). **Findings** Findings of the current study highlighted that attitude toward providing culturally sensitive counseling and guidance should demonstrate empathy, tolerance, and patience. The learning process is culturally sensitive and preserves moral principles and religious customs. The teachers may alter the curriculum to make it more engaging and consistent with the new typical situation. **Practical implications** This study has valuable practical implications in the context of teachers. The results of the study help to enhance teachers' approaches to cultural-friendly counselling and guidance to the kids at SD Namira. Therefore, this study provides a pathway for the policymakers to improve culturally sensitive counseling. **Originality / value** The current study significantly added valuable contribution to the literature. Because the cultural-friendly counselling and guidance in the scope of elementary school is rarely addressed in Indonesia. Especially, cultural-friendly counselling and guidance in the scope of elementary school is very rare among the SD Namira. Hence, this study extended the body of knowledge in the field of cultural-friendly counselling and guidance to the kids.

[1] Master Program of Counseling and Guidance, Universitas Negeri Surabaya, Indonesia.
Email: najlatunnaqiyah@unesa.ac.id, ORCID ID: https://orcid.org/0000-0002-0566-0548 (Corresponding author)
[2] Master Program of Counseling and Guidance, Universitas Negeri Surabaya, Indonesia.
Email: nabila.18043@mhs.unesa.ac.id
[3] Master Program of Counseling and Guidance, Universitas Negeri Surabaya, Indonesia.
Email: Claudia.18045@mhs.unesa.ac.id

Najlatun Naqiyah - Nabila Hamzati - Claudia Nataline Rahayu / Eurasian Journal of Educational Research 99 (2022) 313-326

314

1. Introduction

The community's cultural ties cannot be isolated from how they meet their everyday necessities. The term "culturally friendly" refers to an approach to counseling focused on self-evaluation and reflection, respect for their social and cultural environment, willingness to form healthy connections with clients, and drive for lifelong learning (Lekas, Pahl, & Fuller Lewis, 2020). Diversity among Indonesians has been ingrained in their habits and way of life. A pluralistic mindset is necessary for multiculturalism (Rifani et al., 2021). People learn specific behaviors from their culture under the rules and standards that apply to that society. The cultural values that underpin community groups' behavior have evolved to fit the environment. Even in Javanese culture, individuals display human values by inviting members of all religions to various charitable events. As a result, the community must obtain theological knowledge that may be applied to resolve multiple issues (Kapoor et al., 2022) because religious principles guarantee unity and harmony. As society's culture evolves over time, technology also advances, becoming more common in people's changing lifestyles. There will undoubtedly be positive and negative effects from this transformation and new social issues. To enhance student learning outcomes through educational innovations that incorporate technology and culturally appropriate religious values into instructional resources, implemented in the classroom through school-community engagement (Santoso, Lukitasari, & Hasan, 2022).

The growth in cases of cultural plurality has generated a lot of conversation in all facets of society, including the counseling process. Two people—a counselor and a counselee—are involved in the actual counseling procedure. Counselors and clients interact throughout counseling sessions in individual and group settings (AlZaben & Al Adwan, 2022). Both sides are persons with diverse cultural backgrounds raised in a neighborhood. Multicultural counseling is the term used to describe this counseling practice. In response to the COVID-19 pandemic, counseling services have moved online. Smith follows this trend by providing a weekly online service via which he may stay in touch with his pupils on a personal and professional level. Counselors educate and guide their clients to employ cognitive flexibility in their daily lives, assisting them in having talks about concepts and solutions to difficulties (Brashear & Thomas, 2022). Because each person will contribute personal features and aspects derived from various cultural values, morals, and customs, cultural differences will undoubtedly impact the operation of counseling services. Multicultural counseling is known as the interaction between counselors and clients that allows them to meet their counseling needs while tolerating one another's cultural differences. Counseling services are required to comprehend the counselee's condition in the context of their social and cultural background. In a social setting with cultural similarities, the counselee who practices such cultural habits will find it easy to fit in. Still, occasionally counselees also encounter issues not well received by the social environment influenced by diverse cultures. When counseling services are offered, understanding difficulties in cultural diversity will be easier since service delivery will be suitable if problems are organized according to needs. The supplied services are anticipated to change the counselee's conduct to help them fit into a social context that is culturally diverse as well as to help them develop a better character.

This study fills a vacuum in the literature because students in primary schools need counseling and advice sensitive to their cultural background. This work is founded on innovative literary concepts to add to the body of knowledge. This study is notable because its conclusions and ramifications accurately reflect its goal, which was to examine how teachers and other school personnel at SD Namira are experimenting with providing counseling to kids and developing relationships that are respectful of their cultures. The study makes a big difference in the body of information. Additionally significant are the practical ramifications that enhance teachers' approaches to counseling kids. The routes this research will take are also noteworthy for future research to focus on to improve culturally sensitive counseling.

