



From Reflection to Action: Empowering Students' Multicultural Self-Efficacy through Youth Participatory Action Research (YPAR) Group Counseling

Bau Ratu^{1*}, Dhevy Puswiartika², Nurwahyuni³, Azam Arifyadi⁴, Dian Fitriani⁵,
Hasan⁶, Mohamad Awal Lakadjo⁷

^{1*,2,3,4,5,6}Guidance and Counseling Study Program, Department of Education,
Faculty of Teacher Training and Education, Universitas Tadulako, Indonesia.

⁷Guidance and Counseling Department, Faculty of Education,
Universitas Negeri Gorontalo, Indonesia.

*Corresponding Author. Email: bauratu@untad.ac.id

Abstract: This study investigates the effectiveness of multicultural group counseling integrated with the Youth Participatory Action Research (YPAR) approach in enhancing multicultural self-efficacy among Indonesian high school students. Using a mixed-methods method, nine students were selected through purposive sampling based on their willingness to participate, representation of cultural diversity, and absence of serious psychological concerns. They completed an eight-session YPAR-based group counseling intervention. Quantitative data were collected using the Multicultural Self-Efficacy Scale–High School Version (MSES–HS) and analyzed using descriptive statistics, the Wilcoxon signed-rank test, and effect size calculations. The results revealed a substantial increase in multicultural self-efficacy ($\Delta M = 88.78$), representing approximately 49.8% of the total scale range, with all five dimensions—cultural knowledge, cultural values, cultural awareness, communication, and flexibility—showing significant improvement ($p < .01$; $r = .89$). Qualitative data derived from reflection journals, focus group discussions, and facilitator observations indicated enhanced intercultural empathy, increased communication confidence, and a shift from passive tolerance to proactive engagement. These findings align with Bandura's self-efficacy and social learning theories and Corey's group counseling framework, which emphasize experiential learning, peer modeling, and reflective dialogue. The integration of YPAR into multicultural counseling not only demonstrated statistical effectiveness but also fostered agency, cultural identity development, and a more participatory school climate. This study offers a culturally responsive and scalable intervention model for inclusive education, particularly in multicultural contexts such as Indonesia.

Article History

Received: 20-09-2025

Revised: 27-10-2025

Accepted: 18-11-2025

Published: 25-12-2025

Key Words:

Group Counseling; High School Students; Inclusive Education; Multicultural Self-Efficacy; Youth Participatory Action Research.

How to Cite: Ratu, B., Puswiartika, D., Nurwahyuni, N., Arifyadi, A., Fitriani, D., Hasan, H., & Lakadjo, M. A. (2025). From Reflection to Action: Empowering Students' Multicultural Self-Efficacy through Youth Participatory Action Research (YPAR) Group Counseling. *Jurnal Kependidikan : Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran, Dan Pembelajaran*, 11(4), 1562-1573. <https://doi.org/10.33394/jk.v11i4.17638>



<https://doi.org/10.33394/jk.v11i3.16879>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



Introduction

Indonesia's rich cultural, ethnic, religious, and social diversity is reflected in its educational institutions, particularly secondary schools. This sociocultural complexity necessitates educational practices that go beyond academic achievement to foster students' social competence, critical awareness, and ability to navigate diversity. Schools, as microcosms of society, are key to cultivating intercultural understanding and resilience among adolescents. Within this context, multicultural self-efficacy students' belief in their capacity to interact and communicate effectively across cultures emerges as a crucial



construct for academic and psychosocial development in pluralistic societies (Bandura, 1977, 1997; Lemon et al., 2025; Vandermorris et al., 2024).

Youth Participatory Action Research (YPAR) provides a promising framework to enhance this construct by engaging students as co-researchers in investigating social issues within their school context. This participatory process fosters critical inquiry, reflection, and action, equipping students with skills for constructive intercultural engagement and agency (Kornbluh, 2023; Rose et al., 2024). YPAR aligns with broader educational goals of inclusion and democratic participation, resonating with principles of social justice and empowerment (Salazar et al., 2024).

Despite advancements in multicultural education, counseling practices in Indonesian schools often remain didactic and standardized. Guidance sessions tend to emphasize slogans such as "*Bhinneka Tunggal Ika*" through pre-packaged modules, with limited responsiveness to local sociocultural dynamics (Haryadi, 2020). Studies indicate that such top-down approaches offer limited opportunities for students to critically reflect on real-life intercultural issues or develop meaningful self-efficacy in navigating them (Bunu, 2016; Yosef et al., 2023).

Multicultural group counseling offers a potential avenue for developing these competencies, but is frequently constrained by scripted activities and counselor-dominated formats, limiting spontaneous dialogue and student agency (Corey, 2016; Yosef et al., 2022). Furthermore, many counselor trainees report low confidence in facilitating complex cultural discussions (Adiputra & Mujiyati, 2018), pointing to a gap between policy ideals and practical implementation.

