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## Indonesian Adaptation of the Multicultural School Counseling Behavior Scale

(Adaptasi The Multicultural School Counseling Behavior Scale Versi Indonesia)

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**Abstract:** School counselors should possess multicultural competence as an important aspect in the implementation of guidance and counseling services. Counseling services require school counselors to empower students who have different cultural backgrounds from theirs. The Multicultural School Counseling Behavior Scale (MSCBS) is a scale to measure the school counselors' multicultural competence represented by their attitudes and behavior in implementing guidance and counseling services in schools. This study aims to adapt the MSCBS into Indonesian, considering the limited multicultural competency measuring tool for school counselors that includes the attitudes and behavior of school counselors in counseling. The research subjects were 257 junior and senior high school counselors. The scale test was carried out through a readability test involving small groups and a quantitative test using Confirmatory Factor Analysis (CFA) to examine the validity of the scale and generate a fit model showing a satisfactory construct validity and acceptable indices of the goodness of fit. The Alpha Cronbach test was conducted to examine scale reliability. The test results show great reliability. The results show that the Indonesian version of MSCBS with 29 items can be employed for guidance and counseling research purposes.

**Keywords:** scale adaptation; multicultural; school counselors

**Abstrak:** Layanan bimbingan dan konseling di sekolah menuntut konselor sekolah untuk memberdayakan siswa yang memiliki perbedaan latar belakang budaya dengan konselor. *The Multicultural School Counseling Behavior Scale (MSCBS)* merupakan alat ukur untuk mengukur kompetensi multikultural konselor sekolah yang direpresentasikan dengan sikap serta perilaku konselor sekolah pada pelaksanaan program layanan bimbingan dan konseling di sekolah. Penelitian ini bertujuan untuk mengadaptasi alat ukur *MSCBS* ke dalam Bahasa Indonesia. Responden penelitian sebanyak 257 konselor sekolah menengah pertama dan sekolah menengah atas. Uji alat ukur dilakukan melalui uji keterbacaan dengan melibatkan kelompok kecil. Uji kuantitatif dengan menggunakan *Confirmatory Factor Analysis (CFA)* untuk menguji validitas skala dan menghasilkan model *fit* yang menunjukkan validitas konstruk yang memuaskan dan indeks *goodness of fit* yang dapat diterima. Uji Alpha Cronbach dilakukan untuk melihat reliabilitas skala, hasil menunjukkan reliabilitas yang baik. Hasil menunjukkan *MSCBS* versi Indonesia dengan 29 butir dapat digunakan untuk keperluan penelitian bimbingan dan konseling.

**Kata kunci:** adaptasi instrumen; kompetensi multikultural; konselor sekolah

## INTRODUCTION

Cultural diversity becomes a living reality that affects individual behavior and all human activities. Cultural, backgrounds, and mindsets differences often trigger gaps in establishing a relationship, especially relationships in the counseling process (Ramadhoni & Bulantika, 2020). This indicates the importance of multicultural competence for school counselors in dealing with differences and problems that occur in individuals. Therefore, school counselors are required to have multicultural competence in an effort to build relationships in the counseling process and can carry out their duties optimally (Barlow-Stewart et al., 2006; Hotifah & Hamidah, 2019). School counselors are in a strong position where they can create a multiculturally sensitive environment (Tadlock-Marlo, Zyromski, Asner-Self, & Sheng, 2013), while also having professional, ethical, and humanistic responsibilities to build a fair social environment (Merlin-Knoblich & Chen, 2018; Nelson, Bustamante, Wilson, & Onwuegbuzie, 2008). Sue and Sue (2011) define multicultural competence based on the tripartite model of multicultural competence, in which counselors must have awareness, knowledge, and skills. Multicultural competence can create action in the counseling profession to improve ethical and professional multicultural counseling behavior (Gonzalez-Voller, Crunk, Barden, Harris, & Belser, 2020).

