

Review of "Discourses Of Globalisation, Cultural Diversity, And Values Education"
By Joseph Zajda

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Abstract: This study aims to analyze the concepts in the book "Discourses of Globalisation, Cultural Diversity, and Values Education" by Joseph Zajda (2023). The method used in this study is a book review, in which the researcher summarizes each chapter of the book and identifies the primary approaches, namely Bronfenbrenner's Bioecological Model, Bandura's Social Learning Theory, Vygotsky's Language Development Theory, and James Banks' Multicultural Education Model. These approaches provide a theoretical basis for understanding multiculturalism's importance in guidance and counseling. The emphasis on (1) the positioning of education amid globalization and cultural diversity and (2) the formation of value education in schools based on how the school forms the value itself are the main implications of this finding. These implications reinforce the importance of value education in promoting cross-cultural understanding and enriching insights into the influence of the social environment to enhance the knowledge of how external factors shape individual development and identity. These findings provide practical guidance for counselors to be more responsive to the needs of clients from different cultural backgrounds. Education practitioners or counselors should position the education along with the diversity of the students with the basic principles of equality, democracy, and social justice, and be recommended to further explore the values education suitable to be implemented in the multiculturalism scheme of Indonesia.

Keywords: Cultural Diversity, Values Education, Guidance and Counseling.

A. Introduction

Education provision cannot be separated from the context of changing times. Learning experiences in cognitive, emotional, and social aspects need to be improved according to their relevance to global developments in technology and information. OECD Learning Compass 2030 encourages the need to master relevant competencies for students starting at the present. Global competence emphasizes developing individual capacity to analyze and understand global and intercultural problems. Transformative competence includes developing a sense of responsibility, reconciling conflicts and dilemmas, and forming new values in the face of global developments (OECD, 2019b, 2019c).

Values in the current era of development have a contradictory relationship with globalization. Globalization encourages a cosmopolitan culture in the diversity of society, which can influence the culture that applies locally and nationally (Gajić et al., 2017). Concerning learning, it is recommended that individual development no longer separate specific aspects of knowledge and skills. Knowledge, skills, attitudes, and values become a unified development that is both needed and interconnected (OECD, 2019a). Values become a separate discourse that needs to be studied concerning individual development. The formation of new values as one aspect of transformative competence needs to be analyzed more profoundly concerning globalization in the context of contemporary developments.

The book "Discourses of Globalisation, Cultural Diversity, and Values Education" was published in 2023. This book was written by Joseph Zajda, who specializes in globalization,

cultural diversity, education policy, social justice, history education, human rights, social justice, and values education (source: www.acu.edu.au). In 2022, he published various books about globalization discourses related to education, political issues, ideology, social justice (discrimination), and human rights. In 2021, he published *Globalisation, Cultural Identity, and Nation-Building: The Changing Paradigms*. The emphasis on values education in this latest book by Joseph Zajda can provide a broader perspective on the development of values that apply globally amidst the diversity of society.

Values education was termed "character education" in the 19th and 20th centuries (Zajda, 2023; 15 & 53). In Indonesia, character education aims to shape individuals into humans with positive character values in social interaction with families, communities, and schools (Buchori Muslim, 2020). Concerning aspects of knowledge, science, attitudes, and values, character education in schools is of particular concern to counselors or guidance and counseling teachers whose aim is to help optimize student development according to their potential (Yusuf & Nurihsan, 2016). Cultural diversity in Indonesia, which has more than 600 ethnicities spread across 17,504 islands (Zein, 2020), requires a comprehensive knowledge base for implementing school guidance and counseling. This challenge needs to be done in conjunction with contextualization of the problems and challenges faced by students today.

The book "Discourses of Globalisation, Cultural Diversity, and Values Education" provides a comprehensive overview of globalisation, ideology, and values education that intersect and are diverse. This book focuses on relevant educational strategies to promote better, more critical, and meaningful knowledge of values embedded in society. Cultural diversity, globalisation, and values education are placed in a special discourse to provide space for education practitioners to understand students' development holistically. This book report aims to discuss several vital points in the book "Discourses of Globalisation, Cultural Diversity, and Values Education" and outline the implications for guidance and counseling in schools.

B. Methods

This study uses a qualitative approach with a book review as a data collection technique. Book reviews are conducted to analyze the content of the book "Discourses of Globalisation, Cultural Diversity, and Values Education". The book review technique is done by reading in-depth and then extracting the main concepts presented in the book. Book reviews can provide an in-depth understanding of the theories that develop in a discipline (Cooper, 1988). Book review has also been considered an effective way to evaluate the contribution of literature to the development of knowledge in a particular field (Fink, 2019).

