



DEVELOPMENT OF GUIDANCE AND COUNSELING SERVICES BASED ON THE LOCAL WISDOM OF NIAS LANGUAGE AND CULTURE IN THE GLOBAL ERA

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ABSTRACT

This study aims to examine the development of Guidance and Counseling (GC) services based on the local wisdom of Nias language and culture in the global era. The rapid growth of globalization has influenced various aspects of education, including counseling practices, which often adopt universal approaches without considering local cultural contexts. Therefore, integrating local wisdom into GC services becomes important to ensure that counseling remains relevant to the social and cultural realities of students. This study uses a literature review method by analyzing books, journal articles, and previous studies related to multicultural counseling, local wisdom, and globalization challenges in education. The findings indicate that integrating local cultural values into GC services is essential to improve counseling effectiveness, strengthen students' cultural identity, and help them cope with the pressures of globalization. Nias cultural values such as togetherness, mutual respect, deliberation, kinship, and social solidarity can be incorporated into counseling strategies to create a more contextual, humanistic, and culturally sensitive approach. These values encourage students to develop positive character, social responsibility, and emotional resilience in facing modern challenges. In addition, multicultural counseling and the concept of knowledge decolonization serve as important foundations in developing counseling services that are culturally relevant and inclusive. Counselors are expected to understand local traditions, language, and community values in order to build better communication and trust with students. The study concludes that culturally based GC services can balance global educational development with the preservation of local culture, while also promoting students' personal and social well-being in a multicultural society.

INTRODUCTION

Globalization and the rapid advancement of information and communication technology have brought significant changes to various aspects of human life, including education and Guidance and Counseling (GC) services. These changes not only provide broader access to information but also introduce new challenges, such as the shift of values, cultural transformation, and the weakening of local identity. In this context, school counselors are required to provide services that are not only universal in nature but also contextual, aligning with the cultural values of students.

Guidance and Counseling as an integral part of education plays a crucial role in helping individuals achieve optimal development in personal, social, academic, and career aspects. However, GC practices in

Indonesia are still largely influenced by Western paradigms that tend to emphasize individualism, often neglecting the collectivist and multicultural nature of Indonesian society. This situation highlights the urgent need to develop counseling approaches that are more aligned with local cultural values.

In the context of the Nias community, local wisdom plays a vital role in shaping identity, behavior, and the social system of society. Cultural values such as togetherness, deliberation, responsibility, and mutual respect serve as important social capital that can be integrated into counseling services. Therefore, the development of Guidance and Counseling services based on the local wisdom of Nias language and culture is highly relevant in addressing globalization challenges while preserving local cultural identity.

Previous studies indicate that integrating local wisdom into counseling services can significantly improve service effectiveness and strengthen students' character development. For example, counseling based on Nias local wisdom has been shown to help students manage academic stress while strengthening their cultural attachment [1]. Furthermore, other studies emphasize that decolonizing knowledge in counseling is essential to reduce Western dominance and strengthen indigenous cultural values in counseling practice [2].

Multicultural counseling approaches also serve as an important foundation in developing culturally responsive guidance services. Multicultural counseling aims to help individuals understand and appreciate both their own cultural identity and that of others, thereby creating more inclusive and adaptive services in diverse societies [3]. In this regard, integrating Nias culture into counseling services can strengthen cultural identity while improving students' psychological well-being. In addition, various studies highlight that local wisdom plays a strategic role in character education and counseling services. Local cultural values are not only cultural heritage but also serve as a foundation for shaping students' attitudes, morality, and integrity [4]. Therefore, integrating local wisdom into counseling services is essential in addressing the increasingly complex challenges of globalization.

Overall, the development of Guidance and Counseling services based on the local wisdom of Nias language and culture is highly important in the global era. This approach is expected to produce a counseling model that is more contextual, humanistic, and culturally responsive. It also aims to ensure that students are able to face global challenges without losing their cultural identity. This study therefore aims to develop a Guidance and Counseling service model based on the local wisdom of Nias language and culture in the global era. The development of this model is expected to contribute to the creation of more effective, culturally relevant, and human-centered counseling services in Indonesian educational settings.

