

Multicultural Counseling Practices in Junior High Schools: A Systematic Literature Review

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Abstrak

Keberagaman budaya yang semakin berkembang di lingkungan sekolah menuntut layanan bimbingan dan konseling yang mampu mengakomodasi perbedaan latar belakang peserta didik. Penelitian ini bertujuan untuk mengkaji penerapan konseling multikultural pada jenjang Sekolah Menengah Pertama (SMP) melalui metode *Systematic Literature Review* (SLR). Pencarian artikel dilakukan menggunakan database Google Scholar dengan kata kunci *konseling multikultural*, *konseling multibudaya*, *bimbingan dan konseling multikultural*, dan *Sekolah Menengah Pertama (SMP)*. Artikel yang ditelaah merupakan publikasi ilmiah yang terbit pada rentang tahun 2020–2026. Dari 7 artikel yang diperoleh pada tahap identifikasi, sebanyak 4 artikel memenuhi kriteria inklusi dan digunakan dalam proses kajian. Data dianalisis melalui tahapan identifikasi, seleksi, evaluasi, dan sintesis temuan penelitian untuk memperoleh gambaran mengenai penerapan konseling multikultural di SMP. Hasil kajian menunjukkan adanya kecenderungan positif dari penerapan konseling multikultural dalam mendukung perkembangan peserta didik. Layanan ini memberikan indikasi dampak positif terhadap peningkatan komunikasi lintas budaya, pengembangan empati dan toleransi, pengurangan prasangka sosial, peningkatan kemampuan regulasi emosi, serta penerimaan terhadap keberagaman budaya di lingkungan sekolah. Selain itu, kreativitas guru bimbingan dan konseling dalam mengelola layanan turut mendukung efektivitas implementasi konseling multikultural. Temuan ini mengindikasikan bahwa konseling multikultural berpotensi menjadi salah satu pendekatan yang relevan dalam mendukung terciptanya lingkungan sekolah yang inklusif, harmonis, dan menghargai keberagaman.

Kata Kunci: *praktik konseling multikultural; bimbingan dan konseling sekolah; sekolah menengah pertama; kompetensi budaya konselor; konseling responsif budaya*

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Abstract

The growing cultural diversity in school environments demands guidance and counseling services capable of accommodating students' diverse backgrounds. This study aims to examine the implementation of multicultural counseling at the junior high school (SMP) level using the Systematic Literature Review (SLR) method. The article search was conducted using the Google Scholar database with the keywords multicultural counseling, multicultural guidance and counseling, and Junior High School (SMP). The articles reviewed were scientific publications released between 2020 and 2026. Of the 7 articles obtained during the identification stage, 4 met the inclusion criteria and were used in the review process. The data were analyzed through the stages of identification, selection, evaluation, and synthesis of research findings to obtain an overview of the implementation of multicultural counseling in junior high schools. The study findings indicate a positive trend in the implementation of multicultural counseling to support student development. This service shows positive impacts on improving cross-cultural communication, fostering empathy and tolerance, reducing social prejudice, enhancing emotional regulation skills, and promoting acceptance of cultural diversity within the school environment. Additionally, the creativity of guidance and counseling teachers in managing these services contributes to the effectiveness of multicultural counseling implementation. These findings suggest that multicultural counseling has the potential to be a relevant approach in fostering an inclusive, harmonious, and diversity-respecting school environment.

Keywords: multicultural counseling practices; school counseling; junior high schools; counselors' cultural competence; culturally responsive counseling



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INTRODUCTION

Education is not solely intended to develop students' academic abilities but also plays an important role in fostering their social, emotional, and cultural development. Within the Indonesian education system, guidance and counseling services constitute an essential component in supporting students' optimal development in personal, social, academic, and career domains. The role of guidance and counseling has become increasingly important amid ongoing social and cultural changes. This is consistent with Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 111 of 2014, which emphasizes that guidance and counseling services are an integral part of educational provision and are intended to help students develop independently according to their needs and characteristics (Saputra et al., 2024). Guidance and counseling services also contribute to students' development by providing assistance that is responsive to their needs and individual characteristics (Mubarokah et al., 2025). Therefore, guidance and counseling should not be viewed merely as a means of addressing student problems, but also as a medium for developing potential, strengthening character, and enhancing students' social relationships.