C. Results and Discussion

The book "Discourses of Globalisation, Cultural Diversity, and Values Education" comprises seven chapters as follows: (1) Discourses of Globalization and Values Education for Equality, Democracy and Social Justice; (2) Global Models of Values Education for Democracy and Cultural Diversity in Schools; (3) Multicultural Education Globally for Democracy, Equality, and Social Justice; (4) Using Critical Discourse Analysis in Values Education; (5) Active Citizenship Education; (6) Values Education for Sustainability in a Global Culture, and; (7) Values Education for Human Rights and Social Justice. The main findings in the book are pointed into two underlying ideas about (1) the positioning of education amid globalization and cultural diversity and (2) the formation of value education in schools based on how school forms the value itself. These two highlights differ the book from other relevant

theories around cultural diversity by focusing on the 'why' the difference exists and 'how' to resolve it through an educational perspective. Below is the elaboration of each highlight.

GLOBALIZATION, CULTURAL DIVERSITY, AND EDUCATION

The book "Discourses of Globalization, Cultural Diversity, and Values Education" describes the relationship between globalization, cultural diversity, and education. This book explores how cultural diversity shapes and influences individual values and identities in a global society. The complex relationships between countries and individuals in the context of globalization encourage the need for special attention to values education, the implementation of which is also very diverse and subjective depending on social agreements and normative standards that apply in society. One culture can have different values from another culture. Values accepted in one culture may not necessarily be accepted by another culture. In mediating this diversity, discussions and considerations about democracy, social justice, and equality for each individual with different cultural backgrounds are necessary. Knowledge of globalization discourse, cultural diversity, and values education is needed for a more comprehensive understanding. Historical records explain that social justice issues can be sensitive, giving rise to two main reactions: ignorance of the problems that occur or indifference. Below is a general description of the topics discussed in each chapter.

1. The chapter "Globalization Discourse and Values Education for Equality, Democracy, and Social Justice" discusses the relationship between ideology, the state, and values education in schools. Values are defined as standards given by society about good or bad, acceptable or otherwise, or right and wrong. Values like ideology are fundamental to a group's culture. Values refer to (a) a particular belief system, (b) a code of ethics, (c) state of existence, and (d) moral judgment. Values are subjective, and one culture can differ from another. The relevance of providing guidance and counseling as part of national education includes support for (a) justice for all, (b) equality of opportunity, (c) legitimacy of authority, (d) truth, and patriotism.
2. The chapter "Global Model of Values Education for Democracy and Cultural Diversity in Schools" explains the influence of central aspects of social interaction, such as media, environment, and peers. Bronfenbrenner's bioecological model influences an individual's identity, attitudes, values, and behavior patterns. Values are a combination of genetic and environmental influences, just like Eysenck's study of genotype and phenotype. Ethical dilemmas in teaching are also explained by providing several examples of supervising students. For guidance and counseling, this explanation encourages a more holistic assessment of the behavior shown by students. In giving an evaluation, the teacher can first analyze the reasons behind the behavior. Effective pedagogy in values education focuses on the individual, the cognitive process activated by emotional, social, and moral impulses that cause attitudes or behavior patterns. These values must be discussed in a cultural diversity paradigm based on human rights and social justice discourse.
3. The chapter "Multicultural Education Globally for Democracy, Equality and Social Justice" describes multicultural education globally. Multicultural education is a progressive approach to transforming education in response to discriminatory policies and practices. Schools are the foundation for societal transformation and the elimination of injustice. The transformation of society begins with individual transformation and school transformation. Multicultural education helps students develop a positive self-

concept by providing knowledge and critical thinking skills about history, culture, and the contributions of diverse groups. The same demands in guidance and counseling apply to teachers or counselors in developing cultural competence. Teachers must have relevant knowledge and skills, be multiculturally educated, and be able to embrace and accept diverse families and communities to form an inclusive environment. An inclusive environment supports diverse cultural identities and offers a strengthening experience of democratic plurality.