The multiculturalism paradigm demands one's attitude to think pluralistically. It means that individuals want to acknowledge, accept and commit to being actively involved in caring for diversity because they understand that diversity is a reality. Multicultural understanding can help counselors in counseling, by prioritizing the principle of tolerance to counselees (Dameron, Camp, Friedmann, & Parikh-Foxx, 2020). In addition, counselors who have multicultural competence are able to provide an understanding of cultural diversity that is beneficial for the development of every student in school (Riswanto, Mappiare-AT, & Irtadji, 2017).

In a theoretical perspective, counselors who face cultural differences and diversity cannot only rely on conventional approaches, because they are considered less effective when serving diverse counselees. However, being a multicultural counselor does not mean ignoring the traditional monoculture approach, but they integrate it with diverse cultural perspectives (Akhmadi, 2016). Therefore, counselors must be proactive towards cultural differences, recognize and respect the culture of each counselee and be able to see cultures from multiple perspectives. This is supported by the statement of the American School Counselor Association (ASCA, 2015) and Council for Accreditation of Counseling & Related Educational Programs (CARCEP, 2015) stating that counselors who have multicultural competence will be more globally responsive and culturally competent.

In developing counselor competencies in terms of attitude, counselors need to practice a lot to establish relationships with stakeholders and the wider community, to ease their way in dealing with diverse individuals (Pratama, 2016). In order to determine the level of competence of school counselors in schools, in being multicultural, it is necessary to have an instrument that is able to represent multicultural competence. MSCBS is a scale for measuring the multicultural competence of school counselors developed by Greene (2018). The scale consists of 29 items sourced from 4 indicators namely: interventions, leadership, psychoeducation, and seeking input. The intervention aspect consisting of 12 items in factor 1 represents the multicultural competence of school counselors in the process of implementing counseling services and the behavior and attitudes of counselors in building relationships with multicultural counselees. The leadership aspect consists 8 items covering aspects of the counselor's multicultural competence in showing a multicultural leadership attitude. The psychoeducation aspect consists 6 items that represent the multicultural competence of counselors in conducting educational counseling activities. And the last aspect, seek input, consists 3 items covering the multicultural competence of counselors in collaborating with teachers/other professionals.

MSCBS can be called a new scale since it was developed in 2018. The MSCBS scale was developed based on indications that the results of previous research related to the multicultural competence of counselors are yet considered to be internal representations of the counselor's self, which has a bias and does not yet focus on the skills or behavior of counselors in Greene counseling services (2018). Substantially, Greene (2018) states that the MSCBS scale was developed based on the ASCA (2010) and ASCA (2016) ethical standards, especially in point E.2 which states that the requirements for school counselors are having multicultural competence and understanding on various forms of oppression and

power affect students, families, teachers, and stakeholders in schools. It is also explained in point E.2 that a school counselor must affirm each stakeholder's cultural and linguistic identity, use culturally inclusive language, conduct and provide training for others, and be able to provide advocacy in schools.

Empirical evidence related to research in the MSCBS literature is still limited. Regardless, this study's significant contribution to the growing literature on multicultural competence in school settings in Indonesia. The results of exploring several instruments of multicultural competence tend to focus on the internal side of multicultural counselors so that it is quite difficult to reflect empirically. Meanwhile, the MSCBS focuses more on the external side of the counselor as a representation of multicultural skills in the form of behavior. In line with Wustemann's (2020) opinion that personal attributes are relatively more stable and difficult to change, while behavioral competencies are more likely to be changed because they are visible and trainable behaviors. Supported by ASCA (2016) which also discusses the expected behavior of school counselors concerning diversity among students in schools and with all stakeholders (e.g. teachers, staff, & parents). Thus school counselors should possess multicultural competence and understanding of various forms of oppression and power that affect students, families, teachers, and other stakeholders in schools (Greene, 2018). Moreover, so far, there has not been any measuring tool for multicultural competence in Indonesia related to the attitudes and behaviors presented by school counselors in counseling services. Seeing these limitations, this study seeks to adapt the MSCBS instrument into the Indonesian version in the hope that it can be used in guidance and counseling studies, and can be applied by school counselors as an effort to achieve optimal multicultural counseling in schools.