The development of globalization, advances in information technology, and increasing social mobility have contributed to increasingly diverse school environments. Students come from different cultural, ethnic, religious, linguistic, and socioeconomic backgrounds. Such diversity positions schools as multicultural spaces that require educational approaches capable of recognizing, respecting, and accommodating differences. In this context, multicultural education is important because it seeks to provide equitable educational opportunities for all students regardless of their cultural identities. Diversity should not only be regarded as a challenge but can also serve as a valuable source of social learning when appropriately managed. Wijayanti et al. (2024) reported that the implementation of multicultural education through guidance and counseling services can improve students' social interactions, broaden their understanding of cultural diversity, and create more equitable learning opportunities. Similarly, Abadi et al. (2024) explained that multicultural approaches in guidance and counseling services can strengthen students' global diversity competence and help them understand and appreciate sociocultural differences within the school environment.

One relevant approach for addressing these needs is multicultural counseling. Multicultural counseling is a helping process that considers the cultural background of the client throughout the counseling process, enabling counselors to understand individual concerns more comprehensively within their cultural contexts (N. M. Harahap & Maryolo, 2018). This approach recognizes that values, beliefs, norms, language, and cultural experiences influence how individuals think, feel, interpret experiences, and behave. Culture should therefore be regarded as an important dimension of the counseling process. Umami (2022) argued that counselors need multicultural competence in order to understand clients' cultural diversity and provide services that are appropriate to their individual characteristics. Such competence is necessary to minimize cultural bias, establish inclusive counseling relationships, and improve the relevance and effectiveness of counseling services.

The importance of multicultural counseling is particularly evident at the junior high school level. Students at this stage are generally in early adolescence, a developmental period characterized by identity exploration, a strong need for social acceptance, dynamic emotional development, and increasing interaction with broader social environments. Under these conditions, cultural differences may contribute to stereotyping, social prejudice, interpersonal conflict, or intolerant behavior when students lack adequate understanding of diversity. Therefore, students need services that not only assist them in addressing personal concerns but also help them develop the capacity to interact constructively within diverse social environments.

Previous studies indicate that multicultural counseling has potential benefits for junior high school students. Existing findings suggest that multicultural counseling may support social skills, cross-cultural communication, emotional development, tolerance, and students' ability to interact

in diverse settings. However, challenges remain in the implementation of guidance and counseling services in schools. Some students continue to perceive guidance and counseling as services intended only for those experiencing behavioral or disciplinary problems, which may limit their willingness to access available support. In addition, not all school counselors possess sufficient multicultural competence to understand students' diverse backgrounds in depth.

These conditions indicate that counselors' multicultural competence is an important factor in the provision of responsive counseling services. Ningsih et al. (2022) emphasized that prospective counselors need to develop cultural sensitivity in order to understand clients more comprehensively and provide services that are responsive to their cultural characteristics. Effective cross-cultural communication is also important because differences in values and cultural backgrounds may influence how students express their problems, interpret possible solutions, and build counseling relationships (Asbi et al., 2024).

Although multicultural counseling in school settings has been discussed in a number of studies, research specifically examining its implementation at the junior high school level remains relatively limited. Existing studies tend to focus separately on particular outcomes or dimensions, such as cross-cultural communication, tolerance development, emotional regulation, or the creativity of school counselors in delivering services. Moreover, the limited number of empirical studies specifically addressing multicultural counseling in junior high schools has resulted in an incomplete understanding of how such services are implemented, what forms of intervention are used, how effective they are, and how they contribute to student development.

This condition highlights the need to integrate existing findings in order to obtain a more comprehensive understanding of the implementation of multicultural counseling at the junior high school level. Therefore, the present study employed a Systematic Literature Review (SLR) to identify, analyze, and synthesize research findings related to the implementation of multicultural counseling in junior high schools. Specifically, this review aims to examine the forms of service implementation, the contributions reported across existing studies, and the potential development of multicultural counseling in supporting educational environments that are inclusive, harmonious, and respectful of diversity.

Through this review, it is expected that a more integrated understanding can be developed regarding the role of multicultural counseling in junior high schools. The findings are also expected to provide a foundation for strengthening culturally responsive guidance and counseling practices and for identifying directions for future research and service development in culturally diverse school settings.