METHOD

This study employs a literature review approach to examine, analyze, and synthesize various scholarly sources related to the development of Guidance and Counseling (GC) services based on the local wisdom of Nias language and culture in the global era. A literature review was chosen because it enables the researcher to gain a comprehensive and in-depth understanding of concepts, theories, and previous empirical findings without conducting direct field data collection [5].

The literature review process in this study is conducted systematically through five main stages: (1) identification of the research topic and focus, (2) literature search, (3) selection of relevant sources, (4) content analysis, and (5) synthesis of findings. The literature sources include national and international journal articles, academic books, and conference proceedings related to multicultural counseling, local wisdom, and culturally based education [6].

The main focus of this review is the integration of local wisdom into Guidance and Counseling services, particularly the cultural values of the Nias community such as togetherness, deliberation, mutual respect, and social solidarity. These values are considered important social capital that can strengthen the effectiveness of counseling services in educational settings. In addition, this study also examines the challenges of globalization toward local cultural identity and the role of GC services in maintaining a balance between modern values and traditional cultural principles.

From a counseling perspective, the multicultural approach serves as a fundamental framework for developing culturally responsive guidance services. Multicultural counseling emphasizes the importance of

counselors' cultural awareness and sensitivity in understanding clients' backgrounds to establish effective and meaningful counseling relationships. Previous research indicates that integrating local cultural values into counseling practices significantly improves client engagement and enhances therapeutic outcomes [7]. Furthermore, the concept of decolonizing knowledge in counseling has become a crucial issue in this study. Decolonization aims to reduce the dominance of Western theories in counseling practices and to provide space for indigenous knowledge systems and cultural values. Studies show that strengthening local wisdom in education and counseling increases the relevance and contextual appropriateness of services within Indonesian society [8].

The local wisdom of the Nias community holds significant potential to be integrated into GC services. Cultural values such as *famaeri* (mutual cooperation) and *fahombo* (social solidarity) can serve as foundational elements in developing a more humanistic and contextual counseling approach. These values can be applied in various counseling techniques, including group counseling, narrative counseling, and community-based counseling approaches. Empirical findings indicate that counseling based on local wisdom contributes positively to students' psychological well-being and cultural identity development [9].

The data analysis in this literature review is conducted using a descriptive-analytical method, which involves organizing, comparing, and synthesizing findings from multiple scholarly sources. Through this process, patterns, similarities, and gaps in existing literature are identified to construct a comprehensive understanding of the research topic. The synthesis results are then used to formulate a conceptual model for developing Guidance and Counseling services based on Nias local wisdom that is relevant to globalization challenges. Overall, this literature review method is expected to produce an integrative, contextual, and culturally grounded conceptual model of Guidance and Counseling services. The model is designed to be adaptive to global developments while preserving local cultural identity, ensuring that counseling services remain both relevant and meaningful for students in diverse educational contexts.

RESULTS

The results of this literature review indicate that the development of Guidance and Counseling (GC) services based on the local wisdom of Nias language and culture in the global era has a strong conceptual foundation in the scientific literature, particularly in the fields of multicultural counseling, character education, and the integration of local culture in psycho-educational services.

First, the findings reveal that multicultural counseling is a highly relevant approach in addressing cultural diversity in the era of globalization. Multicultural counseling emphasizes the importance of counselors' cultural sensitivity in understanding clients' social and cultural backgrounds. Previous studies show that GC services integrating local cultural values can significantly improve counseling effectiveness and strengthen the counselor–client relationship [10]. This indicates that counseling services cannot be uniform, but must be adaptive and responsive to cultural contexts.

Second, the review highlights that local wisdom plays a crucial role in shaping students' character and identity. Cultural values of the Nias community, such as *fahombo* (social solidarity), *famaeri* (mutual cooperation), and respect for customary social structures, can serve as foundational principles in developing more humanistic and contextual counseling services. The integration of these values into counseling practices helps students develop self-awareness, social responsibility, and adaptability in a global environment without losing their cultural identity. Previous research also confirms that the integration of local wisdom in education contributes positively to character development and students' psychological well-being [11].

