

Integration of Multicultural Counseling Theories, Community Assets and Intercultural Communication in Empowering Coastal Children

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Abstract

Empowering coastal children is a complex developmental challenge requiring strategies that address psychological, social, and cultural dimensions within maritime communities. This systematic literature review examined how multicultural counseling, community asset development, and intercultural communication can enhance empowerment strategies. A systematic screening of academic databases over ten years yielded ten relevant studies from an initial 306 articles using strict inclusion criteria. Analysis identified convergence across three key dimensions: culturally sensitive pedagogical approaches, mobilization of community assets through linking resources and raising awareness of local capabilities, and universal communication patterns that transcend cultural boundaries. The integrative model highlighted the effectiveness of peer-led programs and experiential learning in promoting empowerment. Findings indicate that combining multicultural counseling principles, strategic community resource use, and intercultural communication creates a robust framework for coastal children's development. This approach ensures cultural responsiveness while maintaining universal developmental principles, providing practical, evidence-based guidance for holistic empowerment interventions in diverse maritime settings.

Keywords: coastal child empowerment, multicultural counseling, community assets

Abstrak

Memberdayakan anak-anak pesisir merupakan tantangan pembangunan yang kompleks, yang membutuhkan strategi yang mencakup dimensi psikologis, sosial, dan budaya dalam komunitas maritim. Tinjauan literatur sistematis ini menelaah bagaimana konseling multikultural, pengembangan aset komunitas, dan komunikasi antarbudaya dapat meningkatkan strategi pemberdayaan. Penyaringan sistematis terhadap basis data akademik selama sepuluh tahun menghasilkan sepuluh studi relevan dari 306 artikel awal dengan menggunakan kriteria inklusi yang ketat. Analisis menunjukkan adanya konvergensi pada tiga dimensi utama: pendekatan pedagogis yang sensitif terhadap budaya, mobilisasi aset komunitas melalui penghubungan sumber daya dan peningkatan kesadaran akan kemampuan lokal, serta pola komunikasi universal yang melampaui batasan budaya. Model integratif ini menyoroti efektivitas program yang dipimpin oleh rekan sebaya dan pembelajaran pengalaman dalam mendorong pemberdayaan. Temuan menunjukkan bahwa kombinasi prinsip konseling multikultural, pemanfaatan sumber daya komunitas secara strategis, dan komunikasi antarbudaya menciptakan kerangka kerja yang kuat untuk pengembangan anak-anak pesisir, menjamin responsivitas budaya sambil mempertahankan prinsip pembangunan universal, serta memberikan panduan berbasis bukti untuk intervensi pemberdayaan holistik di komunitas maritim yang beragam.

Keywords: pemberdayaan anak pesisir, konseling multikultural, aset komunitas

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INTRODUCTION

Empowerment Child Coast is one of the priority agendas in developing sustainable Indonesia, especially in achieving the objective of sustainable development related to alleviating poverty, improving education quality, and reducing social inequality (Lantowa & Nasiru, 2022). The community on the coast of Indonesia, which includes more than 60% of the territory of the archipelago, the world's largest, faces complex challenges in optimizing the potential of human Power, especially among young people who will become a driving force for social and economic transformation in the maritime sector. The unique geography, diverse social cultures, and economic dynamics, based on the source of power and the sea, create a context of empowerment that necessitates a comprehensive and responsive approach to the peculiarity of the maritime community.

Reality on the ground shows that children in coastal areas face various challenges that affect their psychological, social, and academic they. Research has previously identified that level-separated schools in the region are still relatively high, with an average of 15.3% for level school-based and 23.7% for level medium, which is significantly higher compared to the area urban (Ningsih et al., 2024). Factors contributing to the condition of the economy and family, including seasonal fluctuations, arrest rates, limitations in access to infrastructure and education, and a mismatch between the curriculum and the local community's context, are also considered. In addition, children on the coast also face psychological and social risks, such as pressure to contribute to the family economy from an early age, exposure to economic exploitation practices, and limited access to counseling and support services appropriate to the local cultural characteristics.

Complexity challenge empowerment child Coast the more increase with the existing phenomenon globalization that brings influence culture outside to in community traditional maritime (Iswari et al., 2020). The process of integrating a culture that is not under control can result in erosion of local cultural values, community identity, and social support for traditional systems, which has become the foundation of resilience in child coastal areas. On the other hand, globalization also opens up opportunities for access to information, technology, and networks that can be utilized to increase capacity and develop the potential of the child Coast. Contradiction This requires an empowerment strategy that is capable of facilitating adaptation to global change while maintaining the root culture and identity of the community coast.