2. Literature Review

As students, individuals who live in a school environment will be impacted by societal diversity. Because of this, the school becomes the ideal setting for a counselor to provide services (Agi & Nwulu, 2022). There are teachers, all-school events, and kids at schools, all of whom have unique qualities and service requirements (Putri et al., 2020). In addition to discussing the diversity of students, multicultural counseling in schools also emphasizes the distinctions between counselors and students as counselees from gender relations (Damana, 2022). The diversity of the student body at the school contributes to the formation of numerous issues within the educational setting. Because of this, school counselors must offer counseling services to all students, regardless of their gender, academic standing, or other factors. When counselors exhibit tolerance for the counselee's cultural values during counseling, the counselor displays wisdom (Indriyani et al., 2022). As a result, before providing multicultural counseling services to clients in community groups with distinct cultural values, counselors need to have a knowledge base on multiculturalism from sources that can be studied (Otwine et al., 2022).

Without question, the persons involved in the counseling process—counselors and counselees—carry a variety of traits based on the backgrounds and cultures they each bring (Korugyendo, Kintu, & Ahabwe, 2022). Religious and cultural differences, as well as those related to gender, age, life experience, and community groupings, all impact how people think, impacting the counseling process (Wong, Yuen, & Chen, 2022). Therefore, to be able to understand and impart understanding to children about tolerance and appropriate traits in the face of differences, multicultural counselors in schools must be competent. According to Brashear and Thomas (2022), the following are the prerequisites to becoming a multicultural counselor to be prepared to enter the community, particularly with students: 1) Guidance and counseling undergraduate level study; 2) Having experience as a multicultural counselor; 3) Having a sincere desire to assist the client; 4) Have an open mind to other people's ideas; 4) Respect others and act under their wishes; 5) Be caring and sensitive to others' feelings; 6) Own empathy; 7) Be trustworthy and discreet; 8) Be willing to assist; 9) Learning a variety of languages and cultures.

The counselor is expected to possess the following knowledge and abilities, in particular: 1) Knowledge of various cultures; 2) Knowledge of languages from various cultures; 3) Recognizing the process of cultural acculturation; 4) Conflict management in cultural differences; 5) The counselee's rights, and 6) Multicultural counseling techniques and models. Competency requirements for multicultural counselors should probably

Najlatun Naqiyah - Nabila Hamzati - Claudia Nataline Rahayu / Eurasian Journal of Educational Research 99 (2022) 313-326

316

include the following: As multicultural counselors, they must be aware that there are disparities between counselors and counselees in how the counseling process is carried out. Additionally, counselors should be conscious of the likelihood of conflict arising from cultural differences during the counseling process (Hadi, Suwidagdho, & Ningsih, 2021). This is unquestionably a result of multicultural counselors accepting an understanding of Indonesian cultural values. The counselor must also understand the differences in background between the counselor and the counselee; b) Knowledge, multicultural counselors are expected to be willing to develop in terms of cultural knowledge in the Indonesian nation. In certain community organizations' opinions, multicultural counselors need to understand the socio-political and socio-cultural fields (AlZaben & Al Adwan, 2022). Numerous issues can be resolved depending on the counselor's level of understanding of the history of a given group (Patience et al., 2022). There are many ways to grow as a person (Slijepčević & Zuković, 2021). One of these is through knowledge derived from cultural values in society, which is done by conducting a research process on culture rather than just reading information through books of certain beliefs that will make it easier for counselors to expand their knowledge about the culture of certain groups; c) Skills, one of the responsibilities of a multicultural counselor is to have the desire to grow and learn new things. The counselor will acquire the right skills so that it will also be in accordance with the demands of the counselee with a counselor who desires to grow his talents as much as possible in the community (Kani & Chinwe). To learn how to position themselves as members of various cultures, the counselor may, for instance, build relationships with Sundanese people. Counselors who provide multicultural counseling must possess respectful competencies. R (Religious-Spiritual), E (Ethnic), S (Sexual identity), P (Psychological maturity), E (Economic background), C (Chronological), T (Threats to well-being), F (Family history), U (Unique physical traits), and L (Location dwelling) are the explanations for the definition of respectful (Santoro, 2011).

