

DAFTAR PUSTAKA

- Adams, R., Martin, S., & Boom, K. (2018). University culture and sustainability: Designing and implementing an enabling framework. *Journal of Cleaner Production*, 171, 434–445. <https://doi.org/10.1016/j.jclepro.2017.10.032>
- Akçay, K., Altınay, F., Altınay, Z., Dağlı, G., Shadiev, R., Altınay, M., Adedoyin, O. B., & Okur, Z. G. (2024). Global Citizenship for the Students of Higher Education in the Realization of Sustainable Development Goals. *Sustainability (Switzerland)*, 16(4). <https://doi.org/10.3390/su16041604>
- Akkari, A., & Maleq, K. (2021). Archive ouverte UNIGE How to cite Global Citizenship Education: re-envisioning multicultural education in a time of globalization. In *Ecolint Institute RIPE Research Journal / Journal de Recherches* (Vol. 7).
- Aktas, F., Pitts, K., Richards, J. C., & Silova, I. (2017). Institutionalizing Global Citizenship: A Critical Analysis of Higher Education Programs and Curricula. *Journal of Studies in International Education*, 21(1), 65–80. <https://doi.org/10.1177/1028315316669815>
- Andrade, M. S. (2006). International students in English-speaking universities: Adjustment factors. *Journal of Research in International Education*, 5(2), 131–154. <https://doi.org/10.1177/1475240906065589>
- Anjalin, U., Mazumdar, A., & Whiteside, E. (2017a). Asian Students' Experience of Culture Shock and Coping Strategies. *Journal of Education and Social Development*, 7–13. <https://doi.org/10.5281/zenodo.834930>
- Anjalin, U., Mazumdar, A., & Whiteside, E. (2017b). Asian Students' Experience of Culture Shock and Coping Strategies. *Journal of Education and Social Development*, 7–13. <https://doi.org/10.5281/zenodo.834930>
- Aoyagi, S. (2023). *SDGs and Global Citizenship Education*. 33–43.
- Banks, J. A. (2014). Diversity, Group Identity, and Citizenship Education in a Global Age. In *Source: The Journal of Education* (Vol. 194, Issue 3). <https://www.jstor.org/stable/43823659>
- Baruth, L. G., & Manning, M. L. (2000). A Call for Multicultural Counseling in Middle Schools. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 73(4), 243–246. <https://doi.org/10.1080/00098650009600962>
- Bemak, F. (2005). Reflections on Multiculturalism, Social Justice, and Empowerment Groups for Academic Success: A Critical Discourse for Contemporary Schools. In *Source: Professional School Counseling* (Vol. 8, Issue 5). <https://about.jstor.org/terms>
- Blake, M. E., & Reysen, S. (2014). The influence of possible selves on global citizenship identification. In *International Journal of Development Education and Global Learning* (Vol. 6, Issue 3).

- Bradley, L. J., & Jarchow, E. (1998). *The school counsellor's role in globalizing the classroom*.
- Braskamp, L. A., Braskamp, D. C., & Merrill, K. C. (2019). *Assessing Progress in Global Learning and Development of Students with Education Abroad Experiences*.
- Bryan, J. (2005). Fostering Educational Resilience and Achievement in Urban Schools Through School-Family-Community Partnerships. In *Source: Professional School Counseling* (Vol. 8, Issue 3). <https://about.jstor.org/terms>
- Burns, K. (2008). (re)Imagining the global, rethinking gender in education. *Discourse*, 29(3), 343–357. <https://doi.org/10.1080/01596300802259111>
- Candel, O. (2021). *ACCULTURATIVE STRESS AMONG INTERNATIONAL STUDENTS-A LITERATURE REVIEW*. 199–220. <https://www.researchgate.net/publication/359296711>
- Castells, M. (2010). Globalisation, networking, urbanisation: Reflections on the spatial dynamics of the information age. *Urban studies*, 47(13), 2737–2745.