METHOD

One approach that can be used to examine a body of research systematically is the Systematic Literature Review (SLR). An SLR is a research method designed to identify, evaluate, and synthesize relevant research findings through a structured and transparent process. Kitchenham (2004, as cited in Nugroho et al., 2021) defined SLR as a literature review method that identifies, evaluates, and interprets all available findings related to a specific research topic in order to answer predetermined research questions.

In addition, an SLR enables researchers to integrate findings from multiple studies and generate a more comprehensive understanding of a particular issue. The resulting synthesis can also provide a basis for the further development of guidance and counseling services in schools. Therefore, the present study systematically examines the implementation of multicultural counseling in junior high schools in order to contribute to the development of guidance and counseling practices that are more inclusive, responsive, and relevant to students' needs within culturally diverse educational settings. The SLR procedures in this study followed the stages

proposed by Francis and Baldesari (2006, as cited in Nugroho et al., 2021), as presented in Table 1.

Table 1. Research Procedures

Research Steps According to Francis and Baldesari (2006)	Procedures Conducted in the Present Study
Formulating the review question	The research questions focused on the implementation of multicultural counseling in junior high schools, specifically: (1) What forms of multicultural counseling implementation have been reported at the junior high school level? (2) What evidence is available regarding the effectiveness of multicultural counseling in junior high schools? and (3) What roles does multicultural counseling play within the school context?
Conducting a systematic literature search	The literature search was conducted systematically through Google Scholar and Semantic Scholar. Search terms included combinations of “konseling multikultural,” “konseling multibudaya,” “bimbingan dan konseling multikultural,” and “SMP.” Boolean operators AND and OR were used, for example: (“konseling multikultural” OR “konseling multibudaya”) AND (“SMP” OR “Sekolah Menengah Pertama”). The search was limited to Indonesian national publications published between 2020 and 2026 and available in full-text format. All retrieved records were documented and subsequently screened according to the predetermined inclusion and exclusion criteria.
Screening and selecting appropriate research articles	Articles were screened and selected according to their relevance to the aims and focus of the review.
Analyzing and synthesizing qualitative findings	Data analysis was conducted by identifying the main findings of each included study and comparing them across studies in order to develop a more comprehensive understanding of the implementation, effectiveness, and role of multicultural counseling in junior high schools.
Maintaining quality control	Quality control was conducted by assessing the selected studies according to their relevance to the research topic, clarity of research objectives, methodological appropriateness, completeness of results reporting, and relevance of the findings to the review focus. Studies that did not meet these criteria were excluded from the synthesis. In addition, the research process and manuscript development were periodically discussed with the academic supervisor to support methodological consistency and accuracy.
Presenting findings	The final stage involved organizing the findings into a scientific article for publication.

The literature identification and selection process was guided by predetermined inclusion and exclusion criteria. These criteria were established to ensure that only empirical studies directly relevant to multicultural counseling at the junior high school level were included in the review.

Table 2. Inclusion and Exclusion Criteria

Exclusion Criteria	Inclusion Criteria
Systematic literature reviews, traditional literature reviews, and conceptual articles were excluded because the present review aimed to synthesize empirical findings concerning the implementation of multicultural counseling at the junior high school level.	Empirical studies using qualitative, quantitative, mixed-methods, or case study designs
Studies conducted at elementary school or senior high school levels	Studies involving junior high school students or equivalent educational levels
Undergraduate theses, master’s theses, dissertations, conference proceedings, books, and non-scientific articles	Published scientific journal articles
Studies published before 2020	Studies published between 2020 and 2026

Articles written in languages other than Indonesian	Indonesian national publications written in Indonesian
Articles unavailable in full-text format	Articles available in full-text format
Studies that did not examine multicultural counseling	Studies examining the implementation of multicultural counseling in junior high schools, particularly its implementation, effectiveness, and role within school settings
Studies not retrieved through Google Scholar or Semantic Scholar	Studies retrieved through Google Scholar or Semantic Scholar

The study selection process consisted of several stages. First, potentially relevant records were identified through systematic searches in Google Scholar and Semantic Scholar. Second, the records were screened based on their titles and abstracts. Third, potentially eligible articles were assessed in full text according to the inclusion and exclusion criteria. Only empirical studies that met the eligibility criteria were included in the final synthesis.