4. The chapter "Using Critical Discourse Analysis in Values Education" provides alternative options regarding critical discourse analysis that can be carried out with the implementation of values education. The proposed method includes four steps to analyze (a) the purpose and impact of using different languages, (b) cultural rules and agreements in communication, (c) how values, beliefs, and assumptions are conveyed, and (d) how Language use is related to the social, political and historical context of a culture. Critical discourse analysis is carried out by asking questions about the basic assumptions of knowledge. In values and values education, analysis can be carried out by assessing how ideologies and power that are dominantly formed in society are shaped by dominant values. This can be done by focusing on individual expressions through language and social interaction practices. In guidance and counseling, this discussion section provides insight into the guidance process that can be carried out by using language to define and formulate the core values to be achieved. Several examples of critical discourse analysis approaches and models are described.
5. The chapter "Active Citizenship Education" explains citizenship education so the community can participate actively. Educators are encouraged to increase the program's focus on developing knowledge, skills, civic policies, and civic actions based on local and national values. The main concepts include (a) general values or normative agreements, (b) knowledge and critical understanding of politics, social and economic matters, as well as responsibility as a society, (c) attitudes towards accepting cultural diversity, and (d) critical thinking skills and critical literacy skills that contribute to developing a sense of empathy. This educational concept has different tasks, from guidance and counseling. However, its relevance to the implementation of national education must be understood by guidance and counseling teachers or counselors.
6. The chapter "Values Education for Sustainability in Global Culture" contains the usefulness of values education in supporting sustainability in global culture. Globalization impacts society globally and personally by influencing various aspects of life: poverty, hunger, health, education, equality, peace, justice, etc. The complexity of impacts on countries and the environment also emerges in various local and global scopes. This section explains a lot about sustainable development goals and education for sustainable development. In education, the emphasis on implementing sustainability includes four primary skills, namely: (a) cognitive skills, (b) social skills, (v) emotional learning, and (d) action competence. Values education contributes to sustainability education based on integrated value-based goals for the environment, schools, global citizenship, and social justice.
7. The chapter "Values Education for Human Rights and Social Justice" discusses the importance of social justice as the axis of implementing values education. Social justice includes ensuring everyone is treated with dignity and respect by every individual or group with public power. Basic individual fundamental rights include (a) the right to life,

(b) freedom of thought, opinion, and belief, (c) the right to work and education, and (d) the right to participate in social, political, and social life. For the implementation of education in schools, especially guidance and counseling, this section strengthens the aim of guidance and counseling services to accommodate students by helping them optimize their personal development according to their potential.

VALUE FORMATION IN SCHOOLS IN GLOBAL CULTURAL DIVERSITY

The values held by individuals or groups cannot be separated from the historical basis of social origins, which accompany the development process of the individual or group so that it becomes an identity. Values are subjective and encompass the core of culture, forming an identity, including rights and obligations as part of a particular society or community. Understanding the formation of values within individuals is necessary for comprehensively understanding how individual development has complex dynamics in the process of social interaction in the current era of globalization. Approaches that can be used to understand the formation of values in individuals include previous developments by Bronfenbrenner, Bandura, Vygotsky, and James A. Banks. The following explains each of these approaches in detail.

1. Bronfenbrenner's Bioecological Model

In 1979, Bronfenbrenner developed the ecological systems model to explain the role of significant aspects (central agencies) in the social interaction that influences identity and patterns of individual attitudes and behavior. Certain attitudes, values, and behaviors in individuals are acquired and formed by several social aspects, such as family, colleagues, school, home environment, and the media. In 1998, the ecological systems model was refined by including genetic and environmental aspects in the developmental bioecological model. These two aspects combine the results of Eysenck's (1982) research on genetics and the environment that influence individuals and the development of their IQ. According to Bronfenbrenner, this combination explains more fully the complexity of social and cultural interactions that contribute to human development.

In the model developed by Bronfenbrenner, family and colleagues are the main groups with closer characteristics of closeness and affection towards the individual. The second group covers broader and more personal characteristics of humans as social creatures. The model developed by Bronfenbrenner is relevant in explaining the factors and incentives that contribute to individual self-development as well as helping understand the potential sources of racist discriminatory behavior patterns that can happen to anyone. This is relevant to the context of developments in the current era of globalization, which is eliminating boundaries between countries in communicating and exchanging information and giving people the opportunity to gain broader global experiences in life.

Bronfenbrenner added a chronosystem to explain the interactions between individuals, time, and the environment. Bronfenbrenner's bioecological model emphasizes the importance of proximal processes and the relationships between processes, individuals, context, and time. Proximal processes are defined as reciprocal interactions between human development, namely, one or more individuals, objects, and symbols in the environment that are directly related to the individual. Reciprocal interactions become increasingly complex and develop over a long period. Bronfenbrenner's bioecological model emphasizes that an individual's attitudes and behavior are shaped by their particular culture and environment and how these influence values and behavioral patterns. Concerning student behavior patterns at school, Bronfenbrenner's bioecological model rationalizes that students are influenced by

social interactions initiated at home and continued within the school environment. The five levels of social interaction that affect individuals, both children and adults, in global cultural diversity are as follows.