3. Method

A qualitative, naturalistic methodology is used in this work. To investigate the implementation of culturally sensitive counseling at SD Namira, Kraksaan Probolinggo, in the new normal age, data were gathered using focus group discussions (FGD). Use the focus group discussion technique when using data as research material (O. Nyumba et al., 2018). Focus group discussions are initially defined as an effort to investigate the issue through dialogue among group individuals to arrive at solutions through group consensus. In this approach, groups of people engage or discuss while asking and answering questions to gather data for the study. The benefit of employing the focus group discussion approach is that it yields more data than other data collection techniques. Focus Group Discussions are examples of the social interactions with informants that characterize qualitative research. Establishing the objectives, choosing the type of discussion to have and the issues to be discussed, and choosing the technical details of the discussion—such as the location, timing, note-taker, moderator, and formulation team—are all steps that must be taken into account when putting this focus group discussion into action. Due to pandemics, this focus group discussion is conducted through blended learning, a combination of online and offline learning. When focus group conversations are conducted, researchers and informants build a relationship of trust and candor that allows for an in-depth discussion of issues that have been resolved (O. Nyumba et al., 2018).

Respondents of this study consisted of 42 people comprised of 30 teachers of SD Namira, 1 principal, 3 lecturers of cultural counseling experts, 1 counselor, 2 psychologists, and 5 prospective counselors. The discussion guide contains questions to answer the research objectives, namely knowing how teachers develop and implement culturally friendly counseling, namely "How do the teacher's efforts raise the enthusiasm of students during online learning?"; "How do teachers supervise students regarding the understanding of the material?"; "How do teachers maintain counseling and guidance skill with students learning online?"; "How to do online counseling for introverted students?"; "How do teachers build student intimacy in the COVID-19 pandemic situation?". Analysis of the results by analyzing the data from the FGD, matching the narrative data recorded from the first and second FGD, and adding the results of the study of documentation and interviews to crosscheck the validity of the data obtained. The result report is written descriptively in the thematic form of applying cultural-friendly counseling and learning at SD Namira.

4. Findings

Every day, teachers interact with pupils from many cultures. Teachers and students in SD Namira came from different ethnic backgrounds and histories but shared the same religion, resulting in a multicultural environment. Therefore, in this new normal period, it is crucial to perform culturally sensitive counseling in SD Namira alone. SD Namira's faculty and staff also held a discussion session to gather information about the school's culturally sensitive counseling application. Table 1 contains the focus group discussion (FGD) findings on blended learning.

Table 1

Need Assessment and Discussions with High-Grade Teacher

Interviewer	Need assessment
6th-grade teacher	We had difficulty delivering well-learning during online learning, specifically in math subjects. Are there any tips for teachers to boost students' enthusiasm to make learning exciting, not monotonous?
5th-grade teacher	The teachers attempted to follow the emergency curriculum and generate learning achievement marks during online learning. However, the necessity to control the students was an obstacle. How can teachers monitor the students via online learning regarding their understanding of the subject materials?
4th-grade teacher	Following up on the subject materials given in the previous seminar regarding how to increase communication ability, empathy, and students' trust through online learning, it wasn't easy to implement because they do not meet in person. What ways to build communication, empathy, confidence, and other values with the students during online learning?
4th-grade teacher	During the online learning, it was found in the Zoom room that only a few students could focus on the subject materials given by the teacher. Furthermore, the teacher found some students daydreaming or looking at other things. Are there any tips to keep students focused during learning activities?

Class management is relevant to the learning system. The teacher must create an engaging thematic learning system because online learning contains varied students' backgrounds, interests, and academic disciplines. Indirectly, a two-way connection between teachers and students can be achieved if they find online learning appealing since they ask questions, get answers, and give feedback. As a result, the learning model created affected learning and class administration. Additionally, the empathic character will manifest itself when teachers and pupils can communicate with one another. Teachers aware of their students' backgrounds, skills, and interests will know how to engage them in a discussion. Here is an illustration of how educators use empathy in the classroom: Some students participate actively and passively during online learning; as a result, the teachers will ask the active students to discuss their activity and give the inactive students an opportunity. So how can teachers encourage pupils to be more active? It will be easier to access if offline learning is used. Nevertheless, teachers will pay close attention to the students through their preliminary data due to the pandemic situation.

The other eight group guidance modalities are lessons, group talks, problem-solving, games, homerooms, sociodrama, psychodrama, field trips, family sculpting, and biblio-counselling. Most kids prefer game-based learning strategies, and teachers can participate and temporarily shed their educator personas by playing along. Students whose parents were divorcing or who were being raised by other family members were taught a family sculpture technique. In terms of group counseling, the students spoke about their issues. For instance, when three students were present, the teacher facilitated a session in which they shared their issues. Then, with the consent of the entire group, the teacher chooses whatever issue has to be discussed first; By that, the teacher concludes asking group members to share their thoughts on the issues their peers are facing. Identifying the issue is another key distinction between group counseling and group guidance; In group guidance, the teacher chooses the problem, whereas, in group counseling, the students choose the issues, and each takes part in finding solutions. The explanation is shown in Table 2.