- Coleman, H. L. K., & Lindwall, J. J. (2008). *Multiculturalism and School Counseling Creating Culturally Relevant Comprehensive Guidance and Counseling Programs*. Taylor & Francis Group.
- Constantine, M. G., Erickson, C. D., Banks, R. W., & Timberlake, T. L. (1998). Challenges to the career development of urban racial and ethnic minority youth: Implications for vocational intervention. *Journal of Multicultural Counseling and Development*, 26(2), 83–95. <https://doi.org/10.1002/j.2161-1912.1998.tb00189.x>
- Constantine, M., & Yeh, C. (2001). Multicultural Training, Self-construals, and Multicultural Competence of School Counselors. In *Training*. http://repository.usfca.edu/soe_fac
http://repository.usfca.edu/soe_fac/3
- Contemporary Rhetorical Citizenship*. (n.d.).
- Damiani, V., & Fraillon, J. (2025). Civic and citizenship education, global citizenship education, and education for sustainable development: an analysis of their integrated conceptualization and measurement in the international civic and citizenship education study (ICCS) 2016 and 2022. *Large-Scale Assessments in Education*, 13(1). <https://doi.org/10.1186/s40536-025-00237-y>
- Dulun, Ö., Lane, J. F., & Ateşkan, A. (2019). Student perceptions of successful learning support for an international high school programme: a comparative case study in Turkey. *Compare*, 49(6), 905–923. <https://doi.org/10.1080/03057925.2018.1471343>
- Edwards, D. B., Sustarsic, M., Chiba, M., McCormick, M., Goo, M., & Perriton, S. (2020). Achieving and monitoring education for sustainable development and global citizenship: A systematic review of the literature. *Sustainability (Switzerland)*, 12(4). <https://doi.org/10.3390/su12041383>

- Eidoo, S., Ingram, L.-A., Macdonald, A., Nabavi, M., Pashby, K., & Stille, S. (2011). "Through the Kaleidoscope": Intersections Between Theoretical Perspectives and Classroom Implications in Critical Global Citizenship Education. *34*(4), 59–85. <https://doi.org/10.2307/canajeducrevucan.34.4.59>
- Eisenhardt, S., & Sittason, K. S. (n.d.). *Preparing Teachers of Tomorrow with Global Perspectives* (Vol. 22, Issue 1).
- Elizar. (2018). Urgensi Konseling Multikultural di Sekolah. *Jurnal Elsa*, *16*(2).
- Estellés, M., & Fischman, G. E. (2021a). Who Needs Global Citizenship Education? A Review of the Literature on Teacher Education. *Journal of Teacher Education*, *72*(2), 223–236. <https://doi.org/10.1177/0022487120920254>
- Estellés, M., & Fischman, G. E. (2021b). Who Needs Global Citizenship Education? A Review of the Literature on Teacher Education. *Journal of Teacher Education*, *72*(2), 223–236. <https://doi.org/10.1177/0022487120920254>
- Farahani, M. F. (2014). The Role of Global Citizenship Education in World Peace and Security. *Procedia - Social and Behavioral Sciences*, *116*, 934–938. <https://doi.org/10.1016/j.sbspro.2014.01.323>
- Fikri Haikal, M., & Abdurrahman. (2023). *Bimbingan dan Konseling Lintas Budaya Dalam Menjembatani Perbedaan Masyarakat Multikultural*. *4*, 2023. <https://doi.org/10.37680/almikraj.v4i1.4207>
- Furnham, A. (2010). Culture shock: Literature review, personal statement and relevance for the south pacific. *Journal of Pacific Rim Psychology*, *4*(2), 87–94. <https://doi.org/10.1375/prp.4.2.87>
- Goren, H., & Yemini, M. (2017). Citizenship education redefined – A systematic review of empirical studies on global citizenship education. *International Journal of Educational Research*, *82*, 170–183. <https://doi.org/10.1016/j.ijer.2017.02.004>
- Grabowski, S., Wearing, S., Lyons, K., Tarrant, M., & Landon, A. (2017). A rite of passage? Exploring youth transformation and global citizenry in the study abroad experience. *Tourism Recreation Research*, *42*(2), 139–149. <https://doi.org/10.1080/02508281.2017.1292177>
- Green, A. G., Conley, J. A., & Barnett, K. (2005). *Urban School Counseling: Implications for Practice and Training* (Vol. 8, Issue 3).