Counseling between cultures appears as a relevant paradigm for overcoming challenges to child empowerment in the context of diversity in Indonesia (Kasyfillah et al., 2024). Approach counseling between cultures emphasizes the importance of understanding and accommodating differences in background, culture, ethnicity, religion, and socioeconomic status in the counseling and empowerment process. In the context of child coast, counseling between cultures is not only related to diversity ethnicity and religion, but also includes unique cultural maritime systems, traditional mark systems, communication patterns, and world views that differentiate the Coast community from the land community. Implementation counseling in an effective culture requires a competent counselor to understand the cultural context of the client, identify the strengths and assets of the culture, and integrate local values in the process of intervention.

Development theory asset community offers a perspective that complements and emphasizes the identification and mobilization of the internal strengths of the community as a foundation for sustainable empowerment. An approach based on assets developed by experts shifts the focus from shortages and needs to the identification and utilization of



community-owned assets. In the context of the coast, the assets community covers the source of Power, natural sea, knowledge about traditional maritime, the social network of fishermen, the customs and institutions, and local wisdom in the management of source Power Coastal. Mobilization assets. This can become a catalyst for creating empowerment programs, a sustainable and responsive child culture.

Communication between cultures becomes an essential element in the framework of empowerment of children in coastal areas, remembering the context of Indonesia as a diverse country with more than 300 ethnic groups and 700 languages. Effective communication between cultures determines the success of the implementation of empowerment programs involving interaction between facilitators from different cultural backgrounds with children in Coastal (Gutara et al., 2025). Skills communication between cultures encompasses the ability to understand diverse communication styles, social norms, system values, and cultural expectations that can impact the effectiveness of the empowerment process. In the context of the coast, communication between cultures is also related to the ability to bridge the gap between traditional maritime cultures and modern influences brought by empowerment programs.

Theoretical merger of third dimensions suggests that counseling between cultures, community asset development, and intercultural communication can create a comprehensive framework for empowering children in response to the complexity of the maritime community context. Integrated model. This aims to overcome the piecemeal and less considerate breakdown approach of empowerment, which tends to overlook the interrelatedness between psychological, social, cultural, and economic factors in children's development. An integrated approach enables synergy among individual interventions, including counseling across cultures, mobilizing community resources through development assets, and optimizing communication processes through cultural skills.

Urgency integrated model development. This is further strengthened by the Indonesian government's existing commitment to maritime development through the World Maritime Axis program, which positions the marine sector as a backbone of the national economy. The success of the economic and naval transformation is highly dependent on a quality source of Power, particularly the generation of young people who will inherit and develop the potential of Indonesia's maritime sector. Investment in empowering children on the Coast through the right approach can produce multiple impacts in the form of improved productivity in the economy, naval conservation, environmental conservation, and sustainable maritime culture.

However, the implementation approach for empowering children on the Coast still faces various challenges, both theoretical and practical. In theory, there remains a gap in the literature regarding how to combine third dimensions coherently and effectively within a context-specific coastal community in Indonesia. In general, the practical limitations of capacity, infrastructure, and resources at Power Financial hinder the operationalization of a comprehensive and integrated approach. In addition, the variation characteristics of the community in Coastal areas in various regions of Indonesia require a flexible model adaptation. However, it still maintains a principle-based approach integrated.

Several previous studies have highlighted important factors in the context of coastal child empowerment. Amir & McAuliffe, (2020) emphasized the importance of a cross-cultural psychological approach in understanding child development, while Jamin et al., (2024) demonstrating that cultural sensitivity is key to pedagogical strategies responsive



to diversity. Machuca & Martinez, (2023) research further highlighted the effectiveness of experiential learning in multicultural counseling, which is relevant to the context of coastal children with their rich socio-cultural experiences.

Furthermore, a community-asset-based approach has been shown to enhance the sustainability of community empowerment. Cassetti et al., (2020) identified three asset mobilization models applicable to communities, while Maclure, (2023) proposing a community development model that emphasizes the importance of addressing structural barriers. These findings align with Sharma et al., (2020) those of researchers who demonstrated the effectiveness of community-based interventions in increasing the participation of marginalized communities and, therefore, can be adapted to coastal contexts.