Table 2

Need assessment and discussion with lower-grade teachers

Interviewer	Need Assessment
3A grade teacher	How to do online counseling for shy students? Teachers found that when the students were accompanied and encouraged by the parents, they actively engaged in the online learning class; however, they became passive and shy when the parents were unable to accompany them.
2B grade teacher	Teachers tried to implement a question-and-answer session and a discussion session during Zoom online learning, but when the students were given an online task, most of them did it with the help of their parents; therefore, teachers were unable to know the actual students' competency. How to overcome this matter?
1st-grade teacher	Before the pandemic, building good relationships among teachers, students, and guardians was easier. Due to online learning, teachers, students, and students' guardians never met in person; therefore, it was difficult to build a good relationship among them because teachers cannot know students' or guardians' characteristics. How to overcome this matter?

There is no denying that online learning has challenges with interaction, emotional states, and numerous other things that demand additional work. The teachers must design a straightforward test with various questions about the kids' behavior, family profiles, study habits, and other topics. Some of these characteristics can be developed through an evaluation approach and made available to parents of pupils so they can comprehend their conduct. The online learning activity constrained the meeting's activities; as a result, teachers must develop an extensive assessment. These student evaluation statistics include information about the student's address, medical history, history of diseases, daily activities, and emotional learning traits. The parents of the students are required to respond to the assessment's questions if they are still living with them. Otherwise, parents or guardians of pupils may also answer the questions. Teachers may thus obtain a preliminary impression of the qualities of the students.

Because online learning prevents face-to-face interactions, students' adaptability to friendships, the school setting, and extracurricular activities takes a little longer to develop. As a result, the initial student assessment may aid teachers in developing various online learning activities. For instance, teachers will make an effort to connect with shy kids more frequently so that they can practice interacting. When the students perform better, teachers will reward them with smiles, kind gestures, praise, and many other things.

Although some pupils are hesitant, most students are in the industrial period, where they desire to display their talents. When these younger pupils are well-facilitated by teachers and parents and are in the industry, they will gradually develop their bravery. To help their students overcome their shyness, teachers should provide them additional opportunities to practice public speaking, singing, reading poetry, and other activities. Additionally, if the children perform well, the professors might commend them by giving them a gift, such as stationery (pencil and eraser). As a result, teachers or class teachers will need to create a reward budget. Teachers can also set up an online performance platform, allowing gifted students to showcase and hone their skills while less talented pupils can experiment with, practice, and discover their talents. Teachers must offer a multicultural counseling approach to encourage students' interpersonal skills. It is important to consider cultural factors while empowering women; women are often more hesitant since they feel constrained by their gender. The school must establish partnerships with public personalities and female role models, including doctors, police officers, nurses, teachers, professors, artists, the mayor, and many others, to inspire pupils as the next generation. For instance, while discussing health-related themes, the school may bring in subject-matter specialists to teach the children the proper method to wash their hands and handle other health-related issues. The explanation is shown in Table 3.

Due to the inability to conduct practical subjects face-to-face, several experimental subjects encountered difficulties during online learning. As a result, teachers must alter both theoretical and practical learning. For instance, a video was used in place of practical learning; nonetheless, it is important to comprehend the advantages and disadvantages of practical subjects. The pupils also have a variety of traits; some did better in the practical but less well in the theoretical comprehension, and vice versa.

Najlatun Naqiyah - Nabila Hamzati - Claudia Nataline Rahayu / Eurasian Journal of Educational Research 99 (2022) 313-326

320

Table 3

Need assessment and discussion with subject teachers

Interviewer	Need Assessment
Physical Education and Sports teacher	During this pandemic, Physical Education and Sports subject learning were carried out via online learning, but the infrastructure used is limited. The teacher frequently modified knowledge by providing practical and non-practical games and inviting students to make simple sports equipment with materials at home. Physical Education and Sports tasks were done with social media platforms. The intention was to encourage students to learn to use social media appropriately and the students' data in videos and photos of the practices used as memories. However, there was some hindrance in Physical Education and Sports subject learning, such as students not using the camera on; therefore, the teacher could not see their presence and follow the online practice. Hence, the teacher reprimanded the students and gave punishment as a reduction in grades, but the students kept repeating their mistakes. How to overcome this matter?
English teacher	In online English learning, the teacher provides a book with QR codes for students to scan and listen to the correct pronunciation, and students can repeat it many times. However, the students still mispronounced them, making it difficult for the teachers to correct them online.
Computer teacher	The computer subject online learning was carried out in limited facilities because not all the students had a laptop or computer. The teacher frequently uses the Zoom share screen regarding the subject materials, and the students pay attention while guiding the teachers on what steps or instructions are to be done. The teacher carried this out to determine the students' understanding.
3rd-grade teacher and religious choir	From a religious perspective, the teacher monitors the students during the pandemic by providing a monthly worksheet containing a checklist for daily prayers, dhuha prayers, and murojaah hadith. The schools hold various online Islamic holiday commemoration activities such as the birth of the prophet, the prayers at the beginning and end of the year, and many more. The students and guardians are also enthusiastic about this because they are happy to participate in non-academic activities even though they are online.
Tahfidz teacher	During tahfidz online learning, it was challenging for the teacher to correct the students' pronunciation while reading the Qu'ran. Many students did additional Qu'ran learning at the nearby Al-Quran Education Park (TPQ).
Islamic education teacher	In Islamic education learning, there was some hindrance when carrying out the direct practice of how to perform ablution, prayer, taharah, and many other practices. It was because the teachers and students could not meet in person.

