The Effectiveness of Group Counseling with Self-Disclosure and Modeling Techniques to Increase the Cultural Awareness of Counselor Candidates

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Article Info

Abstract

Counselor candidates with high cultural awareness can make new friends, develop good interpersonal skills, face stereotypes and prejudices about other cultures, create harmony between groups, and be more adaptive in a multicultural world. Regarding this issue, the present research strived to increase cultural awareness in counselor candidates by implementing group counseling through a humanistic approach, a self-disclosure technique, and a behavioral approach named the modeling technique. It was a quantitative experimental study using a two-factor pretest-multiple posttest control design. Thirty research subjects were divided equally into the control group, the experimental group with a self-disclosure technique, and the experimental group with a modeling technique. The subject data were collected using a culture awareness scale and analyzed using the repeated-measures mixed ANOVA test. It was found that implementing group counseling with self-disclosure and modeling techniques effectively increased the cultural awareness of Guidance and Counseling students at UIN Salatiga. It is recommended that counselors use the same treatment to improve their cultural awareness.

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INTRODUCTION

Indonesia adheres to the "Bhinneka Tunggal Ika" concept, which means unity in diversity. To unite this diversity, each individual must have an attitude of tolerance and multicultural competence. It aims to reduce the potential for conflict and friction between tribes, ethnicities, races, cultures, and religions. A lack of understanding of cultural identity and its impact on all areas of life can be a source of conflict and a significant obstacle in relationships.

As a multicultural country, Indonesia will likely experience cross-cultural conflicts in society. Suryani Wandari (2 December 2020) reported conflicts in ethnic life in Indonesia. In addition, the Ministry of Social Affairs reported that, from 2018 to 2019, there were 71 social conflicts in one of Indonesia's provinces due to political, economic, social, and cultural issues. Then, the 2018 Village Potential Statistics (Podes) data revealed that Indonesia had around 3,150 villages, or 3.75% of 84,000 villages, prone to social conflict and becoming arenas for brawls.

Indonesia quite often experiences group conflicts related to differences in religious views, such as the attack on Shia residents in Sampang (Tribunnews, 26 August 2013) and the incident at the HKBP Filadelfia Bekasi church (Kompas, 26 December 2012 edition). Until now, inter-tribal conflicts have claimed many victims, such as the riots in Tolikaraa (Tempo, 21 July 2015) and inter-tribal wars in Timika (Sindonews, 22 May 2014), not to mention conflicts between residents in Aceh Sengkil (Tempo, 13 October 2015).

Conflicts of intolerance and radicalization in the context of ethnic, racial, ethnic, cultural, and religious differences are due to individual and group misunderstanding and unpreparedness to live within the framework of diversity because intolerance and radicalization are attached to the concept of uniformity. Counselors need to understand the diversity that exists. Because of clients' uniqueness, counselors must be sensitive to culture or are multicultural counselors.

According to Sue (2019), the multicultural counseling competency needed by a counselor includes 1) the counselor's awareness of prejudices, biases, and values that exist within themselves, 2) understanding of the client's perspective/worldview, and 3) the ability to formulate interventions appropriate to the characteristics of the client. By having those aspects, counselors can sharpen their sensitivity to the client's understanding and cultural attitudes or belief background so that any counseling services can be successful.

Counselor's cultural awareness must be prepared since they first enroll as a student. In the context of education for counselor candidates in Indonesia, this is done by obtaining a bachelor's degree in Guidance and Counseling followed by professional education. Long-term efforts are needed for counselor candidates to prepare themselves to serve clients with different cultural aspects so that they can fulfill expectations as culturally sensitive professional counselors (Ningsih, 2022).

As counselor candidates, guidance and counseling students must change their perceptions and have cultural knowledge about discrimination, stereotypes, and racism (Clark, 2017). Due to the importance of cultural awareness as a competency required by a counselor, this research was focused on increasing cultural awareness in guidance and counseling students by implementing group counseling through a humanistic approach, a self-disclosure technique, and a behavioral approach called modeling technique

Group counseling with a self-disclosure technique is addressed to counselors to reveal themselves to their clients. Self-disclosure contributes to positive effects during the counseling process, such as helping clients feel understood and allowing clients to overcome other essential problems. This technique helps guide and counsel students to express themselves and understand their surrounding environment better, thereby increasing cultural awareness.