Furthermore, intercultural communication is an equally important factor. Kapetanovic et al., (2020) demonstrated universal patterns in cross-cultural parent-adolescent communication that impact psychological health, while Aririguzoh (2022) emphasized the role of cultural literacy in effective communication for sustainable development. Adam & Harper, (2023) also highlighted the importance of inclusive representation in learning materials, which impacts the formation of children's aspirations in the context of globalization.

However, despite these valuable contributions, a gap remains in the literature, particularly regarding how multicultural counseling theory, community asset development, and intercultural communication can be integrated into an integrated framework for empowering Indonesian coastal children. Most previous research tends to examine these aspects separately, without linking them into a comprehensive model that considers the socio-cultural complexities of maritime communities. Therefore, this study seeks to fill this gap by exploring the theoretical integration of these three dimensions as a framework for empowering coastal children. Thus, this study aims to explore and analyze the theoretical integration between intercultural counseling, community asset development, and intercultural communication in the context of coastal child empowerment. Through a systematic review of literature, this study aims to identify the convergence of theoretical, empirical evidence, and practical models that can guide an integrated implementation approach in the empowerment program for children in coastal Indonesia. Contribution study. This study aims to enrich treasury knowledge in community empowerment, intercultural counseling, and child development, providing practical recommendations for stakeholders involved in children's empowerment programs at local, regional, and national levels.

METHOD

This study employed a systematic literature review guided by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) procedure to explore the integration of multicultural counseling, community assets, and intercultural communication in empowering coastal children (Alamsyah et al., 2024). A comprehensive search was conducted across three major academic databases: Scopus, Web of Science, and Indonesian national repositories, covering publications from 2013 to 2023. The search strategy involved carefully selected keywords and Boolean operators (e.g., "AND," "OR") such as "coastal children," "child empowerment," "multicultural counseling," "community assets," and "intercultural communication."

Duplicate articles were removed using reference management software, followed by a two-stage screening process. The first stage involved title and abstract screening for



relevance, and the second stage entailed full-text assessment against predefined inclusion and exclusion criteria (Gutara et al., 2025). Inclusion criteria included peer-reviewed articles in English or Indonesian, focusing on child empowerment, multicultural counseling, or community development in coastal contexts. Exclusion criteria encompassed articles with insufficient methodological detail, non-empirical studies, or studies not related to empowerment (Gkintoni et al., 2025).

The quality of selected studies was appraised using the Critical Appraisal Skills Programme (CASP) checklist to ensure methodological rigor and validity. Data extraction focused on study characteristics, theoretical frameworks, methods, and key findings. A thematic analysis was conducted to identify recurring patterns and theoretical convergence across studies. Finally, an inductive synthesis approach was employed to develop a coherent, integrative framework for empowering coastal children, highlighting culturally sensitive pedagogical approaches, community asset mobilization, and universal communication strategies.

RESULT AND DISCUSSION

Journal Article Screening

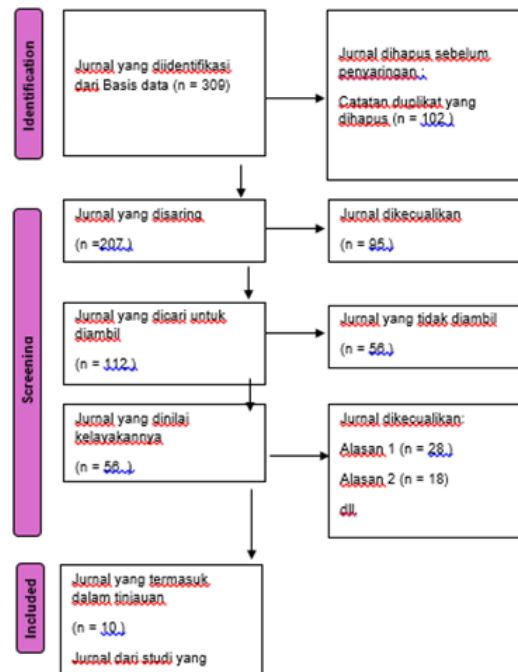


Figure 1. Prisma Flowchart

This diagram illustrates a systematic process for an election journal study through three main stages: identification, screening, and inclusion. At this stage, a total of 306 journals were identified from the database. After checking for duplication, 102 journals were discarded as duplicates. Of the remaining 207 journals, the screening process was done with 112 journals for eligibility, where 56 journals were excluded because they did not fulfill the criteria. Then, 56 journals rated their eligibility, with results of 46 journals issued with various reasons (28 for reason first, 18 for reason second). Finally, only 10 journals met all the criteria for inclusion and use in the study.



