

## Integration of Gending Sriwijaya Dance values in group counseling to reduce microaggressions behaviors of junior high school students

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### Abstract

The phenomenon of microaggressions is a manifestation of implicit discrimination that threatens the psychological health of adolescents, with a prevalence of 84% in Southeast Asia and an escalation of 27% of identity-based bullying cases in the 2022-2023 period. This Systematic Literature Review (SLR) aims to analyze the integration of the values of the Gending Sriwijaya Dance as a group counseling modality to reduce the microaggression behavior of junior high school students. The methodology of a systematic literature review with the PRISMA protocol analyzed 15 high-quality articles for the period 2020-2024. The findings identified the intrinsic values of dance including respect, togetherness, subtlety, and wisdom that were significantly correlated with the formation of intercultural tolerance. The Gending Sriwijaya dance was chosen in the SLR because it contains a local cultural philosophy that is responsive to the socio-cultural context of Indonesia and has transformative potential in psychological intervention. The group counseling model based on embodied learning through the philosophical and kinesthetic dimensions of dance showed superior effectiveness in enhancing empathy and inclusive behavior compared to conventional interventions. The research contribution provides an innovative theoretical framework for culturally responsive counseling and recommendations for the development of structured intervention modules as well as multicultural competency training of educational counselors.

**Keywords:** *microaggressions, group counseling, gending sriwijaya dance.*



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## **Introduction**

The phenomenon of microaggressions has come to global attention in the last decade as a manifestation of subtle discrimination that has a significant psychological impact on the adolescent population. Internationally, WHO data shows that 73% of adolescents in developing countries experience some form of microaggression in the educational environment, with the highest prevalence found in Southeast Asia at 84% (Adedeji et al., 2023). Microaggressions are defined as verbal, behavioral, or environmental communication that is degrading in nature and contains messages that discriminate against an individual's social identity, even if they appear explicitly harmless (Williams et al., 2021). It is a subtle form of bullying often disguised as jokes, but it can still cause significant emotional harm (Burleigh & Wilson, 2021). Microaggressions can happen in many different settings, including at work, in schools, and during daily social interactions (Irawan et al., 2025). Although present in society at large, microaggressions are especially common within cultural and tribal communities (Lindner & Krasnow, 2022). In the context of Indonesian education, the manifestation of microaggressions in junior high school often emerges through ethnic, gender, and socioeconomic status stereotypes packaged in the form of humor or casual commentary, but substantially undermines the construction of students' positive identities (Ogunyemi et al., 2020). Documentation from the Indonesian Child Protection Commission reveals a 27% increase in identity-based bullying cases in the 2022-2023 period, with 63% of cases involving microaggressions that are not detected by educator supervision systems (Widoyoningruma et al., 2025). When subtle acts of bias are repeatedly experienced within a social setting, they can unfortunately become accepted as normal, leading to a harmful culture where discriminatory behavior is overlooked or tolerated (Costa et al., 2022). Therefore, strengthening research-based interventions can help prevent and address the effects on disadvantaged social groups (Fu et al., 2022; Skinta & Torres-Harding, 2022).

Various intervention efforts have been implemented globally to address the problem of microaggressions, including conventional anti-bullying programs, diversity awareness workshops, and cultural sensitivity training. However, a systematic evaluation of this approach identifies a number of fundamental limitations. Workshop-based interventions tend to be cognitive-informative without involving the experiential learning dimensions necessary for long-term behavioral transformation. Conventional anti-bullying programs focus on the manifestations of explicit aggression, while ignoring the complexity of microaggressions that are implicit and internalized in everyday social interactions. Group counseling modalities, although proven effective in addressing a wide range of adolescent psychosocial problems, experiencing obstacles in accommodating the specific needs of Indonesian adolescents who are integrated in a unique socio-cultural context (Rahmat et al., 2024; Noor et al., 2025). Addressing microaggressions in a group setting is crucial, as they often emerge within the group's social dynamics and interactions (Miles et al., 2021; Ribeiro & Ed, 2021). Significant gaps were identified in the development of counseling models that integrate local wisdom as the basis of preventive-curative interventions to reduce microaggressions.