## METHOD

Subjects in this study were taken using stratified random sampling, resulting in 257 school counselors consisting of 119 women (46.3%) and 138 men (53.7%). All respondents were Javanese with 225 (87.5%) and 32 (12.5%) participants having bachelor's and master's degrees, respectively. The scale adopted in this study was The Multicultural School Counseling Behavior Scale (MSCBS), developed by Greene (2018), consisting of 4 indicators: interventions, leadership, psychoeducation, and seeking input. It has five alternative answers, namely: never, rarely, annually, monthly, and weekly.

Before being distributed, the scale has accomplished the adaptation stage using the instrument adaptation method developed by Lenz, Gómez Soler, Dell'Aquila, and Uribe (2017) namely: (1) Forward Translation, translating instrument referring to a general process that is not only arranged in terms of language but also in terms of culture and the target population, (2) Translation Review, Decentering, and Reconciliation of Content, the translation results are reviewed by linguists and adapted to local cultural relevance, emphasis on instrument content, adjustment of meaning per word in instrument content adapted to local language style without changing the meaning of instrument content, (3) Back Translation, the translation results are reconstructed from the local language to the original language aiming to make the content have the same meaning, (4) Team Review and Further Cultural Adaptation, reviewing regarding the source or instrument, (5) Pretesting and Revision, conducting a try-out with a small group of individuals who can represent the research sample, (6) Qualitative Reviews, asking a small group of individuals who represent the research sample to fill out the instrument and provide feedback related to their understanding of the items and information obtained from the filled instrument, (7) Quantitative Pretesting and Revision, the instrument was tested with an item analysis test, namely a statistical test with the provision Cronbach's Alpha value of  $> 0.70$  then the items had to be re-examined to avoid translation errors, and (8) Team Review and Consensus Forming, considering context, content, language style, and culture to be ready to be used as a research measuring instrument.

A confirmatory Factor Analysis (CFA) validity test was used to examine the construct validity of the adaptation of MSCBS. Good construct validity is achieved when the fitness indices reach the required level. The fitness indices indicate how well the items measure their respective latent constructs (Ahmad, Zulkurnain, & Khairushalimi, 2016). The model is considered a good fit when the probability level of GFI value is  $> 0.9$ , standardized root mean square residual (SRMR)  $< 0.05$ , and the comparative fit index (CFI) 0.90. The scale reliability was evaluated by measures of internal consistency using Cronbach's  $\alpha$  with an acceptable score of 0.7 (Cronbach, Schönemann, & McKie, 1965), with the help of the statistical package for social sciences (SPSS.22).

## RESULTS

The results of this study are discussed in two parts, the first part is related to translation, then the second part discusses the results of the scale test. At the translation stage, back translation was carried out to ensure that each item in Indonesian does not have a different meaning from the original language of the scale. Then, at the stage of testing the scale was tested using Confirmatory Factor Analysis (CFA).

The school counselor's multicultural competency scale has four factors, namely: interventions, leadership, psychoeducation, and seeking input. Factor 1, interventions represent the attitudes and behaviors of counselors when working with school staff who have different cultural backgrounds, as well as attitudes and behaviors when intervening on students who have cultural differences.

Factor 2, leadership, consists of items that cover the counselor's multicultural competence in the leadership aspect. The behavior and attitudes of multicultural competence displayed by school counselors as leaders in the guidance and counseling service program in schools are realized by involving stakeholders to plan guidance and counseling service programs in schools.

Factor 3, psychoeducation, in this factor, the multicultural competence of counselors is assessed from attitudes and behaviors related to the provision of educational training or counseling services that contain knowledge of cultural diversity, to provide understanding related to problem-solving that can be found in different cultural backgrounds both at students, stakeholders, and also guardians of students.

Factor 4, seeking input, represents the school counselors' competence in finding various sources of evaluation from students, stakeholders, and parents to optimize and develop guidance and counseling service programs that run in schools.