Summary Results Summary of Key Findings

Table 1.

Synthesis fo Article

No	Author (Year)	Focus Study	Methodology	Key Findings	Relevance with Empowerment of Coastal Children	Source
1.	(Jamin et al., 2024)	Perspective pedagogical cross culture in education child	Qualitative: interview in-depth, observation class	Importance sensitivity culture in pedagogical strategies.	Give guide design responsive curriculum culture	WoS
2.	(Amir & McAuliffe, 2020)	Psychology development cross culture	Review literature systematic	Integration of approaches ethnographic and multi-site for understand diversity behavior	Framework methodological for understand development child Coast	Scopus
3.	(Maclure, 2023)	Augmentation of development models community based on asset	Analysis theoretical use framework power	Augmentation model three part for overcome system power oppressive	Empowerment strategies that address inequality structural	Wos
4.	(Cassetti et al., 2020)	Approach based on asset For promotion health	Review systematic scoping	Three approach mobilization assets: connecting, enhancing awareness, enabling develop	Operational framework for mobilization asset community Coast	Wos
5.	(Dai et al., 2020)	Gestural and language development cross culture	Longitudinal tracking study	n't any difference significant in gestural development between group culture	Universality development communication early in childhood	WoS
6.	(Machuca & Martinez, 2023)	Service-learning in education counseling multicultural	Case study	Five themes: anxiety care, readiness, uniqueness, empathy,	Experiential learning model for counseling multicultural	WoS



				communication cross culture	
7.	(Kapetanovic et al., 2020)	Parent -teen communication cross culture	Cross- sectional survey on 12 groups culture	Led communication universal teens important For health psychological	Universal communication patterns in dynamics family WoS
8.	(Sharma et al., 2020)	Intervention based on community For empowerment Woman	Mixed- method evaluation design	Effective peer- led model For empowerment health and economy	Empowerment model community that can adapted WoS
9.	(Adam & Harper, 2023)	Gender equality in book story child	Cross- cultural comparative study	Majority book promote traditional gender stereotypes	Importance inclusive representation in material learning WoS
10.	(Aririguzoh, 2022)	Competence communication cross culture and SDGs	Analysis conceptual	Literacy culture and media are important for communication effective	Communication strategy for sustainability development WoS

A systematic analysis of the ten reviewed studies revealed significant theoretical convergence in the domains of multicultural counseling, community asset development, and intercultural communication for empowering coastal children. However, each study also makes distinct contributions, making it essential to examine their respective strengths and weaknesses.

Studies by Jamin et al. (2024) and Machuca & Martinez (2023) emphasize cultural sensitivity in child education and multicultural counseling. The strength of this approach is its ability to tailor interventions to local identities, but its weakness is limited empirical validation across contexts. Amir & McAuliffe (2020) and Dai et al. (2020) emphasize aspects of cross-cultural development and the universality of children's communication. Their contributions lie in strengthening the theoretical basis, but their main weakness is the lack of specific adaptations to the Indonesian coastal context.

In the dimension of community asset development, Casetti et.al and Maclure provide systematic and participatory frameworks for asset mobilization. The strength of both is their focus on local potential, while their weakness is the challenge of implementation in communities with hierarchical power structures. Sharma et.al demonstrated that a peer-led approach is effective in increasing community participation. However, this study focused more on women's empowerment, so its relevance to coastal children requires further adaptation.

In the realm of intercultural communication, Kapetanovic et.al emphasized universal communication patterns between adolescents and parents, while Aririguzoh stresses the importance of cultural and media literacy. Adam & Highlighted gender representation in children's literature. While all three studies offer a strength in creating



more inclusive cross-cultural communication interventions, their weakness lies in the limited research directly examining coastal communities.