Recent research suggests that participatory, context-responsive models may better support the development of multicultural self-efficacy (Barorah & Daulay, 2023; Pradana et al., 2024). When students co-design interventions and engage in reflective dialogue, they report greater empathy, adaptability, and confidence in addressing bias (Agustin et al., 2025; Cook et al., 2020). These findings underscore the value of integrating YPAR into multicultural counseling to enhance student engagement and intercultural competence.

However, empirical studies that systematically combine YPAR with multicultural group counseling in Indonesian secondary schools remain scarce. Addressing this gap requires intervention models that are both culturally grounded and practically feasible within existing educational systems (Levy et al., 2023). Therefore, this study aims to develop and evaluate a multicultural group counseling model based on YPAR to enhance multicultural self-efficacy among Indonesian high school students. The model positions students as active agents in identifying diversity-related challenges, designing group activities, and reflecting on outcomes. Employing a mixed-methods approach, this study offers a participatory and scalable alternative to conventional multicultural counseling practices.

Research Method

This study employed a two-stage, mixed-methods design to develop and evaluate a multicultural group counseling model grounded in the Youth Participatory Action Research (YPAR) framework. The first stage involved model development through iterative cycles of issue identification, planning, implementation, and reflection. The second stage assessed the model's effectiveness using a quasi-experimental pre-test-post-test design without a control group, appropriate for capturing meaningful change in small-scale educational interventions (Smith et al., 2010).

Research was conducted over four months in a culturally diverse urban public high school in Indonesia. The site was chosen for its representativeness of multicultural dynamics

in Indonesian educational contexts. Nine students were selected via purposive sampling, based on three criteria: (1) willingness to complete all intervention stages; (2) representation of ethnic, cultural, and socioeconomic diversity; and (3) absence of serious psychological conditions. Participant selection followed consultation with school counselors and teachers, in line with ethical considerations and group counseling standards (Corey, 2016; Creswell, 2015; Rahim et al., 2025).

In addition to student participants, the study involved pre-service counseling teachers as group facilitators. These facilitators were enrolled in a Professional Teacher Education Program (PPG) and conducted the sessions under supervision. The lead researcher designed the methodology, oversaw implementation, and analyzed outcomes, supported by school staff who ensured participation and provided contextual feedback. This multistakeholder approach emphasized the collaborative ethos central to participatory action research (Levy et al., 2023), and illustrated schematically in Figure 1.

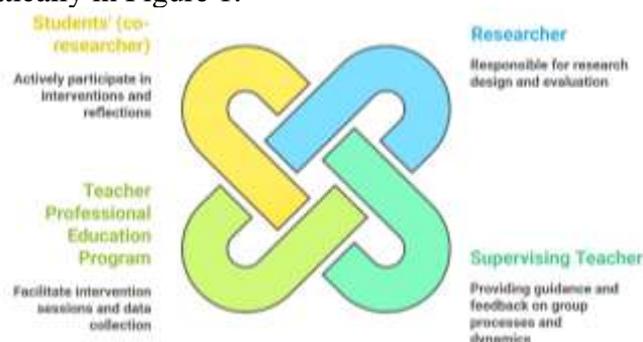


Figure 1. Multistakeholder Collaboration in Multicultural Group Counseling Based on YPAR

Quantitative data were collected using the Multicultural Self-Efficacy Scale for High School Students (MSES-HS), adapted into Indonesian (Yosef et al., 2021). The instrument consisted of 36 items measuring five dimensions: cultural awareness, communication, cultural values, cultural knowledge, and flexibility, each scored on an 11-point Likert scale (0 to 10). The scale demonstrated good validity and high internal consistency (Cronbach's alpha = 0.931).

Qualitative data included student reflection journals, facilitator observations, and focus group discussions (FGDs). These data sources captured students' evolving experiences and perceptions throughout the intervention. Data collection followed four procedural phases: (1) pre-test; (2) eight YPAR-based group counseling sessions; (3) post-test; and (4) reflection and evaluation. The overall sequence of activities is summarized in Figure 2.

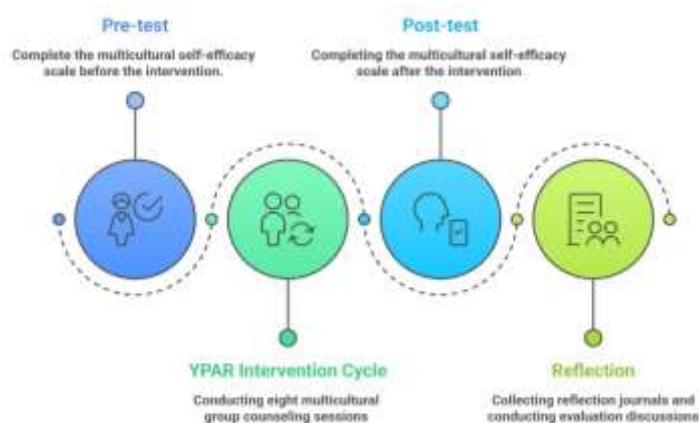


Figure 2. Stages of the Research Procedure

Each counseling session targeted specific dimensions of multicultural self-efficacy. Sessions 1 and 2 built foundational understanding and explored diversity issues. Sessions 3 to 5 emphasized planning, data collection, and critical reflection to enhance adaptability and awareness. Sessions 6 to 8 focused on cultural identity, empathetic communication, dissemination, and integrated reflection to consolidate learning outcomes.