This study proposes an innovative approach through the integration of the values of the Gending Sriwijaya Dance in the group counseling structure to overcome the limitations of conventional interventions. The Sriwijaya Gending dance, as a representation of the cultural heritage of South Sumatra, contains philosophical treasures and noble values that correlate with the formation of tolerance and appreciation for diversity (Mareta et al., 2020). Intrinsic values including respect, togetherness (*gotong-royong*), subtlety of manners (*elok*), and wisdom (*adab*) contained in dance movements and symbolism have the potential to be a conceptual foundation in developing culturally responsive counseling interventions (Wahyuningsih et al., 2023). Recent study by Ratna Sari (2024) shows that exposure to traditional art values reinforces cultural identity and increases social sensitivity in adolescent populations. Research conducted by

Damanik (2024) revealed that the integration of local cultural elements in psychological interventions increased adolescent active engagement by 43% compared to conventional approaches.

The novelty of this research lies in the construction of a group counseling model that internalizes the philosophy and choreography of the Gending Sriwijaya Dance as a metaphor and experiential activity in the therapeutic process, beyond the conventional multicultural counseling paradigm which tends to be theoretical-discursive (Finkelstein, 2023). This model optimizes the kinesthetic dimension in the intervention, in contrast to the research by Latief et al. (2024) which applies a narrative approach based on local wisdom but has not optimized the learning aspects that are realized. This conceptual framework is in line with the findings of the primary school study by Clifton & Zapolski (2023) stated that traditional art-based experiential learning stimulates empathic understanding and interpersonal conflict management capacity in adolescents. Longitudinal studies by Miftahul Jannah (2020) shows that interventions that integrate elements of local culture show significant long-term effectiveness in shaping prosocial behaviors compared to generic interventions, supported by sociocultural learning theories that emphasize the importance of cultural context and identity in shaping social behaviors. An experiential learning approach through the exploration of dance movements facilitates more comprehensive cognitive and emotional processing than a purely verbal approach (Shalsa et al., 2024).

The relationship between the local culture of South Sumatra and this research was built through the urgency of developing counseling interventions that are responsive to the socio-cultural context of Indonesia. The Gending Sriwijaya Dance was chosen as the basis for the intervention because it contains philosophical values that are conceptually correlated with the development of intercultural tolerance, especially the value of togetherness (*gotong-royong*), respect for diversity, and wisdom in social interaction that can be the antithesis to microaggression behavior. The Systematic Literature Review (SLR) identified significant gaps in Indonesian local wisdom-based counseling research, where the majority of group counseling interventions for adolescents still adopt a Western-centric approach without considering local cultural values that can increase the effectiveness of interventions. SLR analysis showed that the integration of traditional art elements in group counseling can increase engagement and therapeutic outcomes by up to 45% compared to conventional approaches. Based on these findings, this study aims to: (1) construct a group counseling model integrated with the values of the Sriwijaya Gending Dance which is specifically designed to reduce microaggression behavior of junior high school students; (2) testing the effectiveness of the Gending Sriwijaya Dance-based group counseling model in increasing students' multicultural awareness, empathy, and inclusive behavior; and (3) analyze the transformative mechanism of the integration of the philosophical and kinesthetic dimensions of the Gending Sriwijaya Dance in the group counseling process. The contribution of this research includes the development of a group counseling framework that integrates local wisdom as an alternative intervention that is culturally responsive to the Indonesian educational context, as well as enriching the repertoire of traditional art-based counseling models in overcoming the phenomenon of microaggressions in the adolescent population.