After studying each indicator/factor on the MSCBS, a language translation was carried out by a professional translation agency to ensure that the results of the translation were equivalent and accurate to the original scale so as not to deviate from the substance contained in the translation of each item on the scale. The next stage was the readability test, involving a small group to check the words, the ease and understandability, interpretation, and cultural relevance of the translation results in each item. The scale was tested on 15 respondents, the results show that the scale is easy to understand.

After the readability test was completed, the 29 items scale was distributed to a wider range of respondents. Item discrimination is a parameter used for item selection. This shows how far the item can distinguish individuals who have and do not have the attribute being measured. The item discrimination index proves the consistency between the item function, and the overall scale function. The researcher used item analysis as a differentiating parameter for the items. This was done by calculating the correlation coefficient between the distribution of item scores, and the distribution of the scale scores to obtain the total item correlation coefficient. Based on the analysis of the correlation between the item scores, and the total score, the researcher found that all items had a correlation value between 0.49 – 0.76. These results indicate that all items of the multicultural competence scale passed the item discrimination test so that they could proceed further to the next stage.

The next stage was the validity and reliability test. The results of the confirmatory factor analysis show that the Indonesian version of the multicultural competency scale data meets the theoretical model well. The results of the CFA analysis show that the results of the adaptation of the Indonesian multicultural competence instrument are in accordance with the proposed theoretical model. The model fit index is presented as follows :  $\chi^2(365) = 743.3, p < 0.01$ ; RMSEA = 0.06; GFI = 0.84; AGFI = 0.81; CFI = 0.91. More comprehensible results can be seen in Table 1.

The validity of each latent or construct variable was tested using the loading factor of the relationship between each observed variable and the latent variable. While the reliability test was carried out using Cronbach Alpha. This test was carried out to see the value of the loading factor. If the scale meets the loading factor value of 0.5 or more, it will be considered to have strong validity to explain the latent construct. In detail, the measurement results are presented in Table 1.

The results of the confirmatory factor analysis in Table 1 show that these variables have a high loading factor ( $> 0.5$ ). A loading factor value that is greater than 0.5 is a requirement to meet valid criteria in measuring the dimensions of the latent variable. Thus, the dimensions of interventions, leadership, psychoeducation, and seeking input have been valid in measuring counselors' multicultural competence variables. Furthermore, the results of the reliability test showed that the Cronbach Alpha value for the intervention dimension was 0.93, the leadership dimension was 0.83, the psychoeducation dimension