Table 1. Overview of YPAR-based multicultural group counseling sessions

Session	Main Objective	Dimension of Multicultural Self-Efficacy	Achievement Indicators
1	Orientation, group contract, and introduction to diversity	(General pre-understanding, no dominant dimension)	Participants show initial readiness to explore diversity
2	Identification of diversity issues and setting of participatory research focus	Cultural Knowledge, Cultural Values	Participants can articulate their own and others' cultures; identify dominant cultural values within the group
3	Planning data collection methods	Cultural Knowledge, Flexibility	Participants recognize multicultural practices; demonstrate readiness to adjust behavior according to context
4	Participatory data collection	Flexibility, Communication	Participants demonstrate adaptability to group dynamics; express ideas verbally and non-verbally in non-provocative ways
5	Data analysis and critical reflection	Cultural Values, Cultural Awareness	Participants reflect on cultural values; show awareness of cultural influence on behavior
6	Issue exploration, role play, identity strengthening, and empathetic communication	Cultural Awareness, Communication, Flexibility	Participants understand cultural bias; express ideas empathetically and constructively; show adaptation in intercultural interactions
7	Dissemination of results (presentation, poster)	Communication, Cultural Knowledge	Participants communicate participatory results openly and appreciate diverse perspectives
8	Evaluation, final reflection, post-test, and follow-up planning	Integrated enhancement of all dimensions	Participants demonstrate comprehensive improvement in cultural knowledge, communication, awareness, values, and flexibility

Data analysis utilized both quantitative and qualitative techniques. The Wilcoxon Signed-Rank Test was applied to pre- and post-test scores to assess statistically significant changes in self-efficacy. Thematic analysis was used for qualitative data to identify recurring patterns and meanings across student reflections. Triangulation across instruments and stakeholders reinforced the validity of findings and offered a holistic account of student development. This methodological design combined rigorous measurement with participatory engagement, aligning with the study's aim to evaluate both outcomes and processes of multicultural group counseling rooted in YPAR principles.

Result and Discussion

The intervention led to a significant improvement in students' multicultural self-efficacy, with the average score rising by 88.78 points from pre-test to post-test. This increase, amounting to a 49.8% gain, reflects meaningful change across all five measured

dimensions. The improvement is statistically significant ($p < .01$) and supported by a very large effect size ($r = .89$), indicating strong practical significance.

Dimensional analysis showed the highest gains in cultural awareness (+20.44), cultural values (+16.56), and flexibility (+13.78), with cultural knowledge and communication also improving notably. These results reflect the intervention's focus on critical reflection, cultural identity, and adaptive communication. The increased variance and standard deviation in post-test scores suggest individual variation, aligning with personal differences in engagement and reflection.

Table 2. Descriptive Statistics and Dimensional Gains in Multicultural Self-Efficacy

Dimension	Mean Pre	SD Pre	Mean Post	SD Post	Δ Mean
Cultural Awareness	30.56	3.32	51.00	7.00	+20.44
Cultural Values	29.67	3.24	46.22	4.41	+16.56
Flexibility	31.33	2.92	45.11	6.11	+13.78
Cultural Knowledge	34.11	3.55	44.56	4.80	+10.45
Communication	26.00	1.58	34.00	3.91	+8.00

The Wilcoxon Signed-Rank Test showed consistent positive ranks with no ties or negative differences across all participants. All test results yielded Z values around -2.67 to -2.69 and $p < 0.01$, confirming the statistical robustness of these improvements.

Qualitative data were analyzed to complement the quantitative results and to capture students' subjective experiences during the intervention. Reflection journals, facilitator observations, and focus group discussions (FGDs) were examined thematically to understand how the YPAR-based multicultural group counseling process shaped students' awareness, attitudes, and skills from session to session.

Five core themes emerged: (1) increased courage and empathetic communication; (2) strengthened awareness of cultural values and personal biases; (3) small mastery experiences that nurtured multicultural self-efficacy; (4) the emergence of peer support networks and collaboration with teachers; and (5) a shift from cognitive understanding to participatory action. One student noted, for example, "*Now I'm more flexible if there's a difference, I try to find common ground first.*" illustrating growth at both attitudinal and behavioral levels.