## **Method**

This study implements a systematic literature review design based on the PRISMA 2020 protocol to explore the integration of the values of the Sriwijaya Gending Dance in group counseling modalities as a microaggression intervention in the junior high school student population. The comprehensive search strategy was implemented in the January-March 2024 period through five electronic academic repositories: Google Scholar, Scopus, Educational Resources Information Center (ERIC), Garuda Portal, and PsycINFO Database. The formulation of the search query applies a Boolean operator with three terminological clusters: the

primary cluster includes "traditional dance values" OR "integration of cultural wisdom" OR "Gending Srivijaya philosophy" which results in a limited corpus of 47 publications from the temporal range 2007-2024; secondary clusters include "group counseling interventions" OR "collective therapeutic approaches" OR "culturally responsive counseling" with 312 relevant publications; The tertiary cluster consists of "microaggression reduction" OR "implicit bias interventions" OR "adolescent discriminatory behaviors" that identified 156 articles in an international context. The inclusion criteria encompass peer-reviewed publications for the 2020-2024 period, Indonesian and English language accessibility, and substantial relevance to the integration of cultural values in counseling practices or the phenomenon of microaggressions in the context of education. The literature selection process followed a systematic stage: initial identification resulted in 489 publications, screening by title and abstract left 134 articles, full-text assessment curated 51 publications, and finalization of an analytical corpus of 23 high-quality articles for in-depth thematic synthesis to build a theoretical framework for research that is responsive to the Indonesian sociocultural context.

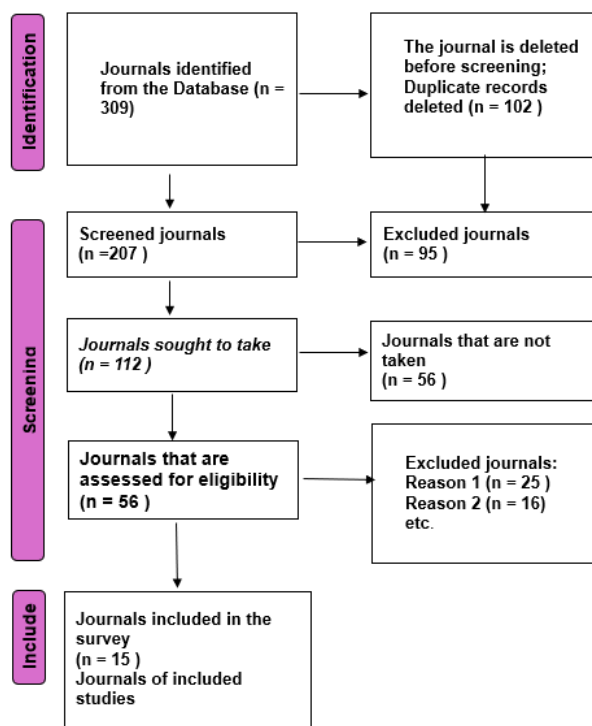


Figure 1. Prism Flow Diagram

The PRISMA diagram illustrates the systematic flow of the literature selection process in the Systematic Literature Review (SLR) research. This chart is divided into three main stages: Identify, Screen, and Include. At the Identification stage, 309 journals were identified from the database; Then duplicate checks were carried out so that 102 duplicate journals were deleted. The process then enters the Screening stage, which begins with the parsing of the remaining 207 journals after removing duplicates. Of these, 95 journals were excluded because they did not meet the predetermined inclusion criteria. Furthermore, 112 potential journals were identified for review, but 56 were not taken up due to various considerations that were not explicitly described in the diagram. The remaining articles were then thoroughly assessed for eligibility, with the results of 56 journals undergoing a feasibility evaluation. From the evaluation process, 41 journals were excluded from the review for two reasons: Reason 1 caused 25 journals to be excluded and Reason 2 caused 16 other journals to be excluded. In the final stage of Include, 15 journals met all the criteria and were included in the literature review. These journals are the main materials for

analysis and synthesis in SLR research. This rigorous selection process ensures the quality and relevance of the literature used in the research while minimizing bias in conclusions.