Data extraction focused on several key aspects, including the research design, participant characteristics, form of multicultural counseling implementation, counseling strategies or service formats, reported outcomes, and the contribution of multicultural counseling within the school context. The findings were then compared and synthesized descriptively to identify similarities, differences, and recurring patterns across the included studies.

RESULTS AND DISCUSSION

Results

The literature search conducted through the predetermined databases initially identified seven articles relevant to the research topic. The records were subsequently checked for duplication and screened based on titles and abstracts in accordance with the predetermined inclusion and exclusion criteria. Three articles were excluded because they did not correspond to the specific focus of the review. Consequently, four articles remained and were assessed through full-text review. The analysis of the four included studies indicated that multicultural counseling contributed to several dimensions of student development in culturally diverse junior high school environments. The characteristics and main findings of the included studies are presented in Table 3.

Table 3. Characteristics and Main Findings of the Included Studies

No.	Author(s) and Year	Article Title	Research Setting	Research Method	Intervention or Service Technique	Main Findings
1	Rahmah, Ristianti, and Harmi (2024)	The Role of Multicultural Counseling in Improving Students' Cross-Cultural Communication at SMP Negeri 8 Sarolangun	SMP Negeri 8 Sarolangun, Jambi	Qualitative	Multicultural counseling through individual counseling and cross-cultural communication assistance	Multicultural counseling was reported to contribute positively to students' ability to communicate with peers from different cultural backgrounds. Students became more open to diversity, more

2	Budianto and Fajriyah (2025)	Multicultural Counseling as an Effort to Prevent Intolerance at SMP Negeri 4 Camplong	SMP Negeri 4 Camplong	Mixed methods	Group guidance, multicultural discussion, cultural conflict simulation through role-play, and collaborative intergroup projects	respectful of differences, and better able to establish positive social relationships at school. The intervention was associated with reduced tendencies toward intolerance, increased empathy, reduced social prejudice, and stronger mutual respect among students from different cultural and religious backgrounds. The study reported improvements in emotional awareness, constructive social conflict management, adaptive emotion regulation strategies, and greater acceptance of cultural diversity. Counselor creativity was reported to support student participation and enthusiasm in learning about diversity. The service also contributed to tolerance and more inclusive social interaction across differences in ethnicity, race, language, and cultural background.
		Effectiveness of Art Therapy-Based Multicultural Counseling in Supporting Emotional Regulation Among Junior High School Students				
		School Counselor Creativity in Implementing Multicultural Counseling Through Classroom Guidance at SMP Adhyaksa Medan				
3	Saputra, Naqiyah, and Khusumadewi (2026)	Effectiveness of Art Therapy-Based Multicultural Counseling in Supporting Emotional Regulation Among Junior High School Students	Junior high school setting	Qualitative case study	Multicultural counseling incorporating art therapy through drawing and artistic expression	
4	Harahap, Grahmayanuri, Thamimi, Batubara, and Wahyuni (2024)	School Counselor Creativity in Implementing Multicultural Counseling Through Classroom Guidance at SMP Adhyaksa Medan	SMP Adhyaksa Medan	Descriptive qualitative	Classroom guidance using presentations, animated videos, educational games, and origami activities	

Discussion

The review of four studies that met the eligibility criteria indicates that multicultural counseling has an important role in supporting student development at the junior high school level, particularly in schools characterized by cultural, religious, linguistic, and social diversity. The reviewed studies suggest that multicultural counseling is not limited to helping students address individual problems but may also contribute to social interaction, mutual respect, emotional development, and awareness of diversity.

The findings therefore position multicultural counseling as a potentially relevant approach for supporting inclusive and respectful school environments. Nevertheless, because the evidence base in this review is limited to four studies with different methodologies and intervention formats, the findings should be interpreted as an initial synthesis rather than conclusive evidence of universal effectiveness.

Multicultural Counseling and Cross-Cultural Communication

One of the main themes identified in the review was the contribution of multicultural counseling to students' cross-cultural communication skills. Rahmah et al. (2024) reported that multicultural counseling helped students develop greater openness toward cultural differences and supported more positive interactions with peers from different backgrounds.

Through counseling services, students were encouraged to recognize diversity, understand the perspectives of others, and communicate more constructively. Cross-cultural communication skills are particularly important in diverse school environments because students need to negotiate differences in values, language, social practices, and interpersonal expectations. The findings suggest that multicultural counseling may support the development of social competencies required for constructive interaction in culturally diverse environments. Rather than treating cultural differences solely as potential sources of conflict, counseling can help students understand such differences as part of everyday social interaction.