Furthermore, group counseling with a modeling technique is a process where individuals learn to observe others. Modeling is a general term that indicates that the learning process occurs through observing other people and that change occurs due to imitation (Erford, 2019). The therapeutic process through modeling will help influence and strengthen weak or existing behavior to learn. The modeling technique offers a significant and influential impact on increasing tolerant attitudes as an embodiment of the image of Pancasila in the classroom (Novalia et al., 2023). It can facilitate the description of the attitude of cultural awareness that guidance and counseling students must attain to understand cultural awareness in a multicultural society, which can later be reflected in the foundation of Pancasila, namely *Bhinneka Tunggal Ika*.

Students who are culturally aware will have high self-awareness, be able to make new friends with other people, be able to develop good interpersonal skills, be able to face stereotypes and prejudices about other people, create harmony between groups, and do better in preparation for life in the world multicultural.

Regarding the above explanation, the current research attempted to increase cultural awareness of guidance and counseling students to become the basis for a counselor's multicultural competence. The group counseling format was adopted as an understanding using self-disclosure and modeling techniques.

METHOD

This research was addressed to university students majoring in the Guidance and Counseling study program at UIN Salatiga, with a population of 374 students. The sample consisted of 30 6th-semester students. The sampling technique applied was purposive sampling based on inclusion criteria, namely having low cultural awareness and being willing to participate in research from start to finish. In collecting the data, a culture awareness scale with four scale options was employed (1=strongly disagree, to agree

4=strongly). A trial was carried out to assess the quality of the instrument, namely validity and reliability tests. The validity test was measured through construct validity using the product moment (Pearson) formula, while the reliability test was measured through internal consistency using Cronbach's alpha value. All tests were given to 40 students who were not included in the research subjects but had similar characteristics. Based on the validity test, 28 scale items were valid with a total item correlation range between 0.314 and 0.414, while the reliability test resulted in an Alpha coefficient of 0.704

A quantitative experiment with a two-factor pre-test-multiple post-test control design with group counseling intervention was conducted in 6 stages (Pre/before counseling, initial/initiation stage, transition stage, work stage, final/termination stage, and work evaluation), four times treatments with meetings held once a week (2X50 minutes). Each group was given a pre-test, treatment, post-test, and follow-up to maintain consistency in the research results. The experimental group was divided into two groups and one control group. Each group contained ten students. The research design is presented in Table 1 in detail.

Table 1. Research Design

	Group	Pretest (T1)	Treatment	Posttest (T2)	Follow Up
	A	T1	X_1	T2	T3
R	B	T1	X_2	T2	T3
	C	T1	X_3	T2	T3

Note: A= self-disclosure, B= modeling, C= group counseling

RESULTS AND DISCUSSION

The cultural awareness scale given to 105 students of the Guidance and Counseling study program at UIN Salatiga affected their cultural awareness. Based on the data in Table 4.2, 18 students had a high level of cultural awareness with a reference score of 84, 37 students were in the medium category with a reference score between 70 – 83, and 50 students showed low cultural awareness with a reference value of less than 70.

Table 2. Cultural Awareness Condition

Category	Requirement	N
High	X >84	18
Medium	70 – 83	37
Low	X < 70	50

Based on the analysis using the repeated-measures mixed ANOVA test, there were differences in the level of effectiveness, the effect of measurement time, and group and group time interaction effect. In Table 3, overall, there was an effect of time on increasing cultural awareness in students ($F_{(1.36, 36.83)} = 701.35$, $p<0.01$).

Table 3. Differences in levels of effectiveness, effect of measurement time, group and interaction effect of group tim

Effect	df	F	p
Time	1.36, 36.83	701.35	<0.01
Group	2.27	21.65	<0.01
Time x Group	2.73, 36.83	22.05	<0.01

Table 4 explains the pattern of increasing cultural awareness in the group. In the self-disclosure technique, there was an increase in culture awareness between the pretest-posttest (MD = -23.70, p<0.01), pretest - follow up by (MD = -30.80, p<0.01), and between posttest - follow-up by (MD = -

7.10, p>0.01). In the modeling technique group counseling, there was an increase in culture awareness between pretest-posttest MD = -21.00 by (P<0.01), pretest-follow up by (MD = -28.10, p<0.01) and posttest-follow up by (MD = -7.10, p>0.01). Then, in the control group counseling, there was an increase in culture awareness between pretest-

posttest by (MD = -10.30, p<0.01), pretest-follow up by (MD = -17.70, p<0.01), and posttest-follow up by (MD = -7.40, p<0.01). Of these results, it was known that group counseling with self-disclosure and modeling techniques was effective in increasing students' cultural awareness (F (2.27) = 21.65, p <0.01).