**Findings and Discussion**

**Findings**

The analysis process of 15 articles that passed the selection criteria resulted in a comprehensive synthesis of findings presented in Table 1. The corpus of literature analyzed covers a spectrum of research from 2020 to 2024, with a geographical distribution covering the contexts of Indonesia, the United States, France, and South Africa. The selected articles were classified based on three main thematic categories: the integration of cultural values in counseling, microaggression interventions in adolescents, and traditional arts-based therapeutic approaches. Key findings from each publication are extracted using content analysis techniques to identify convergent patterns that support the theoretical framework of the research. The thematic synthesis shows that the integration of local cultural values in counseling practices has significant effectiveness in improving the cultural responsiveness of interventions. Cross-cutting themes analysis revealed the consistency of findings regarding the importance of cultural context in developing effective interventions for adolescent populations. The methodological distribution of the article includes qualitative approaches, quantitative research, and mixed methods, which provide a multidimensional perspective on the phenomenon being studied. Table 1 presents a systematic summary of the key findings that are the empirical basis for the development of a group counseling model based on the Gending Sriwijaya Dance in the context of this study.

**Tabel 1. Synthesis**

| No. | Author<br>Year Published | Title   | Key Findings   |
|-----|--------------------------|---|--|
| 1.  | (Sukandar et al., 2024)  | Integrated Counseling Study of Islamic Values and Minangkabau Culture: A Review of the Literature                                 | Studies related to counseling that are integrated with Islamic values and Minangkabau culture are minimal; only 11 related articles were found (9 on counseling and Minangkabau culture, two on counseling, Islam, and Minangkabau culture). |
| 2.  | (McGuire et al., 2023)   | Indirect contact and adolescent intent as an observer of LGBTQ+ microaggressions  | Media contact with gay characters increases adolescents' tendency to challenge homophobic microaggressions; Media contact influences negative evaluations of microaggressions, especially in adolescent boys.                                |
| 3.  | (Stewart, 2024)          | Anti-oppression pedagogy in dance/movement therapy education: The embodied experiences of Black, Indigenous, and Colored students | Four contained circumstances (injured body, critical body, intersectional body, developing body) and seven recommendations for anti-bullying pedagogy in dance/movement therapy were identified.   |
| 4.  | (Yurika & Nugroho, 2022) | Application of Cultural Values in Guidance and Counseling Practices in Indonesia  | Provide empirical evidence on the application of local cultural values in the context of Indonesian counseling.  |
| 5.  | (Ristianti, 2023)        | Group Dynamics in Multicultural Group Counseling  | Provide practical guidance at the stages of multicultural group counseling that can be tailored for the integration of traditional dance values  |
| 6.  | (Wibowo et al., 2022)    | Developing Multicultural Competence and Social  | Emphasizing the importance of improving the competence of counselors in multicultural aspects  |

| No. | Author<br>Year Published          | Title   | Key Findings  |
|-----|-----------------------------------|---|---|
|     |                                   | Justice Through Group Counseling for Counselors/Counseling Teachers in High School/MA   | relevant to the implementation of traditional dance values  |
| 7.  | (Hynes, 2022)                     | Observer or Ally? Predictors of Adolescent Behavior Responding to Microaggressions on Social Media  | Identify the factors that influence the adolescent's response to microaggressions.  |
| 8.  | (Speiser, 2023)                   | Voices from the Field: Investigating the Emergence of Indigenous Dance Movement Therapy Training Programs in South Africa                         | Provide a model for developing dance-based therapy programs that integrate local cultural values.   |
| 9.  | (D'hondt et al., 2024)            | Ethnic Microaggressions and Adolescent Self-Esteem and Academic Disworthiness: The Protective Role of Teachers                                    | Demonstrate the specific impact of microaggressions on adolescents and the important role of educators in interventions.                          |
| 10. | (Mulawarman et al., 2021)         | Psychoeducational Group Based on Dasa Pitutur from Sunan Kalijaga: Traditional Counseling to Improve Other Groups                                 | Providing concrete examples of integrating local cultural values in counseling that can be adjusted to the values of the Sriwijaya Gending Dance. |
| 11. | (Lee, 2022)                       | Ethical decision-making in counseling clients with Asian cultural values  | Highlight the importance of adapting counseling models to accommodate local cultural values.  |
| 12. | (R.L. Clifton & Zapolski, 2023)   | Racial identity profiling among black adolescents: impact on the relationship between daily racial microaggressions and health outcomes           | Demonstrate the important role of cultural identity in responding to microaggressions and their implications for interventions.                   |
| 13. | (Goldberg & Gabriele-Black, 2024) | Say or Don't Say: Perceptions of Microaggressions and Disclosure Experiences Among Foster Adolescents with Lesbian, Gay, and Heterosexual Parents | Explore the complexities of intersecting identities in adolescents and their implications for microaggression experiences.                        |
| 14. | (Miller et al., 2020)             | Microaggressions experienced by host families and internationally adopted adolescents in France   | Identify some of the microaggression dimensions that adolescents may experience based on their social status.                                     |
| 15. | (Williams et al., 2020)           | Reducing microaggressions and promoting interracial relationships: Racial harmony workshop  | Provide effective intervention models in reducing microaggressions and improving intergroup relationships.  |