The findings of these cross-studies are highly relevant for Indonesian coastal communities. Multicultural counseling can be implemented through local culture-based counseling programs that integrate maritime wisdom. A community asset approach is suitable, leveraging the social networks of fishermen, traditional institutions, and coastal cooperation traditions as social capital. Meanwhile, intercultural communication strategies can be strengthened using local media such as coastal community radio or traditional arts performances to bridge the gap between younger generations and older generations, as well as between coastal culture and global influences.

Table 2.

A visual representation of the integration of the three dimensions, as shown in the synthesis matrix:

Theoretical Dimension	Practical Strategies for Coastal Children
Multicultural Counseling	A local culture-based counseling program; training counselors to understand maritime symbols, customs, and wisdom.
Community Assets	Utilizing fishermen's social networks; optimizing customary institutions and traditions of mutual cooperation as social capital.
Intercultural Communication	Utilization of local media (community radio, traditional arts) for cross-generational & cross-cultural communication.

This matrix confirms that the synergy between the three dimensions is not only theoretically coherent but also applicable to addressing the complex challenges faced by Indonesian coastal children. Thus, the results of this study provide a practical roadmap for developing a sustainable, inclusive, and culturally responsive model for coastal child empowerment.

A systematic analysis of the ten reviewed studies discloses significant convergence of theoretical concepts in the multicultural counseling domain, community development assets, and communication across cultures for the empowerment of children in coastal communities. Findings empirically show that the integrative approach is not only theoretically coherent but also has strong empirical support for practical implementation in the context of complex maritime communities.

Dimensions counseling multicultural in empowerment child Coast get support substantial from study (Jamin et al., 2024), which emphasizes the importance of cultural sensitivity in designing effective pedagogical strategies. Research involving 15 informants from various cultural backgrounds uses a comprehensive qualitative approach, which includes in-depth interviews, observation in class, and document analysis. Findings This resonate with Machuca and Martinez's (2023) argumentation regarding five themes crucial in education counseling multicultural, namely anxiety caring, readiness, uniqueness, empathy, and communication cross culture (Mailin Mailin et al., 2023). The second integration perspective. This indicates that counseling multicultural for children in the Coast must accommodate characteristics unique to the community maritime while maintaining universal principles in the development of children (Samsudin et al., 2024). The experiential learning approach identified Machuca & Martinez (2023) through studies of service-learning cases provides operational models



that can be adapted for context, empowering children in coastal areas that need an approach to learning based on direct experience.

The study Amir & McAuliffe (2020) gives a comprehensive framework and methodology for understanding diversity behavior in the context of child development across cultures. A combined dual-track approach investigation, ethnographic deep with a multi-site study, provides a blueprint for understanding complexity development in the context of a specific geographical and cultural background (Chan, 2024). A systematic review was carried out, revealing historical bias in psychology development that focuses on the WEIRD (Western, Educated, Industrialized, Rich, and Democratic) population, emphasizing the importance of a more inclusive and representative approach. Findings (Dai et al., 2020) about universality of gestural and communication development begin to strengthen the argument that although cultural context varies, pattern-based development of communication in children is still consistent across different cultural groups. A longitudinal study involving 59 infants from three distinct cultural groups in England shows that there is no significant difference in gestural development. However, the connection between gestural, maternal responsiveness, and vocabulary development is still consistent.

Aspect development asset community gets elaboration deep through contribution Cassetti et al (2020), who identified three primary modalities of mobilization assets: connect existing assets, increase awareness of potential assets, and create conditions that allow assets to develop optimally. A systematic scoping review analyzing 30 articles from four major databases (Medline, PsycINFO, CINAHL, ASSIA) resulted in a comprehensive framework that synthesizes characteristics of key interventions based on assets for promoting health in the community. This framework's own relevance is directly tied to the context community, a coast rich in social, cultural, and ecological assets, but often less than optimal in its utilization, which Maclure (2023) strengthens perspective. This proposes an augmentation model that explicitly overcomes system power oppression, which usually hinders the mobilization of community assets. Analysis theoretical use framework, PowerCube, from Gaventa identifies four types of relevant powers: "power with," "power over," "power to," and "power within," as well as proposes an augmentation model with three consistent parts that are consistent with the original ABCD process, but in a way that directly targets the oppressive power of the target system.