The media, facilities, and many other factors were obstacles for the professors regarding practical topics that needed to be considered. For instance, it was known that not all pupils had basketballs, but the lesson could still be changed by using other balls or watching a video on how to play basketball. As a result, several items require modification in the form of an announcement. A voice note can be an alternative to learning pronunciation in language classes. The assignment can be given as a voice note, and a reflection can be offered to indicate if the student did well or needs to practice more.

Additionally, the right pronunciation will be distributed in class; if A has a better pronunciation, then B's pronunciation needs to be improved, and so on by talking about each student individually. Regarding computer subjects, the practical portion can be studied through offline learning. In contrast, the theoretical portion may be learned through basic media like making a little laptop out of a box and other things. Therefore, teachers need to comprehend and make inventive modifications during online learning.

5. Discussion and Conclusion

It is clear from the discussion above that the dynamics of applying culturally sensitive counseling at SD Namira, Kraksaan, and Probolinggo are in the new normal age. Based on research by Luo et al. (2019) on how group guiding exercises help students develop empathy. As a result, this new normal era will motivate teachers to develop modified ethical education and empathy. Fatchurahman, Adella, and Setiawan (2022) concur that comics might be a teaching tool for kids to learn about societal values based on local wisdom. In this COVID-19 situation, students must continue learning and applying social and cultural norms. Teachers must adjust their instruction to meet the needs of their students to help them become more focused. When necessary, pupils will regain concentration. Therefore teachers must ascertain their needs at the start of the lesson.

On the other hand, kids will struggle to focus and pay attention when they are not required to. Each student has unique qualities; some are quick learners, while others take longer to grasp a concept. Some pupils also have traits that necessitate remedial testing, one-on-one tutoring, or additional parental support. Teachers can determine and meet students' learning needs if they know their unique traits.

To get students to pay attention during online learning via Zoom or other applications, teachers must use engaging media or other online learning platforms and establish rules for the students. Before Zoom online learning begins, there is a list of guidelines for the students, including the requirement for them to concentrate on the lesson material or the teachers' instructions, turn on the camera, shorten the Zoom time, and any other rules that may apply. Additionally, rather than being teacher-centered, the teachers' instruction must be student-centered. How can teachers motivate pupils to participate actively in a class by speaking up, posing questions, expressing their thoughts, and starting discussions? Pupils need to be spoken to directly and occasionally rewarded with gifts like stationery, compliments, or even a smile. Instructors can begin teaching students how to provide peer counseling or group guidance with peer members since most students feel more at ease telling their stories to their peers than to teachers or parents. For instance, if three students struggle with a similar issue, they can form a group. Because group guidance and counseling were provided online due to the pandemic crisis, online media and platforms will require more attention, particularly the stability of internet access (Chemwei & Cheruiyot, 2022).

Additionally, teachers encourage pupils to participate in a group mentoring by highlighting the subsequent steps: 1) Formation, start by getting to know the kids individually before forming a group of two or ten with comparable issues; 2) Transition, during which the instructor describes the goals of the activities to be completed and the reason for holding group guidance; 3) Activities, such as the instructor's presentation of motivational stories or motivational movies; 4) Concluding: After the students have given their feedback on the group guiding exercises, the teachers will draw a conclusion. To boost academic performance, every student requires a creative teacher who can adapt their teaching methods to their needs (Muhtadi, Assagaf, & Hukom, 2022). Technical obstacles, including limited internet connectivity and the availability of students' learning platform media, caused the topic teachers to modify their counseling guiding method and the subject material outputs (handphones and laptops). Along with the previously mentioned technological difficulties, the students also encountered culture shock; as a result, they must adjust to new models of guidance and counseling and new teaching strategies. Counselors must be cautious in understanding their own culture, the cultures of their clients, and their capacity to implement the best plan under the clients' cultures to help students deal with culture shock (Garba & Tanko, 2022). Therefore, the pupils need multiculturally accepting counseling to assist them in adjusting to this new normal era.