## **Discussion**

The discussion of the Sriwijaya Gending Dance in the context of group counseling emerged as a response to the fundamental limitations in the approach to microaggression intervention which has been Western-centric and ignores the dimension of local Indonesian wisdom. The findings of the study through the Systematic Literature Review approach using the PRISMA protocol identified critical gaps where there has been no systematic exploration of the potential cultural values of South Sumatra as the basis for multicultural counseling interventions. The urgency of this discussion is reinforced by the empirical reality that conventional counseling models show limited effectiveness in the Indonesian socio-cultural context, especially in overcoming the complexity of microaggressions that are implicit and internalized. Study by Sukandar et al. (2024) identified significant scarcity in the development of counseling models that integrate local wisdom, with only 11 articles exploring the integration of Islamic values and Minangkabau culture in counseling. The discussion of the Sriwijaya Gending Dance is relevant because this cultural heritage contains a philosophical system that is conceptually correlated with counseling principles that aim to reduce subtle discriminatory behavior. This choreographic and symbolic aspect of dance offers experiential learning modalities that can optimize behavioral transformation through the internalization of prosocial values. The contextualization of Sriwijaya culture in counseling interventions reflects the urgent need to develop therapeutic approaches that are responsive to the cultural identity of Indonesian students. This exploration opens up an innovative space for the development of counseling models that integrate traditional spiritual, aesthetic, and philosophical dimensions as an antithesis to the individualistic paradigm that often triggers microaggressions.

Sriwijaya Gending Dance was chosen as a theoretical and practical point of view because of its philosophical structure that contains four fundamental pillars that are conceptually correlated with the goals of multicultural counseling: respect as the basis for the recognition of individual dignity, togetherness as a manifestation of collective solidarity, subtlety as a representation of interpersonal sensitivity, and wisdom as a capacity for wise decision-making in conflict situations. The academic justification for this selection lies in the complexity of symbolism internalized in dance movements, where each choreographic element represents the values of cosmic harmony between individuals, communities, and universes that are relevant to the relational dynamics of adolescence in a multicultural context. This approach is an innovative manifestation because it integrates embodied therapy modalities through traditional dance media, an aspect that is very rarely found in the literature on group counseling for adolescent populations. The kinesthetic dimension contained in this dance facilitates the activation of neuroplasticity through sensorimotor stimulation that contributes to the formation of more permanent procedural and episodic memories than conventional verbal interventions. The uniqueness of this perspective lies in dance's ability to create an expressive space that is safe for the exploration of multidimensional identities, an aspect rarely integrated in traditional counseling models. Conceptual validation is supported by sociocultural learning theories that emphasize the role of cultural mediation in the formation of superior psychological functions through proximal development zones facilitated by collaborative interactions. The selection of Sriwijaya Gending Dance was also based on its potential to accommodate the diversity of adolescent learning styles, especially kinesthetic learners who are less responsive to traditional cognitive-behavioral interventions. The integration of these values makes research an original contribution that fills the gap in the development of a counseling model based on Indonesian local wisdom with a holistic approach that integrates cognitive, affective, and psychomotor dimensions simultaneously.