- Green, A., & Keys, S. (2001). *Expanding the Developmental School Counseling Paradigm: Meeting the Needs of the 21st Century Student* (Vol. 5, Issue 2).
- Hadiniyati, G., Teguh Annisa, D., Nugroho, C., & Maulita, D. L. (2023). Gelar Budaya Mahasiswa Indonesia dalam Komunikasi Antarbudaya di Luar Negeri Culture Shock among Indonesian Students in Intercultural Communication in Overseas Countries. *JurnalPekommas*, *2*(2), 217–230.

- Ho, L.-C. (2009). Global Multicultural Citizenship Education: A Singapore Experience. *The Social Studies*, 100(6), 285–293. <https://doi.org/10.1080/00377990903284005>
- Ibrahim, T. (2005). Global citizenship education: Mainstreaming the curriculum? In *Cambridge Journal of Education* (Vol. 35, Issue 2, pp. 177–194). <https://doi.org/10.1080/03057640500146823>
- Jackson, J. (2015). Becoming interculturally competent: Theory to practice in international education. *International Journal of Intercultural Relations*, 48, 91–107. <https://doi.org/10.1016/j.ijintrel.2015.03.012>
- Jandevi, U., & Zareen, M. (2020). Cross-cultural communication of the Indonesian students in China. *International Journal of Communication and Society*, 2(2), 79–85. <https://doi.org/10.31763/ijcs.v2i2.96>
- Johnson, L. S. (1995). Enhancing Multicultural Relations: Intervention Strategies for the School Counselor. In *Source: The School Counselor* (Vol. 43, Issue 2). <https://about.jstor.org/terms>
- Kamaluddin, H. (2011). Bimbingan dan Konseling Sekolah. *Jurnal Pendidikan dan Kebudayaan*, 17(4), 447–454.
- Kariadi, D. (2016). Revitalisasi Nilai-Nilai Edukatif Pendidikan Kewarganegaraan Untuk Membangun Masyarakat Berwawasan Global Berjiwa Nasionalis. *Jurnal Pendidikan Ilmu Pengetahuan Sosial Indonesia*, 1, 14–23.
- Kaya, M. M. (2021). The Relationships Between Global Citizenship, Multicultural Personality and Critical Thinking. *Educational Policy Analysis and Strategic Research*, 16(4), 274–292. <https://doi.org/10.29329/epasr.2021.383.15>
- Kelly, P., & Moogan, Y. (2012). Culture shock and higher education performance: Implications for teaching. *Higher Education Quarterly*, 66(1), 24–46. <https://doi.org/10.1111/j.1468-2273.2011.00505.x>
- Keys, S. G., & Lockhart, E. J. (1999). *The School Counselor's Role in Facilitating Multisystemic Change* (Vol. 3, Issue 2).
- Khaedir, M., & Wahab, A. A. (2020). *The Function of Multicultural Education in Growing Global Citizen*.
- Khoo, S. ming, & Jørgensen, N. J. (2021). Intersections and collaborative potentials between global citizenship education and education for sustainable development. *Globalisation, Societies and Education*, 19(4), 470–481. <https://doi.org/10.1080/14767724.2021.1889361>
- Lee, C. C. (2001). *Culturally Responsive School Counselors and Programs: Addressing the Needs of All Students* (Vol. 4, Issue 4).