Learning about empathy, communication, and different cultural values is adjusted to continue to be held through online services. Understanding the perspectives of teachers and school administrators on school self-evaluation may create awareness to increase school capacity (Brown et al., 2021). The COVID-19 scenario requires everyone to work together to create a welcoming school atmosphere. Since teachers' experiences with efficacy in implementing inclusive education increased resilience, the school atmosphere became more accepting of different cultures (Yada et al., 2021). To transform experiences into a sense of belonging and independent decision-making in the future, each has to have a variety of backgrounds with a broad perspective on social, cultural, financial, personal, environmental, internal, and educational concepts (Santoso et al., 2022). Elementary school counselors must examine how they might improve and broaden their cultural competency (Brashear & Thomas, 2022).

Additionally, it is assumed by Rusho, Ahmed, and Sadri (2021) that counseling guidance instructor tasks in this epidemic period become more difficult and include managing pupils on social media platforms. Therefore, teachers must share uplifting content with pupils via the class WhatsApp group. Additionally, it is advised by Walderhaug, Molnes, and Vasset (2021) that the teacher assigns pupils practical tasks to help them better handle challenges. Then, to lessen children's worry during a quarantine caused by an illness or the exposure of one's family to COVID-19, it is advised (Cincidda et al., 2022) that the instructor instills the virtues of patience. Additionally, according to (Dwidiyanti et al., 2021), the instructor exposes pupils to new ideas and perspectives on acquiring resources for preserving health through governmental and non-profit organizations. Thus, in this COVID-19 pandemic era, the instructors work with the parents to assist the kids in adhering to health protocols and assimilating to the new culture; they also work with the school to promote participation in the local government's offered vaccination program.

Najlatun Naqiyah - Nabila Hamzati - Claudia Nataline Rahayu / Eurasian Journal of Educational Research 99 (2022) 313-326

323

Additionally, the students perform culturally sensitive group counseling thanks to the teacher's or counselor's intercultural competence. Multicultural competency is the ability of a counselor to work with kids, stakeholders, and students' parents from various cultural backgrounds while maintaining a professional attitude and manner that appreciates cultural diversity (Rifani et al., 2021). As a first step for the counselor or counseling teacher in accommodating culturally friendly counseling, it is also recommended that multicultural counselors need to be aware of the cultural values employed to adjust with the counselees quickly.

Culturally sensitive counseling in primary schools has challenged social or academic issues in this new era. During the counseling and guidance process, the teacher offers a larger understanding. To uncover the counselee's strengths and employ culturally sensitive counseling techniques, the teacher who self-reflects on their own culture is conscious of their students' different cultural and historical backgrounds. In summary, the learning process is culturally sensitive and preserves moral principles and religious customs. The teachers may alter the curriculum to make it more engaging and consistent with the new typical situation. To foster a good relationship with children from different cultural backgrounds, teachers, parents, and all other school personnel has the choice of providing counseling and guidance that is sensitive to their culture.

6. Implications and Future Directions

This study has important theoretical ramifications because there hasn't been any previous research in this field, not even Indonesian literature, regarding counseling for primary school pupils. As a result, the study added new knowledge to the literature by discussing the relationship between professors and students connected to their career counseling. In addition, this study is the first to apply a qualitative approach to examining the relationship between culturally sensitive counseling and Indonesian students and teachers in the literature. Based on the validity and reliability found by the results, the unique methodology utilized in this study's interview protocol should be applied to subsequent research. This study and its conclusions add to the body of literature in this way.

In actuality, educators should select these methods to foster interactions with students and parents. In academics, teachers must conduct online learning, keep track of their students' online academic learning and comprehension, and implement engaging learning strategies using social media and information technology. Teachers must create a welcoming learning environment for students from different cultural and historical backgrounds. In online learning, teachers should encourage students to identify their talents and skills as well as to be able to adapt to different cultures. After the pupils have had their influenza shots and immunizations, the instructional environment at school shifts to a hybrid one. Teachers should encourage the pupils because they appear to be very excited and are becoming more dedicated in school. Students will also implement health routines in the new-normal era. According to the investigation, culturally sensitive counseling and guidance can help teachers and all other school personnel develop relationships with children from different cultural backgrounds.