Table 3. Student Reflection Themes by Session in YPAR-Based Multicultural Group Counseling

Session	Activity Focus	Main Student Reflection Themes	Illustrative Quotes*	Data Sources	Direction for Next Session
1	Learning contract, identity introduction & diversity mapping	Students began feeling safe; awareness of diversity emerged; reflection on personal bias	"I just realized my jokes might offend friends from different cultures."	Reflection journals, facilitator notes	Establish empathetic communication norms in Session 2
2	Identifying cultural issues & exploring core values	Clarification of personal/group values; empathy for differing perspectives	"My family values politeness differently, but the goal is the same: mutual respect."	Journals, group discussion	Prepare cross-cultural communication role-play in Session 3
3	Cross-cultural communication role-play (misunderstanding & repair)	Courage to express opinions; skills to avoid/repair misunderstanding	"I used to stay silent during misunderstandings now I ask again for clarity."	Observation, journals	Strengthen active listening skills in Session 4



4	Analyzing microaggression experiences at school	Identifying microaggression patterns; emotional validation; peer support needs	"When called by stereotypes, I felt small I found out I'm not alone."	Journals, mini FGD	Plan class/school-level preventive action in Session 5
5	Participatory action design (YPAR): priority issues & goals	Ownership of process emerged; collective motivation; success indicators defined	"If the polite language campaign works, small conflicts might decrease."	Action design notes, journals	Finalize roles and implementation schedule in Session 6
6	Small action implementation & rapid reflection	Cross-group collaboration; practical obstacles; importance of teacher support	"When the teacher reinforced the rule, peers were more compliant."	Mentor teacher observations, journals	Prepare sustainability and advocacy strategies for Session 7
7	Advocacy & sharing learning (peer-to-peer)	Increased public speaking efficacy; support networks formed; sense of school belonging	"I felt confident presenting about culture because my team supported me."	Journals, presentation recordings	Develop individual and group follow-up plans in Session 8
8	Final reflection & impact evaluation	Integration of insights, awareness, and flexibility; commitment to sustainable practice	"Now I'm more flexible—if there's a difference, I try to find common ground first."	Final journals, FGD	Document best practices for replication; plan for mentoring follow-up

*Note: Quotes have been anonymized and edited slightly for clarity.

Overall, the cross-session patterns summarized in Table 3 show progressive development in communication courage, cultural awareness, flexibility, and peer support. These qualitative findings are consistent with the quantitative evidence of significant gains across all dimensions of multicultural self-efficacy, indicating that the intervention fostered both deeper understanding and more adaptive intercultural behavior.

Findings from both quantitative and qualitative analyses demonstrate that integrating YPAR with multicultural group counseling substantially enhanced students' multicultural self-efficacy. The significant mean increase of 88.78 points with a very large effect size ($r = .89$) confirms that the intervention produced strong and meaningful improvement across all five dimensions of self-efficacy. These results align with research emphasizing that multicultural self-efficacy is fundamental to promoting inclusive school environments and equitable peer interactions (BALABA, 2023; Choompsonuch et al., 2024). The strength of improvement across domains indicates that YPAR is more than an instructional technique; it functions as a participatory developmental process. Unlike traditional top-down counseling, the collaborative nature of YPAR allowed students to articulate cultural experiences, clarify values, and practice communication strategies central to building multicultural competence.

Cultural awareness showed the highest increase, followed by cultural values and flexibility. These patterns reflect a developmental shift from recognizing diversity to engaging with it constructively. Consistent with previous studies, critical reflection and guided dialogue foster deeper self-awareness and intercultural empathy (Purwandari et al.,



2023; Ratu et al., 2022; Sylwia et al., 2024). Students not only understood cultural differences but began applying adaptive behaviors during interactions an essential marker of multicultural competence (Aydogan et al., 2024). The differentiated gains also highlight how students internalized shared norms through participatory learning. By collaboratively examining cultural issues, participants strengthened value-based decision-making and demonstrated increased confidence in navigating diversity.

The YPAR structure positioning students as co-researchers significantly elevated their sense of agency. Every participant experienced an increase in self-efficacy, supporting literature showing that active involvement in inquiry strengthens cultural identity and confidence (Levy et al., 2023). Students' participation in issue identification, data collection, and collaborative action planning enabled them to validate lived experiences and collectively develop solutions. This confirms that inclusive education is most effective when student voice is central rather than peripheral. The rise in standard deviation and variance indicates individual differences in growth trajectories. This heterogeneity affirms that multicultural self-efficacy is shaped by personal histories, levels of engagement, and contextual support, consistent with the idea that students' cultural capital influences developmental outcomes (Salazar et al., 2024; Torres Rivera & Torres Fernández, 2025).

Qualitative data revealed progressive growth in communication courage, recognition of cultural bias, mastery experiences, and peer support. Statements such as *"Now I feel more confident talking with friends from other ethnic groups"* illustrate transformation at both attitudinal and behavioral levels. These findings echo evidence that participatory approaches reduce intercultural anxiety and enhance resilience (BALABA, 2023; Sholeh et al., 2024). The gradual improvement across sessions suggests that the intervention worked cumulatively, with each activity reinforcing prior learning.