- Leite, S. (2022). Using the SDGs for global citizenship education: definitions, challenges, and opportunities. *Globalisation, Societies and Education*, 20(3), 401–413. <https://doi.org/10.1080/14767724.2021.1882957>

- Lilley, K., Barker, M., & Harris, N. (2015). Exploring the Process of Global Citizen Learning and the Student Mind-Set. *Journal of Studies in International Education*, 19(3), 225–245. <https://doi.org/10.1177/1028315314547822>
- Mahmud, Z., Amat, S., Rahman, S., & Ishak, N. M. (2010). Challenges for international students in Malaysia: Culture, climate and care. *Procedia - Social and Behavioral Sciences*, 7, 289–293. <https://doi.org/10.1016/j.sbspro.2010.10.040>
- Massaro, V. R. (2022a). Global citizenship development in higher education institutions: A systematic review of the literature. *Journal of Global Education and Research*, 6(1), 98–114. <https://doi.org/10.5038/2577-509x.6.1.1124>
- Massaro, V. R. (2022b). Global citizenship development in higher education institutions: A systematic review of the literature. *Journal of Global Education and Research*, 6(1), 98–114. <https://doi.org/10.5038/2577-509x.6.1.1124>
- McKay, S., Lannegrand, L., Skues, J., & Wise, L. (2022). Identity Development During Student Exchange: A Qualitative Study of Students' Perspectives on the Processes of Change. *Emerging Adulthood*, 10(2), 420–433. <https://doi.org/10.1177/2167696820969464>
- Meca, A., Sabet, R. F., Farrelly, C. M., Benitez, C. G., Schwartz, S. J., Gonzales-Backen, M., Lorenzo-Blanco, E. I., Unger, J. B., Baezconde-Garbanati, L., Picariello, S., Soto, D. W., Pattarroyo, M., Des Rosiers, S. E., Villamar, J. A., & Lizzi, K. M. (2017). Personal and cultural identity development in recently immigrated hispanic adolescents: Links with psychosocial functioning. *Cultural Diversity and Ethnic Minority Psychology*, 23(3), 348–361. <https://doi.org/10.1037/cdp0000129>
- Merryfield, M. M. . (1996). *Making connections between multicultural and global education : teacher educators and teacher education programs*. AACTE.
- Morais, D. B., & Ogden, A. C. (2011a). Initial development and validation of the global citizenship scale. *Journal of Studies in International Education*, 15(5), 445–466. <https://doi.org/10.1177/1028315310375308>
- Morais, D. B., & Ogden, A. C. (2011b). Initial development and validation of the global citizenship scale. *Journal of Studies in International Education*, 15(5), 445–466. <https://doi.org/10.1177/1028315310375308>
- Mulyadi, E., Permatasari, D., Soares, D., Syarifudin, M., Da Silva Pinto, T., & Sarmiento, J. (2024). Culture Shock: Challenges of International Students. *International Journal of Health Engineering and Technology*, 3(1). <https://doi.org/10.55227/ijhet.v3i1.208>
- Murdiono, M. (n.d.). *PENDIDIKAN KEWARGANEGARAAN UNTUK MEMBANGUN WAWASAN GLOBAL WARGA NEGARA MUDA*.
- Mustafa, Y. (2021). A Review of Culture Shock: Attitudes, Effects and the Experience of International Students. *Journal of Intercultural Communication*, 21(3), 14–25.

- OXFAM. (2015). *Education for Global Citizenship A guide for schools*.
- Pacheco, E. M. (2020). Culture learning theory and globalization: Reconceptualizing culture shock for modern cross-cultural sojourners. *New Ideas in Psychology*, 58. <https://doi.org/10.1016/j.newideapsych.2020.100801>
- Palmer, N. (2024). Orienting practical global citizenship education in an International Baccalaureate international school. *Prospects*. <https://doi.org/10.1007/s11125-024-09692-x>
- Pandian, A. (2008). MULTICULTURALISM IN HIGHER EDUCATION: A CASE STUDY OF MIDDLE EASTERN STUDENTS' PERCEPTIONS AND EXPERIENCES IN A MALAYSIAN UNIVERSITY. In *IJAPS* (Vol. 4, Issue 1).