- a. Microsystem: interactions in an individual's (closest) environment.
- b. Mesosystem: relationships between various aspects involving individuals.
- c. Exosystem: aspects that do not involve the individual but influence the individual's development.
- d. Macrosystem: cultural and social influences on development.
- e. Chronosystem: the influence of time in the interaction process.

2. Bandura's Social Learning Theory

Bandura's social learning theory explains that most human behavior is learned through observation and modeling by imitating other people's behavior, such as the presence of specific role models in the social environment. Explains how human behavior is shaped through ongoing reciprocal interactions between behavioral, cognitive, emotional, social, and environmental influences.

"Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions, this coded information serves as a guide for action."(Page 31)

Social learning theory consists of the following four-step model.

- a. Attention, namely various factors that increase or decrease the intensity or amount of attention given to other people's behavior.
- b. Retention, namely remembering what has been noticed, is in the form of symbolic codes, mental images, cognitive structures, and motor movements.
- c. Reproduction, namely the process of remembering what is learned, such as physical capabilities, and re-observing it as one's behavior.
- d. Motivation, namely the urge or reason an individual has to copy or imitate behavior.

In observing the value in a particular behavior, Bronfenbrenner and Bandura's model implies the importance of recognizing aspects of social, political, and economic inequality that produce socially unequal distribution. For example, social forces, welfare strata, income, education, employment, and status form social strata globally. Understanding the formation of individual values as part of self-identity can be described based on the individual's position and factors related to him, both directly and indirectly, as well as the scope of social interaction that can be used as a role model, whether family, colleagues, or the media.

3. Vygotsky's Theory of Language Development

Vygotsky's theory of language development was also one of the agents that influenced the bioecological model developed by Bronfenbrenner. In addition, the social constructivist learning theory developed by Vygotsky also explains how the environment influences individual language and behavior. Vygotsky focused on the role of the environment and its impact on an individual's language development. Concerning classroom learning, social constructivist support theory can involve cooperative and collaborative group activities to support an inclusive environment, including language differences, acceptance of cultural diversity, empathy, and efforts to improve student academic performance.

4. James Banks' Multicultural Education Model

The values education model is within the multiculturalism framework offered by Banks. The classroom dimensions that adapt multicultural aspects consist of five things, namely (a) content integration, (b) knowledge construction, (c) prejudice reduction, (d) equality pedagogy, and (e) strengthening school culture. Content integration includes teaching diversity and a variety of approaches that are relevant to students from various backgrounds. Knowledge construction is concerned with teaching how knowledge is formed. Prejudice reduction concerns developing positive relationships between students from different ethnic backgrounds. Equity pedagogy facilitates academic success for students from various social and ethnic groups. Strengthening school culture includes a classroom environment that is inclusive and conducive to supporting the developmental needs of each student, both emotionally and academically.

MULTICULTURAL PERSPECTIVES IN GUIDANCE AND COUNSELING

Strengthening school culture through creating an inclusive and conducive environment to support the developmental needs of each student is part of implementing guidance and counseling in schools. Guidance and counseling underlie student development, focusing on academic and non-academic areas, such as emotional and behavioral (Yusuf & Nurihsan, 2016). This is also in line with the integration of knowledge, skills, attitudes, and values, which is emphasized as an inseparable part of the development of the current era (OECD, 2019a). Guidance and counseling play a strategic role in supporting student development relevant to the increasingly complex context of globalization and cultural diversity. Indonesia, a plural country, needs to develop values education (or, in the term that has been used, "character education") within the scope of the multicultural education framework offered in the book "Discourses of Globalisation, Cultural Diversity, and Values Education".

Multicultural education in the book "Discourses of Globalisation, Cultural Diversity, and Values Education" emphasizes promoting democracy, human rights, social justice, and social welfare for each individual. One of the efforts is to create an inclusive, equal, and motivating atmosphere where all students feel they are part of a group and can work together. This is part of the cooperative and collaborative group background as part of social constructivist pedagogy. The principles explained in multicultural education are implicitly included in the principles of providing guidance and counseling. Guidance and counseling in practice involve systematic and integrated efforts through training programs that prepare students to have competence in dealing with diverse counselees (Swanson, 1993).