The present study reinforces existing Southeast Asian findings on culturally responsive group counseling (Barorah & Daulay, 2023; Dwiarya & Suastini, 2023). By integrating YPAR into Indonesian schools, the intervention represents a novel methodological contribution that supports institutional inclusivity (Harun et al., 2024; Khofifah et al., 2023). The model's adaptability and responsiveness position it as a catalyst for culturally grounded educational reform.

Theoretically, the findings of this study can be explained through Bandura's Self-Efficacy and Social Learning Theory and Corey's Group Counseling Theory. Bandura (1977, 1997) argues that self-efficacy develops through mastery experiences, vicarious learning, and self-reflection. In this intervention, students engaged in repeated practice of communication, conflict repair, and interpreting cultural cues in authentic tasks, creating mastery experiences that correspond with improved communication and flexibility scores. Group discussions and role-plays enabled vicarious learning, as students observed peers model empathetic dialogue and bias recognition. Reflection journals and focus group discussions further promoted self-reflection, requiring students to evaluate their own development. These mechanisms are consistent with the observed outcomes, namely increased confidence in intercultural communication, heightened awareness of bias, and more adaptive behavior in diverse interactions.

Corey's (2016) Group Counseling Theory complements this explanation by emphasizing group cohesion, interpersonal learning, and catharsis as key processes of change. The supportive group climate in this study fostered trust, allowing students to share sensitive cultural experiences and address stereotypes more openly, illustrating the role of cohesion. Interpersonal learning occurred as students listened to one another's cultural narratives and practiced perspective-taking. Opportunities for emotional expression and



catharsis arose during reflective discussions about stereotyping and microaggressions. These processes align with qualitative findings of stronger peer support and greater willingness to address intercultural tension. Together, Bandura's and Corey's frameworks provide a coherent theoretical account linking the structure of the intervention to the behavioral and attitudinal changes observed.

The findings highlight the need to strengthen teacher and counselor competencies in participatory and multicultural approaches. Research indicates that multicultural training enhances sensitivity and responsiveness (Aydogan et al., 2024; Perez et al., 2023), while supervision promotes accountability in inclusive practice (Chong et al., 2024; Sahu et al., 2024). Sustainable implementation requires institutional support for ongoing professional development.

Future research should explore the sustainability of multicultural self-efficacy through longitudinal designs (Krok-Schoen et al., 2024; Marandu & Mauki, 2023), expand samples to include students with special needs and other underrepresented groups to strengthen generalizability (Smith et al., 2023; Yang et al., 2023), and examine technology-supported participatory counseling innovations (Begjani et al., 2024; Boerma et al., 2023). Integrating intersectional analyses of identity such as gender, socioeconomic status, and religion will also deepen understanding of how diverse backgrounds shape students' developmental trajectories.

Taken together, these future directions reinforce the broader significance of this study within global and regional scholarship. Multicultural self-efficacy remains a central construct in inclusive education (Fei et al., 2024; Kırçalı & Cesur, 2024), and the demonstrated effectiveness of YPAR-based multicultural counseling highlights its potential as a scalable, context-responsive model. The findings affirm that strengthening intercultural competence and student agency requires multi-stakeholder collaboration among students, teachers, counselors, and schools, underscoring the role of participatory approaches in sustaining inclusive educational reform.

Conclusion

This study concludes that the main objective to assess the effectiveness of multicultural group counseling based on the Youth Participatory Action Research (YPAR) approach in enhancing students' multicultural self-efficacy was successfully achieved. The hypothesis that student involvement as co-researchers would strengthen their multicultural efficacy was confirmed: students' confidence in their ability to interact, communicate, and adapt across cultures improved significantly across all measured dimensions. Substantively, the findings demonstrate that a participatory model can transform how students perceive diversity from a challenge into a valuable learning resource while simultaneously fostering a sense of belonging, cultural identity, and agency within the school environment. The scientific contribution of this study lies in the integration of YPAR into the multicultural group counseling context in Indonesia an innovation that enriches regional scholarship and offers a practical foundation for developing culturally responsive counseling services in secondary schools.

Recommendation

These recommendations prioritize practical, phased steps for teachers, counselors, and policymakers.

Short-Term Priorities (Immediate Implementation)



- 1) Integrate key YPAR elements in existing guidance sessions. Use student-led issue identification, brief reflection journals, and small-group discussions on diversity to enhance student voice and multicultural self-efficacy.
- 2) Monitor students' multicultural experiences through short reflections. Written reflections on intercultural encounters help identify students needing support and inform classroom norms.
- 3) Strengthen coordination between teachers and counselors. Joint follow-up on incidents involving stereotypes or group tensions ensures consistent reinforcement of multicultural learning.