- Pantelidou, S., & Craig, T. K. J. (2006). Culture shock and social support: A survey in Greek migrant students. *Social Psychiatry and Psychiatric Epidemiology*, 41(10), 777–781. <https://doi.org/10.1007/s00127-006-0096-5>
- Pashby, K. (2015). Conflations, possibilities, and foreclosures: Global citizenship education in a multicultural context. *Curriculum Inquiry*, 45(4), 345–366. <https://doi.org/10.1080/03626784.2015.1064304>
- Petersdotter, L., Niehoff, E., & Freund, P. A. (2017). International experience makes a difference: Effects of studying abroad on students' self-efficacy. *Personality and Individual Differences*, 107, 174–178. <https://doi.org/10.1016/j.paid.2016.11.040>
- Popadiuk, N., & Arthur, N. (2004). P1: KEG International Journal for the Advancement of Counselling [adco] Counseling International Students in Canadian Schools. In *International Journal for the Advancement of Counselling* (Vol. 26, Issue 2).
- Presbitero, A. (2016). Culture shock and reverse culture shock: The moderating role of cultural intelligence in international students' adaptation. *International Journal of Intercultural Relations*, 53, 28–38. <https://doi.org/10.1016/j.ijintrel.2016.05.004>
- Putri, M. H., Nadhirah, N. A., & Budiman, N. (2024). CULTURAL AWARENESS: MEMAHAMI SENSITIVITAS MULTIKULTURAL DALAM PRAKTIK KONSELING DI SEKOLAH. *Jurnal Bimbingan Dan Konseling*, 10(1), 2024. <https://doi.org/10.22373/je.v10i1.21882>
- Pyvis, D., & Chapman, A. (2005). Culture shock and the international student 'offshore'.' *Journal of Research in International Education*, 4(1), 23–42. <https://doi.org/10.1177/1475240905050289>
- Reysen, S., & Katzarska-Miller, I. (n.d.). Intentional Worlds and Global Citizenship. In *Journal of Global Citizenship & Equity Education* (Vol. 3).
- Reysen, S., & Katzarska-Miller, I. (2013). A model of global citizenship: Antecedents and outcomes. *International Journal of Psychology*, 48(5), 858–870. <https://doi.org/10.1080/00207594.2012.701749>

- Reysen, S., Pierce, L. S., Katzarska-Miller, I., Pierce, L., & Spencer, C. J. (2013). Exploring the content of global citizen identity. In *The Journal of Multiculturalism in Education* (Vol. 9, Issue 1). <https://www.researchgate.net/publication/291333577>
- Rizal, A. (2024). Urgensi Pendidikan kewarganegaraan global dalam mata Pelajaran Pendidikan Pancasila dan kewarganegaraan di abad 21. *Journal of Social Science Research*, 4(3), 714–721.
- Rizky Adi Syahputra, M., Yunus Efendi, M., Al Habsy, B., Wetan Kec Lakasantri, L., & Timur, J. (2024). Perspektif Multibudaya Dalam Bimbingan dan Konseling. *Jurnal Ilmu Pendidikan Dan Matematika*, 2(2), 292–303. <https://doi.org/10.62383/katalis.v2i2>
- Saleem, A., Deeba, F., & Aqeel Raza, M. (2022). Global Citizenship Education: A New Approach to Global Citizenship Development Amna Saleem. *Perennial Journal of History (PJH, III(II)*, 392–409. <https://doi.org/10.52700/pjh.v3i2.13>
- Shade, B. J., Kelly, C., & Oberg, M. (1997). *Creating Culturally Responsive Classrooms*. American Psychological Association.
- Shultz, L. (2007). Educating for Global Citizenship: Conflicting Agendas and Understandings. In *The Alberta Journal of Educational Research* (Vol. 53, Issue 3).
- Sink, C. (2002a). Comprehensive Guidance and Counseling Programs and the Development of Multicultural Student-Citizens. In *Source: Professional School Counseling* (Vol. 6, Issue 2).