Multicultural principles in guidance and counseling also pay attention to components of cultural bias, health services for unreached communities, and therapists (counselors) with a majority cultural identity towards clients (counselees) with minority cultures (Black, 1988). This aligns with the goals of multicultural education outlined by Joseph Zajda concerning human rights, justice, and social welfare for each individual. Multicultural guidance and counseling in schools help eliminate discriminatory stereotypes and preconceptions, thereby supporting a culture of equality and preventing personal and social crises (Anghel & Lupu, 2013). Multicultural guidance and counseling accompany career support for ethnic minorities, emphasizing the relationship between counselor and counselee (Chan et al., 2015). The latest studies on multiculturalism in guidance and counseling emphasize the implementation of multicultural education, carried out through social guidance and counseling services following the development of the Industrial Revolution 4.0 (Lue & Riyanto, 2020).

In the practical scope, multicultural guidance services are part of guidance and counseling that helps students' personal development and prevents problems for individuals with different cultural backgrounds (Hayati et al., 2022). This is related to one of the approaches expressed in the book "Discourses of Globalisation, Cultural Diversity, and Values Education": one way to reduce racism and discrimination is to teach students to develop task-oriented metacognitive strategies to increase self-awareness and better self-reflection. Apart from that, students also need to know and understand how racist and discriminatory behavior causes hurt and suffering to students who are the targets of this behavior. Furthermore, how this behavior can affect individual identity, individual self-confidence, and individual mental health. Joseph Zajda's book explains the biases and prejudices that can arise among students and influence aspects of social interaction, as illustrated in Bronfenbrenner's model of family, peers, school, and mass media (page 33). This problem is, in principle, within the scope of guidance and counseling services and needs to be implemented well in schools.

Bronfenbrenner's ecological perspective is used in guidance and counseling through case conceptualization to understand better the complexities that affect the client (counsee) and the community in which he lives (Rogers et al., 2018). This perspective is a concept that the counselor must understand to understand the situation faced by the counsee. The principles of guidance and counseling include the understanding that individuals in their development and life are influenced by attitudes and behavior that cannot be separated from environmental aspects. In more detail, these principles are:

1. Guidance and counseling serve all individuals, regardless of age, skin color, gender, religion, and socio-economic status;
2. Guidance and counseling deal with unique and dynamic behavior;
3. Guidance and counseling will pay attention to individual development; and
4. Guidance and counseling will pay attention to individual differences, which will serve as a guide in providing services (Ambarsari et al., 2023).

Based on the principles above, a multicultural perspective in guidance and counseling is integrated into the services provided and consideration of the individuals who are the targets of guidance and counseling services. Guidance and counseling in education help students develop themselves as individuals with insights, views, interpretations, choices, adjustments, and skills that are appropriate for themselves and their environment (Haris et al., 2020). This view aligns with various ideas in the book "Discourses of Globalisation, Cultural Diversity, and Values Education" regarding the importance of human rights, freedom (democracy), social justice, and cultural diversity in global society.

D. Conclusion

The book "Discourses of Globalisation, Cultural Diversity, and Values Education" provides an exciting picture of the impact of globalization on various aspects of society. By exploring the perspective of values education within the multicultural education framework, the picture of how globalization has changed the structure of human interaction, transcending geographical boundaries and encouraging connectivity on a broader scale opens up views on the existence of cultural identities inherent in individuals. Globalization and values are contradictory in maintaining and developing an open mind toward values from other cultures. Another culture may not accept a good value in one culture. Amid the challenges and opportunities in the era of globalization, this book mediates this through value education, which is essential in responding to the relevance of the challenges with the development of times. The background to globalization and cultural diversity, models that

have developed in understanding cultural diversity, and the conceptualization of multicultural education are explained in detail.

Concerning guidance and counseling, the description of the understanding of causes, models, and concepts that can be applied in multicultural education in this book can be a reference. In principle, guidance and counseling have the principle of inclusive targets and services without differentiating between individuals to achieve equality and social justice. Guidance and counseling also focus on individual development, which is also the focus in the discourse on values education or character education in the era of globalization. Implementing guidance and counseling service practices following target principles and guidance and counseling services are recommended to continue strengthening their implementation in schools. In a more practical manner, education practitioners or counselors should position the education along with the diversity of the students with the basic principles of equality, democracy, and social justice, and further explore the values education suitable to be implemented in the multiculturalism scheme of Indonesia.

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