Medium-Term Priorities (1–3 Years)

- 4) Provide ongoing multicultural training and supervision. Regular professional development and peer or mentor supervision build skills in participatory facilitation and multicultural sensitivity.
- 5) Develop concise YPAR–multicultural counseling modules. Adapt the eight-session model into locally relevant modules with clear objectives and activities for repeated use.
- 6) Use digital platforms to support reflection and collaboration. Online tools can facilitate student reflection, cross-class projects, and documentation of participatory actions.

Long-Term Priorities (System-Level Development)

- 7) Integrate participatory multicultural counseling into school policies. Embed the approach in guidance curricula, school development plans, and inclusive education policies.
- 8) Conduct longitudinal and comparative research. Examine long-term changes in multicultural self-efficacy, use comparison groups where feasible, and test the model across diverse school contexts.
- 9) Include diverse and underrepresented students. Larger, more heterogeneous samples, such as students with special needs and marginalized groups, will improve generalizability and inform adaptations.
- 10) Address structural and measurement challenges. Tackle institutional constraints, facilitator variation, language anxiety, and cross-cultural measurement issues through policy support, capacity building, and instrument refinement.

These prioritized recommendations are intended to make YPAR-based multicultural counseling both feasible in everyday practice and sustainable at the system level.

Acknowledgment

The authors gratefully acknowledge the financial support provided by the Teacher Professional Education Study Program, Universitas Tadulako. The authors also thank the Research and Community Service Institute for facilitating and accommodating the implementation of this study.

References

- Adiputra, S., & Mujiyati, M. (2018). Multicultural Counseling in Cultural Perspective Indonesia. *International Conference on Educational Sciences*, 544–549. <https://doi.org/10.5220/0007044205440549>
- Agustin, A. K. M., Mulawarman, M., & Sutarmi, S. (2025). Dampak Evaluasi Kinerja Terhadap Self-Efficacy Calon Konselor Sekolah dalam Melaksanakan Konseling Individu: Pendekatan Mixed Method. *Jurnal Ilmiah Global Education*, 6(3), 2109–2115. <https://doi.org/10.55681/jige.v6i3.4133>
- Aydogan, M., McGlothlin, J., & Jencius, M. (2024). The relationship of self-efficacy, self-advocacy and multicultural counselling competency of school counsellors: A structural



- equation model. *Journal of Psychologists and Counsellors in Schools*, 34(1), 50–62. <https://doi.org/10.1177/20556365231207245>
- BALABA, R. M. (2023). Social Impact of Multicultural Education on Indigenous Secondary Learners of Caraga Region. *AIDE Interdisciplinary Research Journal*, 5(1), 42–72. <https://doi.org/10.56648/aide-irj.v5i1.87>
- Bandura, A. (1977). *Social Learning Theory*. Prentice Hall.
- Bandura, A. (1997). *Self-Efficacy in Changing Societies*. Cambridge University Press.
- Barorah, N., & Daulay, N. (2023). The Ability of Group Counseling Guidance Services to Prevent Customary Behavior Using a Self-Counseling Approach. *Journal for Lesson and Learning Studies*, 6(1), 49–54. <https://doi.org/10.23887/jlls.v6i1.58650>
- Begjani, J., Hosseini, A. S. S., Saneifard, H., & Hasanabad, V. R. (2024). Social learning-based health literacy promotion on the self efficacy and social anxiety of adolescents with type 1 diabetes. *Clinical Diabetes and Endocrinology*, 10(1), 14. <https://doi.org/10.1186/s40842-024-00167-8>
- Boerma, M., Beel, N., Jeffries, C., & Ruse, J. (2023). Review: Recommendations for male-friendly counselling with adolescent males: A qualitative systematic literature review. *Child and Adolescent Mental Health*, 28(4), 536–549. <https://doi.org/10.1111/camh.12633>
- Bunu, H. Y. (2016). Memindai Penerapan Bimbingan Dan Konseling Dengan Pendekatan Multikultural Di SMA. *Jurnal Cakrawala Pendidikan*, 35(3), 386–402. <https://doi.org/10.21831/cp.v35i3.8892>
- Chong, E. S. K., Chen, H., Chui, H., & Luk, S. (2024). Perceived Cultural Humility in Supervision Group and Trainees' Cultural Responsiveness Self-Efficacy. *Psychotherapy*, 62(1), 44–54. <https://doi.org/10.1037/pst0000540>
- Choompunuch, B., Kamdee, K., & Taksino, P. (2024). Exploring the Components of Multicultural Competence among Pre-Service Teacher Students in Thailand: An Approach Utilizing Confirmatory Factor Analysis. *European Journal of Investigation in Health, Psychology and Education*, 14(9), 2476–2490. <https://doi.org/10.3390/ejihpe14090164>
- Cook, A. L., Levy, I., & Whitehouse, A. (2020). Exploring youth participatory action research in urban schools: Advancing social justice and equity-based counseling practices. *Journal for Social Action in Counseling and Psychology*, 12(1), 27–43. <https://doi.org/10.33043/jsacp.12.1.27-43>
- Corey, G. (2016). *Theory & Practice of Group Counseling* (10th ed.). Cengage Learning, Inc.
- Creswell, J. W. (2015). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (5th ed.). Pearson Education, Inc.
- Fei, B., Huang, G., & Cai, X. (2024). Improving the cross-cultural consciousness and self-efficacy of college students through STEM education / Mejorar la concienciación transcultural y la autoeficacia de los estudiantes universitarios mediante la educación STEM. *Cultura y Educacion*, 36(2), 479–499. <https://doi.org/10.1177/11356405241261299>
- Harun, M. M., Jaafar, W. M. W., Ismail, A., & Arifin, S. (2024). Personal and Academic Multicultural Experiences, Perceived Multicultural Counselling Competence and Multicultural Counselling Self-efficacy Among Malaysian Counsellor Trainees. *Pertanika Journal of Social Sciences and Humanities*, 32(S3), 93–112. <https://doi.org/10.47836/pjssh.32.S3.06>