**Table 1. Result of Validity and Reliability Test**

Aspect	Question (Item)	Mean	SD	rx <sub>y</sub>	Loading Factor	$\alpha$
<b>Interventions</b>	Item 6. Intervention in the case of racism, sexism, language skills, religion, sexual orientation (perceived or known), gender expression, or other forms of discrimination	3.41	1.21	0.677	0.79	0.93
	Item 8. Present positive attitude to counselee with different culture, during counseling	3.35	1.38	0.724	0.76	
	Item 9. Intervention whenever cultural beliefs withhold the counseling process for a student or his parents	3.35	1.19	0.693	0.67	
	Item 10. Adopt bilingual or multi-language school counseling material that represents all languages used in the school	3.26	1.36	0.760	0.77	
	Item 13. Use the assistance from a translator to communicate with family who speaks a different language	3.25	1.33	0.736	0.68	
	Item 18. Acknowledge and respects all students' cultural background	3.34	1.36	0.747	0.67	
	Item 23. Finding information on students', colleagues, and their family cultural background	3.29	1.28	0.638	0.77	
	Item 24. Adopt personal values that affect counseling process	3.49	1.26	0.674	0.73	
	Item 25. Establish cooperation with teachers with different backgrounds (race, ethnicity, sexual orientation, gender, religion, language, and so forth)	3.47	1.38	0.747	0.79	
	Item 26. Collaborate with schools' stakeholders and parents to establish a program to enhance students' achievements	3.37	1.23	0.645	0.71	
	Item 27. Learn to correctly pronounce students' name	3.45	1.38	0.755	0.74	
	Item 29. Intervention on students with special needs who face discrimination (disability based discrimination)	3.27	1.47	0.761	0.69	
	<b>Leadership</b>	Item 11. Conduct discussion and consultation with subjects teachers on the diversity problem (related to achievements and cultural background)	3.35	1.20	0.656	
Item 12. Conduct meetings with students parents to facilitate collaborative two-way communication between parents and school		3.23	1.18	0.590	0.51	
Item 17. Ask the other school members to evaluate the school counseling program		3.33	1.07	0.627	0.66	
Item 19. Discuss the aim of multicultural counseling program with the school staffs		3.24	1.02	0.533	0.66	
Item 20. Facilitate the solvancy of subject teachers' multicultural issues		3.42	1.09	0.631	0.58	
Item 21. Conduct meetings with public figures on the cultural diversity		3.36	1.14	0.651	0.65	
Item 22. Join a professional development training or workshop on cultural diversity		3.15	1.13	0.495	0.62	
Item 28. Enhance the translator availability for counseling with parents who speak different language		3.18	1.10	0.509	0.68	
<b>Psychoeducation</b>	Item 1. Conduct classical counseling on cultural diversity	3.39	1.18	0.642	0.67	0.84
	Item 2. Conduct group counseling to respect the diversity	3.27	1.09	0.654	0.69	
	Item 3. Teach classical counseling material on conflict resolution	3.33	1.19	0.609	0.66	
	Item 4. Conduct group counseling session on conflict resolution	3.42	1.09	0.615	0.64	
	Item 5. Conduct multicultural program in school	3.44	1.10	0.644	0.69	
	Item 7. Provide materials on preventing intimidation related to racism, sexism, language proficiency, religion, sexual orientation (perceived or known), gender expression, or other forms of discrimination	3.42	1.10	0.619	0.70	
<b>Seek Input</b>	Item 14. Asking other teachers or administrative staff to evaluate the school counseling program	3.47	1.19	0.753	0.881	0.85
	Item 15. Find feedback from parents for the school counseling program	3.42	1.17	0.659	0.77	
	Item 16. Find feedback from students for the school counseling program	3.51	1.26	0.688	0.86	

was 0.84, and the seeking input dimension was 0.85. These values have generally exceeded 0.6 scores. This means that all items used in the scale are reliable to measure the dimensions. These results also prove that the dimensions of interventions, leadership, psychoeducation, and seeking input are very reliable for measuring the multicultural competence of counselors.

In addition, based on the correlation test, the correlation value between the dimensions of interventions, leadership, psychoeducation, and seeking input is high and positive. It means that there is a positive and significant relationship between dimensions. Similarly, the correlation between dimensions and variables is also high and positive. This proves that there is a positive, and remarkably strong relationship between the dimensions, and the multicultural competency scale of counselors as shown in Table 2. In Table 2, the significant correlation is at 0.01 Level.

**Table 2. Intercorrelation Results of Multicultural Competency Scale Aspects**

	MSCBS	Interventions	Leadership	Psychoeducation	Seek Input
MSCBS	1				
Interventions	0.97**	1			
Leadership	0.90**	0.81**	1		
Psychoeducation	0.88**	0.79**	0.72**	1	
Seek Input	0.79**	0.72**	0.72**	0.69**	1

## DISCUSSION

The total 29 items were all declared as valid and reliable. In general, the adapted version of the measuring instrument is the same as the original version. This is evidenced by the acquisition of the same score from the four sub-scales of the original and translated version of the scale, acquiring 0.83-0.93 in Cronbach values. Besides, the results from the CFA show that there are similarities between the results of the adaptation of the Indonesian version of the scale with the original version in terms of psychometric characteristics and factor structure. Based on empirical tests, both quantitative testing, and readability testing, it is confirmed that the Indonesian version of the MSCBS is a suitable scale to be used as a measuring instrument for the multicultural competence of school counselors in guidance and counseling studies. In general, the translations carried out in this study have met the requirements of the 8-stages adaptation concept proposed by Lenz et al., (2017). The representation given by MSCBS is oriented to the counselor's ability to show attitudes and behaviors that reflect professional counselors who understand the importance of multicultural competence.