Third, the findings indicate that globalization has significantly influenced cultural value shifts among younger generations. The widespread use of digital technology often leads to reduced appreciation of local culture. Therefore, Guidance and Counseling services play a strategic role in maintaining a balance between global development and local cultural preservation. Culturally based counseling can strengthen cultural identity while enhancing students' psychological resilience in facing global pressures.

Fourth, the concept of decolonization in counseling emerges as an important finding in this study. Knowledge decolonization in GC aims to reduce the dominance of Western counseling theories and provide

space for indigenous knowledge systems and cultural values. Research shows that this approach enhances the relevance of counseling services within the Indonesian socio-cultural context [12]. Thus, the development of Nias culture-based counseling represents a concrete implementation of decolonial approaches in education and counseling practice.

Fifth, the synthesis of literature indicates that the integration of local wisdom in GC services is not only a cultural preservation strategy but also an innovative approach to improving counseling effectiveness. Cultural values can be incorporated into various counseling techniques such as storytelling, group counseling, and community-based counseling approaches. These methods are highly suitable for collectivist societies such as Indonesia, where social interaction and communal values are strongly emphasized [13].

Overall, the findings of this literature review demonstrate that the development of Guidance and Counseling services based on Nias local wisdom is highly relevant and necessary in addressing the challenges of the global era. This model is expected to create [14] services that are more adaptive, contextual, and culturally grounded while remaining responsive to global dynamics. By integrating local wisdom into counseling practices, GC services can contribute not only to students' psychological development but also to the preservation of cultural identity in an increasingly globalized world.

DISCUSSION

This literature review emphasizes that the development of Guidance and Counseling (GC) services based on the local wisdom of Nias language and culture represents a strategic response to the dynamics of globalization, which has significantly influenced educational and psychosocial aspects of students. Globalization not only expands access to information but also poses a serious risk of weakening local cultural identity if it is not balanced with the strengthening of indigenous values within educational services, including counseling practices.

First, the integration of local wisdom into GC services demonstrates high relevance in multicultural contexts. Multicultural counseling asserts that the effectiveness of counseling services is strongly influenced by the compatibility between counseling approaches and clients' cultural backgrounds. Previous studies indicate that counseling interventions that incorporate local cultural values enhance client engagement, strengthen therapeutic relationships, and improve psychological outcomes [15]. In the context of Nias society, cultural values such as togetherness, customary deliberation (*musyawarah adat*), and social solidarity provide a strong foundation for developing more contextual and meaningful counseling approaches.

Second, local wisdom plays a significant role in shaping students' character and identity. The rich cultural heritage of the Nias community contains strong moral and social values that can be effectively utilized in counseling services to strengthen students' character development. Values such as *fahombo* (social solidarity) and *famaeri* (cooperation) can be integrated into counseling techniques such as group counseling and community-based counseling. Empirical studies confirm that integrating local wisdom in education contributes positively to character building, social responsibility, and students' psychological [16].

Third, globalization presents serious challenges in the form of cultural value shifts among younger generations. The dominance of global culture, especially through digital media, often leads to the diminishing appreciation of local traditions and cultural identity. Therefore, Guidance and Counseling services play a strategic role in maintaining a balance between modern global influences and local cultural preservation. Culturally based counseling serves as an important medium to strengthen students' self-identity while enhancing psychological resilience in facing global pressures.

Fourth, the concept of decolonization in counseling emerges as an essential issue in developing culturally responsive GC services. Decolonization aims to reduce the dominance of Western counseling theories that may not fully align with local cultural contexts. Research indicates that strengthening indigenous knowledge systems in counseling practice improves the relevance, effectiveness, and cultural sensitivity of educational services [17]. This suggests that GC services should not only be adaptive but also transformative in responding to socio-cultural changes.