- Haryadi, R. (2020). Interelasi Kompetensi Profesional, Multikultural, dan Efikasi Diri Konselor Sekolah. *Guidance: Jurnal Bimbingan Dan Konseling*, 17(2), 33–42. <https://doi.org/10.34005/guidance.v17i02.1160>
- Khofifah, N., Netrawati, N., & Ardi, Z. (2023). Promoting Career Maturity through Cognitive Behavior Therapy in Group Counseling: A Pathway to Informed Decision-Making for Students. *Jurnal Bimbingan Dan Konseling Terapan*, 7(2), 161. <https://doi.org/10.30598/jbkt.v7i2.1854>
- Kırcalı, M., & Cesur, K. (2024). Development and Validation of a Cultural and Linguistic Diversity Scale to Measure Pre-service EFL Teachers' Self-Efficacy Beliefs. *SAGE Open*, 14(1). <https://doi.org/10.1177/21582440241236589>
- Kornbluh, M. (2023). Making the case for youth participatory action research opportunities to enhance social developmental scholarship. *Social Development*, 32(3), 759–775. <https://doi.org/10.1111/sode.12678>
- Krok-Schoen, J. L., Chaplow, Z. L., Chase, C., Spees, C., Rosko, A., Naughton, M. J., Smith, J., Soufi, S., Beck, M., & Focht, B. C. (2024). E-PROOF: E-intervention for protein intake and resistance training to optimize function: A study protocol. *PLoS ONE*, 19(5 May), e0302727. <https://doi.org/10.1371/journal.pone.0302727>
- Lemon, E. D., Ruiz, K., Ling, A., Campos, J. P., Roche, K. M., Suglia, S., Livingston, M., & Woods-Jaeger, B. (2025). “Together we are stronger”: YPAR and Latinx immigrant youth resilience and resistance to oppressive immigration policies. *American Journal of Community Psychology*, 75(3–4), 433–446. <https://doi.org/10.1002/ajcp.12812>
- Levy, I. P., Edirmanasinghe, N., Ieva, K., & Hilliard, C. (2023). Youth Participatory Action Research as School Counseling Praxis: A Scoping Review. *Professional School Counseling*, 27(1a). <https://doi.org/10.1177/2156759x231153347>
- Marandu, D. F., & Mauki, C. M. M. (2023). Vicarious Experience as a Predictor of Self-efficacy in Condom Use among Adolescents in Tanzania: Reflections from Media, Peers and Adults. *Huria Journal of the Open University of Tanzania*, 28(2). <https://doi.org/10.61538/huria.v28i2.1145>
- Perez, A., Grizzell, S., Fischer, J., & Jazinski, J. (2023). Multicultural Counselor Supervision and Perceived Differences on Client Outcome. *Contemporary Research in Disability and Rehabilitation*, 3(2), 21–37. <https://doi.org/10.51734/crdr.v3i2.54>
- Pradana, D. A., Degeng, I. N. S., Kuswandi, D., & Degeng, M. D. K. (2024). Self-efficacy of preservice teachers in technology-based learning in diverse classrooms: a case study at an Indonesian private university. *Journal of Applied Research in Higher Education*, 16(5), 2026–2046. <https://doi.org/10.1108/JARHE-06-2023-0236>
- Purwandari, R., Afandi, A. T., Amini, D. A., Ardiana, A., & Kurniawan, D. E. (2023). The Overview of Self-Efficacy Among Nursing Students. *Babali Nursing Research*, 4(1), 100–108. <https://doi.org/10.37363/bnr.2023.41184>
- Putri, N. L. M. W. D., & Suastini, N. W. (2023). Implementation of Group Counseling Services With Solution Focused Brief Counseling Model To Improve Career Self-Efficacy. *Indonesian Journal of Educational Development (IJED)*, 4(1), 50–57. <https://doi.org/10.59672/ijed.v4i1.2736>
- Rahim, M., Puluhalawa, M., Pautina, M. R., & Lakadjo, M. A. (2025). *Bimbingan dan Konseling Klasikal dan Kelompok*. PT. Star Digital Publishing.
- Ratu, B., Nurwahyuni, Herlina, Ratman, & Musa, I. (2022). Development of Self-Regulatory Design Based on Local Cultural Values in Adolescents. *Jurnal Aisyah: Jurnal Ilmu Kesehatan*, 7(3), 1011–1016. <https://doi.org/10.30604/jika.v7i3.1746>