Multicultural Counseling, Tolerance, and Intolerance Prevention

The review also identified the potential contribution of multicultural counseling to tolerance development and the prevention of intolerance. Budianto and Fajriyah (2025) reported that multicultural counseling activities were associated with increased empathy, reduced social prejudice, and stronger attitudes of mutual respect among students. The use of group guidance, multicultural discussions, role-play involving cultural conflict situations, and collaborative projects provided students with opportunities to engage directly with issues of difference and social interaction. Such activities may help students reconsider stereotypes and develop alternative ways of responding to cultural or religious differences.

These findings indicate a potential preventive role for multicultural counseling. By providing structured opportunities for dialogue, perspective-taking, and cooperative interaction, multicultural counseling may help reduce prejudicial attitudes and support more inclusive relationships among students. However, the preventive effects of such interventions should be interpreted in relation to the design and context of each study. Further research using stronger evaluation designs is required to determine the consistency and sustainability of these outcomes.

Art Therapy-Based Multicultural Counseling and Emotional Regulation

The study by Saputra et al. (2026) extended the discussion beyond the social dimensions of multicultural counseling by examining its relationship with emotional regulation. The study

reported that multicultural counseling integrated with art therapy supported emotional awareness, more adaptive strategies for managing emotions, constructive approaches to social conflict, and greater acceptance of cultural diversity. The integration of artistic activities such as drawing and creative expression may provide students with alternative ways of communicating experiences that are difficult to express verbally. This is particularly relevant for adolescents who may experience difficulty identifying, articulating, or managing complex emotions.

The findings suggest that multicultural counseling may address not only interpersonal and social issues but also emotional processes. In culturally diverse settings, emotional experiences may be shaped by interpersonal misunderstandings, identity concerns, social exclusion, or conflict related to differences. Therefore, culturally responsive emotional interventions may provide meaningful support for students. Nevertheless, because the reviewed study used a qualitative case study design, claims regarding effectiveness should be made cautiously. The findings are better understood as evidence of potential benefit that requires confirmation through further research using broader samples and more rigorous outcome evaluation.

Counselor Creativity in Multicultural Counseling Services

Another important finding concerned the role of school counselor creativity in implementing multicultural counseling. Harahap et al. (2024) showed that the use of presentations, animated videos, educational games, and origami activities supported student participation and engagement during classroom guidance services. The findings indicate that multicultural counseling is influenced not only by the content of the intervention but also by how the service is delivered. Junior high school students may respond more positively when multicultural content is presented through interactive, age-appropriate, and engaging activities.

Creative media can help translate abstract concepts such as tolerance, equality, diversity, and mutual respect into more accessible learning experiences. In this context, counselor creativity becomes an important element in making multicultural counseling meaningful and relevant to students. The study also reported that multicultural counseling contributed to more inclusive interaction among students across differences in ethnicity, race, language, and cultural background. This suggests that classroom guidance may serve as an important format for preventive and developmental multicultural counseling in schools.

Thematic Synthesis of the Reviewed Studies

When synthesized across the four studies, the findings can be grouped into three major areas of student development: social development, emotional development, and attitudes toward diversity. First, in the social domain, multicultural counseling was associated with improved cross-cultural communication and more positive peer interaction. Students were encouraged to communicate with peers from different backgrounds, understand alternative perspectives, and develop more respectful interpersonal relationships. Second, in the emotional domain, multicultural counseling was associated with emotional awareness, adaptive emotion regulation, and more constructive conflict management. These findings suggest that cultural sensitivity in counseling may contribute to students' ability to understand both their own emotional experiences and those of others.

Third, in relation to attitudes toward diversity, multicultural counseling was associated with empathy, tolerance, respect for differences, and reduced social prejudice. These outcomes are particularly relevant in culturally diverse schools, where students frequently interact with peers from different social and cultural backgrounds. Taken together, the reviewed studies indicate that multicultural counseling may contribute to a range of developmental outcomes rather than serving only as an intervention for individual problems. Its potential contribution includes preventive, developmental, relational, and emotional functions.