Najlatun Naqiyah - Nabila Hamzati - Claudia Nataline Rahayu / Eurasian Journal of Educational Research 99 (2022) 313-326

324

This study seeks to understand how while living in the new normal, teachers and other school personnel at SD Namira are experimenting with counseling and developing cross-cultural relationships with kids. This study's weakness is that it is grounded in qualitative data. Future study in this area needs to be grounded in quantitative data to offer proof for counseling sensitive to cultural differences. Additionally, future studies shouldn't gather cross-sectional data because longitudinal data is necessary to comprehend it fully. Finally, prospective studies should examine instructors' effectiveness in providing counseling sensitive to cultural differences. Future studies would benefit in this fashion, and literature would greatly benefit as well.

References

Agi, C., & Nwulu, C. F. (2022). Influence of Guidance and Counselling Services on Development of Personal Skills of Children with Special Needs in Rivers State, Nigeria. *International Journal of Innovative Psychology & Social Development, 10*(3), 47-53. https://seahipaj.org/journals-ci/sept-2022/IJIPSD/full/IJIPSD-S-6-2022.pdf

AlZaben, M., & Al Adwan, F. (2022). The Effectiveness of a Counselling Program in Reducing the Death Anxiety and Improving Self-Efficacy Among a Sample of Female Middle-Aged Teachers Recovered from COVID-19 Virus. *OMEGA-Journal of Death and Dying.* https://doi.org/10.1177/00302228221086704

Brashear, C. A., & Thomas, N. (2022). Core competencies for combatting crisis: fusing ethics, cultural competence, and cognitive flexibility in counseling. *Counselling Psychology Quarterly, 35*(1), 215-229. https://doi.org/10.1080/09515070.2020.1768362

Brown, M., Gardezi, S., del Castillo Blanco, L., Simeonova, R., Parvanova, Y., McNamara, G., O'Hara, J., & Kechri, Z. (2021). School self-evaluation an international or country specific imperative for school improvement? *International Journal of Educational Research Open, 2*, 100063. https://doi.org/10.1016/j.ijedro.2021.100063

Chemwei, B., & Cheruiyot, G. J. (2022). Effect of guidance and counselling teachers' professional qualifications on implementation of guidance and counselling services in Baringo Central Sub-County, Kenya. *Journal of Guidance and Counselling (JGC), 1*(1), 28-36. https://doi.org/10.51317/jgc.v1i1.307

Cincidda, C., Pizzoli, S. F. M., Oliveri, S., & Pravettoni, G. (2022). Regulation strategies during Covid-19 quarantine: the mediating effect of worry on the links between coping strategies and anxiety. *European Review of Applied Psychology, 72*(6), 100671. https://doi.org/10.1016/j.erap.2021.100671

Damana, I. (2022). The Counselling Teachers'role on the Impact of the Covid-19 Pandemic With Online Learning at Lampung Buddhist Sunday School. *Jurnal Scientia, 10*(2), 281-286. https://doi.org/10.35337/scientia.Vol10.pp281-286

Dwidiyanti, M., Munif, B., Agus Santoso, A., Ashri Maulida Rahmawati, A., & Rikhan Luhur Prasetya, R. (2021). DAHAGA: An Islamic spiritual mindfulness-based application to reduce depression among nursing students during the COVID-19 pandemic. *Belitung Nursing Journal, 7*(3), 219-226. https://belitungraya.org/BRP/index.php/bnj/article/view/1494

Fatchurahman, M., Adella, H., & Setiawan, M. A. (2022). Development of Animation Learning Media Based on Local Wisdom to Improve Student Learning Outcomes in Elementary Schools. *International Journal of Instruction, 15*(1), 55-72. https://doi.org/10.29333/iji.2022.1514a

Garba, H., & Tanko, B. (2022). Effect of Solution-Focused-Brief Counselling Technique on Procrastination Behaviour Among Primary School Teachers in Bauchi Metropolis. *Kashere Journal of Education, 3*(1), 26-32. https://doi.org/10.4314/kje.v3i1.4

Hadi, A., Suwidagdho, D., & Ningsih, R. (2021). The role of multiple intelligences: For career guidance and counselling services for vocational high school teachers. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal), 8*(1), 23-28. https://doi.org/10.24042/kons.v8i1.8728

Indriyani, D., Komalasari, K., Malihah, E., & Fitriasari, S. (2022). Value of Local Wisdom in the Pillars of Cianjur Culture. *Annual Civic Education Conference (ACEC 2021)* (pp. 71-75). Atlantis Press. https://dx.doi.org/10.2991/assehr.k.220108.013

Kani, S. M., & Chinwe, E. C. (2021). Parents' and Teachers' Perceptions of the Role of Citizenship Education in Nation Building: Implications for Counselling in Nigeria. *Prestige Journal of Education, 4*(2), 164-177. https://openaccessglobal.com/wp-content/uploads/2021/12/citizenship-education-and-nation-building.pdf