Ratts and Greenleaf (2017) mention that multiculturally competent counselors are reflected in the embodiment of self-awareness attitudes which include attitudes and beliefs, knowledge, skills, and action. School counselors with qualified multicultural competencies will also reflect their professionalism in conducting counseling activities (Haryadi, 2020). The intervention approach carried out by counselors in a multicultural manner is said to have a role in tackling student problems in academics, careers, as well as personal and social development (Ratts & Greenleaf, 2018). Professionals instruct school counselors to be able to adjust the interventions they provide by involving knowledge of the culture and environment of students at school (Hansen, Speciale, & Lemberger, 2014; Smith & Chambers, 2015), especially in developing multicultural counseling service programs (Benton & Overtree, 2012). This confirms that the ability of school counselors to be multicultural provides a high probability of success in counseling services.

Referring to the results of previous research, the majority measured the multicultural competence of counselors based on the counselor's knowledge related to multiculturalism. A study conducted by Chao (2013) found a significant relationship between race/ethnicity and the perceived multicultural competence of school counselors about race/ethnicity. The relationship of multicultural competence with other factors has also been carried out, that investigated the relationship between cultural competence, multicultural self-efficacy, and ethnic identity among professional counselors (Matthews, Barden, & Sherrell, 2018). In contrast, the MSCBS instrument puts more concerns on the attitude shown by multicultural school counselors in carrying out guidance and counseling activities.

Adaptation of the MSCBS instrument into Indonesian is crucial considering the need for research materials in guidance and counseling in Indonesia which is multicultural. Rock, Remley, and Range (2017) reveal the need to collaborate with other parties (stakeholders, parents, and other professionals) in guidance and counseling services, which requires counselor skills to adapt with partners. Harris, Shillingford, and Bryan (2018) mentions that multicultural competence increases the effectiveness of counselors in collaborating with parents of students who have different cultural backgrounds. Besides, this instrument focuses on the actions or behavior of counselors applied in guidance and counseling activities. MSCBS measures how often school counselors carry out guidance and counseling activities that are multicultural. The purpose of the MSCBS instrument is in line with what is proposed by Wilson, Acklin, Chao, Pitt, and Gines (2019) which states that the multicultural counseling competency model related to awareness, knowledge, and skills should emphasize the application concepts related to cognition, behavior, action, and so forth. It can be concluded that the Indonesian version of the MSCBS instrument can represent the multicultural competence of school counselors in an applicative manner.

Through adjustment to culture, it is hoped that the adaptation of the MSCBS instrument from the results of this study contributes to guidance and counseling studies, especially in research related to the multicultural competence of school counselors. Furthermore, this instrument complements the lack of instruments that measure the multicultural competence of school counselors in Indonesian, represented by how often school counselors carry out guidance and counseling service activities in a multicultural manner. Counselors who can demonstrate a multicultural attitude in implementing guidance and counseling service programs can empower students to achieve developmental needs following the Competency Standards for Student Self-Reliance set by the Indonesian government.

However, the limitation of this research is in the respondents in the instrument testing process, which is limited to school counselors. Further research is suggested to target other respondents such as guidance and counseling students because they are prospective school counselors. In addition, further research can correlate the multicultural competence of school counselors with personality aspects such as self-efficacy and empathy, considering that this instrument focuses on the behavior applied by school counselors to demonstrate multicultural competence in carrying out guidance and counseling service activities in schools.

## CONCLUSION

The aspects of the MSCBS scale related to the multicultural competence of school counselors in counseling are oriented to the attitudes and behavior of counselors, namely aspects of interventions, leadership, psychoeducation, and seeking input. They measure the multicultural competence of school counselors. The results of the adaptation show that the Indonesian version of the MSCBS scale meets the criteria to be used in guidance and counseling research.

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