Fifth, the discussion highlights that culturally based counseling services can be developed through innovative approaches such as narrative counseling, culturally based group counseling, and experiential learning methods. These approaches allow students to understand themselves within their cultural context, making the counseling process more meaningful, reflective, and effective. Narrative counseling, for example, enables students to reconstruct personal meaning through cultural stories, while experiential learning strengthens learning through direct cultural experiences.

Overall, this discussion demonstrates that the development of Guidance and Counseling services based on Nias local wisdom is not only relevant but also urgently needed in the era of globalization. The integration of local cultural values into counseling practice creates a balance between global development and cultural preservation. It also enhances the quality of counseling services by making them more contextual, humanistic, and culturally grounded. Ultimately, such an approach contributes to the development of students who are not only psychologically resilient but also culturally rooted in their identity.

CONCLUSION

Based on the results of this literature review regarding the development of Guidance and Counseling (GC) services grounded in the local wisdom of Nias language and culture in the global era, it can be concluded that the integration of local cultural values into counseling services is a highly relevant and strategic approach to addressing the challenges of globalization. Globalization has significantly influenced students' lives in social, cultural, and psychological aspects. These changes often lead to value shifts and the weakening of local cultural identity if they are not balanced with the strengthening of indigenous cultural values within education systems.

The findings of the review indicate that GC services based on local wisdom are able to enhance the effectiveness of counseling processes because they are more aligned with students' socio-cultural contexts. Cultural values of the Nias community, such as togetherness, social solidarity, customary deliberation (*musyawarah adat*), and respect for social structures, can be effectively integrated into counseling practices. This integration strengthens the relationship between counselor and counselee and supports the resolution of students' psychological and academic problems. More importantly, it contributes to the development of students' character and cultural identity.

Furthermore, the multicultural counseling approach serves as an essential foundation in developing culturally responsive GC services. Multicultural counseling emphasizes the importance of counselors' cultural sensitivity in understanding clients' backgrounds. Therefore, counseling services should not be rigid or universal in nature, but adaptive to cultural diversity. This is particularly relevant in the Indonesian context, which is highly multicultural, including the Nias community with its rich cultural heritage.

The review also highlights that integrating local wisdom into counseling practice functions as a form of knowledge decolonization. This means reducing the dominance of Western counseling theories that may not fully align with local cultural contexts. Instead, it provides space for indigenous values to serve as the foundation for developing more contextual and meaningful counseling models. Thus, GC services are not only focused on solving individual problems but also on cultural preservation and strengthening local identity.

Overall, the development of Guidance and Counseling services based on Nias local wisdom is an urgent necessity in the global era. This approach creates counseling services that are more humanistic, relevant, and effective in helping students face modern life challenges without losing their cultural roots.

Recommendation

Based on the findings of this study, several recommendations are proposed. First, for school counselors, it is recommended that they integrate local cultural values into all forms of counseling services, including individual, group, and classroom counseling. Counselors need to understand students' cultural backgrounds to ensure that the services provided are contextual, meaningful, and culturally responsive.

Second, educational institutions are encouraged to provide policy support for the implementation of culturally based counseling services. Schools should develop programs that incorporate Nias cultural values

into both learning and counseling activities. This will ensure that students develop not only academically but also in terms of character and cultural identity.

Third, local governments and educational policymakers should pay greater attention to the preservation of local culture through its integration into the education system, including Guidance and Counseling services. Support in the form of training programs, counseling modules, and culturally based curriculum development is highly necessary to strengthen implementation.

Fourth, future researchers are encouraged to conduct empirical field studies to test the effectiveness of Nias culture-based counseling models. Action research or experimental studies can be conducted to examine the real impact of implementing such models on students' psychological, social, and academic development.

In conclusion, the development of Guidance and Counseling services based on the local wisdom of Nias language and culture should not remain merely a theoretical concept. Instead, it should be implemented in real educational practice to address global challenges in a more adaptive, sustainable, and culturally grounded manner.

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