Kapoor, V., Flavin, W., Ochs, P., Matyók, T., & Fahim, E. (2022). Community Policing Solutions for Religion-on-Religion Conflict: Lessons from an Indian Case Study. *World, 3*(4), 840-857. https://doi.org/10.3390/world3040047

Korugyendo, P., Kintu, D., & Ahabwe, E. (2022). The effect of Guidance and Counselling on Students' Discipline in Secondary Schools of Ruhinda North, Mitooma District, Uganda. *East African Journal of Education Studies, 5*(3), 73-79. https://doi.org/10.37284/eajes.5.3.869

Lekas, H.-M., Pahl, K., & Fuller Lewis, C. (2020). Rethinking cultural competence: Shifting to cultural humility. *Health services insights, 13.* https://doi.org/10.1177/1178632920970580

Luo, S., Zhang, T., Li, W., Yu, M., Hein, G., & Han, S. (2019). Interactions between oxytocin receptor gene and intergroup relationship on empathic neural responses to others' pain. *Social Cognitive and Affective Neuroscience, 14*(5), 505-517. https://doi.org/10.1093/scan/nsz029

Muhtadi, A., Assagaf, G., & Hukom, J. (2022). Self-efficacy and students' mathematics learning ability in Indonesia: A meta analysis study. *International Journal of Instruction, 15*(3), 1131-1146. https://doi.org/10.29333/iji.2022.15360a

O. Nyumba, T., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and evolution, 9*(1), 20-32. https://doi.org/10.1111/2041-210X.12860

Otwine, A. T., Matagi, L., Kiweewa, J. M., & Ainamaani, H. E. (2022). Efficacy of career guidance and counselling among secondary schools in Uganda. *African Journal of Career Development, 4*(1), 8. https://doi.org/10.4102/ajcd.v4i1.55

Patience, N., Augustine Nwosu, I., Blessing Obianuju, M., & Eberechukwu Francisca, C. (2022). The Roles of Counselling Education in the Rehabilitation of Teachers with Psychopathic Issues in Enugu State, Nigeria. *Asian Journal of Education and Social Studies*, 81-88. https://doi.org/10.9734/ajess%2F2022%2Fv26i130620

Putri, R. S., Purwanto, A., Pramono, R., Asbari, M., Wijayanti, L. M., & Hyun, C. C. (2020). Impact of the COVID-19 pandemic on online home learning: An explorative study of primary schools in Indonesia. *International Journal of Advanced Science and Technology, 29*(5), 4809-4818. https://pesquisa.bvsalud.org/global-literature-on-novel-coronavirus-2019-ncov/resource/pt/covidwho-830197

Rifani, E., Artika, M. Y., Kunwijaya, I., & Hani, H. Y. (2021). Indonesian Adaptation of the Multicultural School Counseling Behavior Scale. *Jurnal Kajian Bimbingan dan Konseling, 6*(3), 132–140. http://dx.doi.org/10.17977/um001

Rusho, M. A., Ahmed, M. A., & Sadri, A. M. (2021). Social media response and crisis communications in active shootings during COVID-19 pandemic. *Transportation research interdisciplinary perspectives, 11*, 100420. https://doi.org/10.1016/j.trip.2021.100420

Santoro, R. (2011). *Introducing monitoring and automation in cartilage tissue engineering, toward controlled clinical translation.* (Doctoral dissertation). University_of_Basel. https://edoc.unibas.ch/1454/1/Santoro_Rosaria_.pdf

Santoso, S., Lukitasari, M., & Hasan, R. (2022). School-community Collaboration in Inquiry-based Learning to Strengthen Religious Character and Improve Learning Outcome of Students. *International Journal of Instruction, 15*(3), 913-930. https://doi.org/10.29333/iji.2022.15349a

Slijepčević, S. D., & Zuković, S. N. (2021). School Counsellor-Teacher Collaboration in Student Counselling. *The New Educational Review, 63*, 237-247. http://dx.doi.org/10.15804/tner.21.63.1.19

Walderhaug, N., Molnes, S. I., & Vasset, F. (2021). Guidance from practice teachers-A qualitative study of nursing students in practice studies. *International Journal of Educational Research Open, 2*, 100026. https://doi.org/10.1016/j.ijedro.2020.100026

Wong, L. P., Yuen, M., & Chen, G. (2022). Career guidance and counselling: the nature and types of career-related teacher social support in Hong Kong secondary schools. *British Journal of Guidance & Counselling*, 1-19. https://doi.org/10.1080/03069885.2022.2040005

Yada, A., Björn, P. M., Savolainen, P., Kyttälä, M., Aro, M., & Savolainen, H. (2021). Pre-service teachers' self-efficacy in implementing inclusive practices and resilience in Finland. *Teaching and Teacher Education, 105*, 103398. https://doi.org/10.1016/j.tate.2021.103398