- Sink, C. (2002b). Comprehensive Guidance and Counseling Programs and the Development of Multicultural Student-Citizens. In *Source: Professional School Counseling* (Vol. 6, Issue 2). <https://www.jstor.org/stable/42732402>
- Smith, R. A., & Khawaja, N. G. (2011). A review of the acculturation experiences of international students. In *International Journal of Intercultural Relations* (Vol. 35, Issue 6, pp. 699–713). <https://doi.org/10.1016/j.ijintrel.2011.08.004>
- Srimuliati Srimuliati, Tari Datu Lapik, Leni Lewi Pongdatu, Utari Sanda Pare, & Ronaldo Stefanus. (2025). Bimbingan Konseling Multikultural dalam Meningkatkan Toleransi dan Pemahaman Antarbudaya Siswa. *Katalis Pendidikan : Jurnal Ilmu Pendidikan Dan Matematika*, 2(4), 182–192. <https://doi.org/10.62383/katalis.v2i4.2677>
- Sugiono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. ALFABETA.
- Sugiono. (2023). *METODE PENELITIAN KUANTITATIF, KUALITATIF, DAN R&D* (5th ed.). ALFABETA. www.cvalfabeta.com
- Trede, F., Bowles, W., & Bridges, D. (2013). Developing intercultural competence and global citizenship through international experiences: Academics' perceptions. *Intercultural Education*, 24(5), 442–455. <https://doi.org/10.1080/14675986.2013.825578>

- Umpo, S. (n.d.-a). *Pendidikan Kewarganegaraan Kemasyarakatan Dalam Membangun Wawasan Warga Negara Global*.
- Umpo, S. (n.d.-b). *Peran Pendidikan Kewarganegaraan Dalam Membangun Warga Negara Global*.
- Umpo, S. (2021). Pendidikan Kewarganegaraan Global Sebagai Resolusi Konflik Sosial. *Jurnal Pancasila Dan Kewarganegaraan*, 2.
- UNESCO. (2014). *Global Citizenship Education Preparing learners for the challenges of the 21st century*. <http://www.unesco.org/open-access/terms-use-ccbysa-en>
- Usmi, R. (2023). Analisis Kewarganegaraan Global dalam Konteks Pendidikan Kewarganegaraan. In *Analisis Kewarganegaraan Global dalam Konteks Pendidikan Kewarganegaraan JCMS* (Vol. 8, Issue 1).
- Walangadi, H., Umar, E., & Palilati, K. (n.d.-a). *MEMBENTUK SISWA SEBAGAI GLOBAL CITIZEN MELALUI MATA PELAJARAN PKn DI SEKOLAH DASAR*.
- Walangadi, H., Umar, E., & Palilati, K. (n.d.-b). *MEMBENTUK SISWA SEBAGAI GLOBAL CITIZEN MELALUI MATA PELAJARAN PKn DI SEKOLAH DASAR*.
- Ward, C., & Searle, W. (1991). THE IMPACT OF VALUE DISCREPANCIES AND CULTURAL IDENTITY ON PSYCHOLOGICAL AND SOCIOCULTURAL ADJUSTMENT OF SOJOURNERS. In *International Journal of Intercultural Relation*.
- Winkelman, M. (1994). Cultural Shock and Adaptation. *Journal of Counseling & Development*, 73(2), 121–126. <https://doi.org/10.1002/j.1556-6676.1994.tb01723.x>
- Yan, K., & Berliner, D. C. (2011). Chinese international students in the United States: Demographic trends, motivations, acculturation features and adjustment challenges. *Asia Pacific Education Review*, 12(2), 173–184. <https://doi.org/10.1007/s12564-010-9117-x>
- Yusof, H., Noor, M. A. M., Mansor, M., & Yunus, J. (2019). Knowledge, skills, and attitudes of Malaysian student on global citizenship education. *Cakrawala Pendidikan*, 38(3), 426–437. <https://doi.org/10.21831/cp.v38i3.26304>