Table 4. The pattern of improvement for each group

Time	Self-disclosure		Modeling		Group Counseling	
	MD	p	MD	p	MD	p
T1-T2	-23.70	<0.01	-21.00	<0.01	-10.30	<0.01
T1-T3	-30.80	<0.01	-28.10	<0.01	-17.70	<0.01
T2-T3	-7.10	<0.01	-7.10	<0.01	-7.40	<0.01

T1: Pre-test, T2: Post-test, T3: Follow-up

In Table 5, there was no comparison of group effects between group interventions on increasing culture awareness (MD=2.70, p>0.05). However, the self-disclosure group gained a better increase in cultural awareness than the control group (MD= 8.03, p<0.01), and so did the modeling group (MD= 5.33, p<0.01).

Table 5 Differences in each group

Comparison	MD	p
SD vs M	2.70	>0.05
SD vs KK	8.03	<0.01
M vs KK	5.33	<0.01

The results of the mixed ANOVA analysis have confirmed that there was an interaction effect between time and group on increasing cultural awareness (F (2.73, 36.83) = 22.05, p<0.01). The findings in this study indicated that group counseling with self-disclosure and modeling techniques effectively increased cultural awareness. However, these two techniques gained different

achievements; for example, the self-disclosure technique worked better than the modeling technique. The pattern of improvement in each group can be seen in Figure 1.

Figure 1. The Increase in Cultural Awareness in Each Group
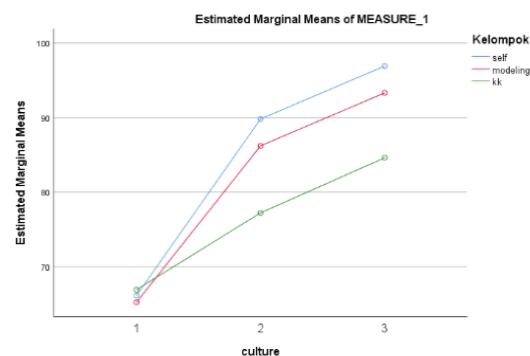
Burkard et al.'s (2016) research concludes that self-disclosure positively affects the counseling process, such as helping clients feel understood and overcoming other essential problems. Regarding this finding, this research used the self-disclosure technique to help guide and counsel students to try to express themselves so that they could

better understand their surrounding environment and increase cultural awareness.

Self-disclosure is a dynamic, multipurpose, and different approach with different views on their appropriate application (Yalom, 2012). Appropriate self-disclosure can help reduce energy differences and provide support and freedom to students. In this way, students' social relationships become warmer, and they feel they have found a "friend to talk with" who is equal, allowing them to express the feelings they are experiencing without hesitation and prejudice or stereotypes towards other individuals.

In their research, Novalia et al. (2022) conclude that the modeling technique has a significant and influential impact on increasing tolerant attitudes as an embodiment of the image of Pancasila in the classroom. One of its benefits is that it can help students achieve the desired behavior changes. This technique describes the cultural awareness attitudes that guidance and counseling students must have. After comprehending such knowledge, students will know how to behave when faced with a difference.

In this research, the modeling technique helped guide and counsel students to overcome new things or behaviors, reduce inappropriate or maladaptive behavior or responses, obtain adaptive behavior, and express the behavior obtained correctly by imitating the model behavior. Such practice has been confirmed to appropriately and

optimally increase their cultural awareness. It aligns with Wills's (2011) opinion that the behavioral model used is designed to form new behavior in clients and strengthen existing behavior.

Group counseling implemented in this research strived to prevent, understand, and develop students' social development, especially regarding cultural awareness. According to the research findings and discussion above, it was concluded that there was no significant difference between self-disclosure technique group counseling and modeling technique group counseling. Both groups effectively increased cultural awareness, as was group counseling without an approach. In group counseling without an approach, there was also an increase in each group. However, it was not as effective as the self-disclosure and modeling technique of group counseling.

CONCLUSION

Based on the findings, it can be concluded that group counseling intervention with self-disclosure and modeling techniques can increase the cultural awareness of guidance and counseling students at UIN Salatiga. This conclusion is based on the repeated-measures mixed ANOVA test results, which showed no significant mean difference between the groups that received treatment (experiment) with self-disclosure and modeling techniques and those that did not (control).

Apart from its advantages, this research has limitations. First, the research subjects are still limited to

guidance and counseling students at UIN Salatiga, so future researchers are suggested to vary the research subjects to students across departments. Second, the follow-up phase in this research is not carried out over a longer period, so future researchers are recommended to extend this phase to increase the validity of the research.

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