- Rose, R. E., Singh, S., Berezin, M. N., & Javdani, S. (2024). "Roses have thorns for a reason": The promises and perils of critical youth participatory research with system-impacted girls of Color. *American Journal of Community Psychology*, 73(1–2), 144–158. <https://doi.org/10.1002/ajcp.12651>
- Sahu, A., Bell, A. S., Ridley, C. R., & Tran, V. (2024). Multicultural Counseling Skills Evaluation Form: A Tool for Clinical Supervision. *Counseling Psychologist*, 52(6), 842–873. <https://doi.org/10.1177/00110000241248099>
- Salazar, B., Hunter, A. E., Kirshner, B., & Lopez, S. (2024). Healing Justice in Multicultural Counseling. *Journal of Multicultural Counseling and Development*, 53(1), 22–34. <https://doi.org/10.1002/jmcd.12311>
- Sholeh, M. I., Azah, N., Arifin, Z., Rosyidi, H., Sokip, S., Syafi’I, A., & Sahri, S. (2024). Development of a Multicultural Curriculum to Enhance Student Tolerance in Senior High School. *IJE: Interdisciplinary Journal of Education*, 2(3), 163–176. <https://doi.org/10.61277/ije.v2i3.147>
- Smith, J. D., Culbreth, J. R., & Flowers, C. P. (2023). An exploration of factors contributing to multicultural counseling self-efficacy in addiction counselors. *Journal of Addictions and Offender Counseling*, 44(1), 2–15. <https://doi.org/10.1002/jaoc.12118>
- Smith, L., Davis, K., & Bhowmik, M. (2010). Youth Participatory Action Research Groups as School Counseling Interventions. *Professional School Counseling*, 14(2), 174–182. <https://doi.org/10.1177/2156759X1001400206>
- Sylwia, P., Barzykowski, K., Tracz-Krupa, K., Cassar, V., & Said, E. (2024). Developing cross-cultural competence of students through short-term international mobility programme. *International Journal of Training and Development*, 28(2), 169–188. <https://doi.org/10.1111/ijttd.12315>
- Torres Rivera, E., & Torres Fernández, I. (2025). Decolonization is liberation: Operationalization of decolonial model of counseling using liberation psychology principles with the Latine population(s). *Journal of Multicultural Counseling and Development*, 53(1), 9–21. <https://doi.org/10.1002/jmcd.12310>
- Vandermorris, A., Wigle, J., Tam, M., Peresin, J., Dalal, S., Kwong, I., Little, M., Polakovic, M., Begun, S., Imran, M., Kosevic, A., Nayab, A., Ray, M., Byman, H., Gammond, J., Rathwell, S., Wall, L., Toulany, A., McKinnon, B., ... Harrison, M. E. (2024). Application of Youth-Led Participatory Action Research to Examining Adolescent Sexual and Reproductive Health and Rights in Ontario: What Can We Learn? *Health Promotion Practice*, 26(5), 913–925. <https://doi.org/10.1177/15248399241298836>
- Yang, T., Xiao, H., Fan, X., & Zeng, W. (2023). Exploring the effects of physical exercise on inferiority feeling in children and adolescents with disabilities: a test of chain mediated effects of self-depletion and self-efficacy. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1212371>
- Yosef, Harlina, Sofah, R., & Muslifar, R. (2021). Skala Efikasi Diri Multikultural Siswa SMA. In *Bening Media Publishing* (Vol. 15, Issue 01). Bening media Publishing.
- Yosef, Rozzaqyah, F., & Sucipto, S. D. (2022). Multicultural Self-efficacy of Undergraduate Students Majoring in Guidance and Counseling. *Education Quarterly Reviews*, 5(1). <https://doi.org/10.31014/aior.1993.05.01.431>
- Yosef, Y., Rahmi, R., Chya, A., Shelliaprimande, S., Putri, N. J., & Tanury, T. S. (2023). Analysis of Multicultural Behavior of Senior High School Students. *AL-ISHLAH: Jurnal Pendidikan*, 15(3), 3167–3178. <https://doi.org/10.35445/alishlah.v15i3.2992>