The Importance of Counselor Competence and Creativity

The findings also indicate that the quality of multicultural counseling may depend on the multicultural competence and creativity of school counselors. Counselors need adequate understanding of students' cultural backgrounds, awareness of their own assumptions and potential biases, and the ability to select counseling strategies that are appropriate to student needs. Multicultural competence is particularly important because differences in communication styles, values, family expectations, beliefs, and social norms may influence how students express problems and respond to counseling. Without sufficient cultural awareness, counselors may misunderstand students' concerns or apply interventions that are less relevant to their lived experiences.

In addition to competence, creativity is required to adapt counseling materials and delivery methods to the developmental characteristics of junior high school students. Interactive discussions, role-play, collaborative activities, visual media, and creative expression may increase student participation and make multicultural counseling more accessible. Therefore, the development of multicultural counseling in schools should not focus exclusively on counseling content. Attention should also be given to counselor training, cultural sensitivity, reflective practice, communication competence, and the creative adaptation of counseling media and strategies.

Overall Interpretation

Overall, the review suggests that multicultural counseling is highly relevant to the junior high school context. Across the reviewed studies, multicultural counseling was associated with better cross-cultural communication, emotional regulation, empathy, tolerance, reduced social prejudice, and more positive social interaction. However, these conclusions should be considered cautiously because only four studies met the eligibility criteria. The included studies also differed in methodology, intervention format, and outcome focus. Consequently, the available evidence provides an initial indication of the potential contribution of multicultural counseling rather than definitive evidence of effectiveness across all junior high school settings.

Future research should involve larger and more diverse samples, clearer intervention descriptions, stronger experimental or quasi-experimental designs where appropriate, and more systematic outcome measurement. Further studies are also needed to examine how multicultural counseling can be adapted to different regional, ethnic, religious, linguistic, and school contexts in Indonesia. Despite these limitations, the findings provide preliminary support for strengthening multicultural competence and creativity among school counselors. Such development may contribute to guidance and counseling services that are more inclusive, contextually relevant, and responsive to the diversity of students in Indonesian junior high schools.

CONCLUSION

Based on the review of studies that met the eligibility criteria, multicultural counseling can be considered a relevant approach for junior high school settings. Its implementation was associated with positive contributions to students' ability to navigate diversity within the school environment, including differences in culture, religion, language, and social background. Through multicultural counseling, students may have greater opportunities to develop positive interpersonal skills, strengthen mutual respect, foster tolerance, and build more harmonious social relationships in culturally diverse settings.

The findings imply that multicultural counseling has the potential to support the development of inclusive school environments that respect diversity. Counseling services that take students' cultural characteristics into account may strengthen positive social interaction, reduce social prejudice, and support character development related to tolerance, empathy, and respect for

diversity. Therefore, multicultural perspectives should be further integrated into school guidance and counseling programs in order to support educational practices that are more responsive to students' diverse backgrounds and needs.

For guidance and counseling teachers and school counselors, the findings of this review may serve as a basis for designing services that are more responsive to students from diverse cultural backgrounds. School counselors need to strengthen their multicultural competence, develop greater sensitivity to cultural differences, and optimize the use of innovative counseling methods and media so that diversity-related values can be understood, appreciated, and practiced by students in everyday school life. In this way, counseling services can function not only as a means of helping students address personal and interpersonal problems but also as a medium for character development and the promotion of positive social relationships within the school environment.

This review has several limitations. First, the number of studies that met the inclusion criteria was relatively small, meaning that the synthesis does not fully represent the broader body of research on multicultural counseling at the junior high school level. Second, the literature search was restricted to selected databases, and therefore some relevant studies indexed elsewhere may not have been identified. Third, the review did not employ a systematic quality appraisal procedure. As a result, all eligible studies were included in the synthesis without a detailed assessment of their methodological quality. Fourth, the article selection process was not presented using a PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow diagram, meaning that the identification, screening, exclusion, and inclusion processes were not visually documented in detail.

Future reviews are therefore encouraged to expand the number and range of databases used, apply standardized quality appraisal instruments, and present the study selection process using a PRISMA flow diagram to improve methodological transparency and rigor. Future research should also include a larger number of empirical studies from diverse geographical areas and educational contexts and examine the effectiveness of different multicultural counseling models, techniques, and strategies in greater depth. Such efforts are needed to develop a more comprehensive understanding of the implementation, outcomes, and contextual relevance of multicultural counseling in junior high schools.

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