The study Sharma et al (2020) provides strong empirical evidence about the effectiveness of the peer-led model in empowering communities through an evaluation intervention based on communities in two marginalized districts in Uttar Pradesh, India. Findings that 90% of participants in Banda and 85% in Kaushambi attend at least 60% of sessions, education shows a high level of participation in a program based on the community (Sharma et al., 2020). More importantly, the program's success in raising awareness about health for mothers and children, as well as increasing access to the scheme, provides valuable templates for adapting to the context of child empowerment in Coastal. A mixed-method study involving 37,324 participants shows that about 39% of women in Banda and 35% in Kaushambi registered for the scheme Eye Livelihood, with a level of participation active reaching 94% and 80% in both locations.

Dimensions of communication between cultures get enlightenment from study Kapetanovic et al (2020) who identified a universal pattern in parent-teen communication across 12 cultural groups from nine countries, including China, Colombia, Italy, Jordan, Kenya, the Philippines, Sweden, Thailand, and the United States. A cross-sectional study



involving 1,087 adolescents with an average age of 13–19 years shows that led communication among teenagers, in particular aspects of openness and confidentiality, has an impact consistent with the health and psychological outlook of teenagers, which is essential for designing interventions for families. Findings that the secrecy of teenagers is related to problem externalization in all cultures and problems internalization in context-specific cultures give a nuanced understanding of the dynamics of family communication. Aririguzoh (2022) expand perspective This with emphasize importance literacy culture and media in create environment conducive communication for development sustainable, especially in context globalization that requires interaction between effective culture (Zalli, 2024).

A study Adam & Harper (2023) aimed at revealing issues crucial to representation in material learning through a cross-cultural analysis of children's book stories, which are often read in the center of learning, early in the United States and Australia. The study involved 44 educators working with 271 children using a new data analysis instrument called Harper's Framework of Gender Stereotypes Contained in Children's Literature. The findings that the majority of book stories still promote traditional and binary gender stereotypes have significant implications for the development of material-inclusive and gender-responsive learning in empowerment programs for children, remembering the importance of diverse representation in forming aspirations and expectations for children.

Synthesis of cross-studies discloses three themes converging to form a theoretical foundation for an integration approach to empowering children in coastal areas. First, universality pattern development combined with sensitivity to local context culture, as demonstrated by consistent findings Dai et al (2020) and Kapetanovic et al (2020) across various contexts and cultures. Second, the importance of mobilization asset community through approach participatory that overcomes obstacle structural, as argued by Casseti et al (2020) and Maclure (2023) as well as validated in a way empirically by (Sharma et al., 2020). Third, the effectiveness communication cross culture that is built on base literacy culture and responsiveness contextual, as emphasized by Aririguzoh (2022) and supported by the findings Jamin et al (2024) about sensitivity culture in context pedagogical.

Implications practical from synthesis. This leads to the development of an empowerment model for children that integrates principles of counseling, responsive multicultural culture, mobilization strategy, comprehensive community assets, and a practical communication approach. Integrative model. This is not only theoretically coherent but also has strong empirical support from various geographically and culturally diverse contexts. Convergence findings from various methodologies research, ranging from qualitative and in-depth studies to large-scale cross-sectional surveys, are robust, providing validity for an integrative implementation approach in the context of empowering children on the coast, which requires sensitivity to the complexity of social culture and maritime community.

CONCLUSION

This systematic literature review demonstrates significant theoretical convergence between multicultural counseling, community asset development, and intercultural communication in the context of coastal children's empowerment. Analysis of ten primary studies identified three interrelated dimensions that reinforce effective empowerment: (1) the integration of universal child development principles with sensitivity to local cultural contexts, (2) participatory mobilization of community assets



to overcome structural barriers, and (3) culturally informed cross-cultural communication strategies. The synthesis of empirical evidence indicates that this integrative approach is both theoretically coherent and robust across diverse geographic and methodological contexts.

The study makes a meaningful contribution to both science and practice by providing a framework that guides culturally responsive and evidence-based empowerment interventions in maritime communities. However, several limitations should be noted: the relatively small number of selected studies restricts the generalizability of findings, and the focus on specific contexts may not fully capture the socio-cultural diversity of coastal communities in Indonesia. Practical implications include the development of multicultural counseling-based training modules for teachers, counselors, and community facilitators, and the adaptation of community asset-based empowerment frameworks tailored to local contexts. Future research should explore empirical trials across diverse coastal regions, assess the integration of digital technologies in empowerment programs, and examine long-term impacts on children's development to further validate and expand the proposed framework.

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