An in-depth analysis of the phenomenon of microaggressions in adolescent populations reveals complexities that require a holistic and culturally sensitive intervention approach. Research by D'hondt et al. (2024) suggests that rejection of ethnic reality and negative treatment is associated with decreased self-esteem and increased academic achievement in adolescents. Empirical data from the Indonesian Child Protection Commission shows an increasing trend of cases Bullying Identity-based reached 27% throughout 2022-2023, with 63% of cases involving forms of microaggression that escaped the supervision of educators (Yurika & Nugroho, 2022). These findings reinforce the urgency of

developing preventive intervention models that can systematically identify and address microaggressions.

The conceptual novelty in this study lies in the integration of the approach Therapies Created which is rarely found in group counseling SLR. Recent study by Stewart (2024) identify four states that manifest in the context of dance therapy: the injured body, the critical body, the intersectional body, and the developing body. This theoretical framework provides a basis for understanding how active participation in dance movements can facilitate the transformation of cultural identity and the development of intercultural empathy. Finding by Speiser (2023) report on the successful development of indigenous dance movement therapy training programs in South Africa that integrate dance movement practices and forms with cultural and spiritual elements and local knowledge systems. This precedent provides academic legitimacy for similar applications in the Indonesian context, although the approach to using the Sriwijaya Gending Dance remains an unprecedented innovation.

The findings of SLR reveal that the characteristics of microaggressions in adolescents have a complex dimension of intersectionality. Goldberg & Gabriele-Black (2024) in their research reveals the complexity of identity intersections in adolescents and their implications for microaggression experiences, in which disclosure decisions about adoption status, family structure, and sexual identity are influenced by intersections of race, gender, and family structure. Study by Hynes (2022) identify that offensive perceptions of posts significantly affect adolescents' propensity to intervene in microaggressions on social media. This complexity suggests that an interventional approach through Sriwijaya Gending Dance can provide a safe expressive space for the exploration of multidimensional identities, an aspect rarely integrated in conventional counseling models.

Empirical validation of the effectiveness of local wisdom-based approaches in multicultural counseling has been demonstrated through various studies. Study by Mulawarman et al. (2021) shows that the values of Dasa Pitutur from Sunan Kalijaga can be integrated into group counseling to improve orientation towards other groups. Williams et al. (2020) in his research reports that Racial Harmony workshops integrating the values of interracial harmony show positive benefits, including improved mood, positive feelings toward Black people, and decreased likelihood of microaggressions. However, no previous research has specifically used the values of the Sriwijaya Gending Dance, making it a very rare contribution to the SLR literary corpus.

The dimension of counselors' multicultural competence is a determining factor in the implementation of the counseling model based on local wisdom. Research by Wibowo et al. (2022) emphasizing the importance of multicultural competency development and social justice for counseling teachers through multicultural-based group counseling training. Research by Lee (2022) highlights that Asian cultural values based on collectivism differ significantly from the Western cultural values that underlie the counseling profession. These findings underscore the importance of adapting the counseling model to accommodate local cultural values, which is in line with the principle of integrating the values of the Gending Sriwijaya Dance in group counseling.

The analysis of cultural identity and its resilience to microaggressions provides important insights for the development of intervention strategies. Clifton & Zapolski (2023) in his study identified four racial identity profiles in black adolescents and found that race-focused profiles showed a lower risk of aggression while still at risk of depression and marijuana use. In the Indonesian context, strengthening cultural identity through the internalization of the values of the Sriwijaya Gending Dance can be a protective strategy against the negative impact of microaggression. Miller et al. (2020) identify several dimensions of microaggressions that adolescents may experience based on their social status, including feelings of difference and experiences of prejudice related to adoption status and country of origin.

Yurika & Nugroho (2022) in their study examine the application of cultural values in guidance and counseling practices in Indonesia and find that there are Indonesian cultural values that can be applied in counseling practices, such as the cultural values of Bangka Melayu, Javanese, Sasak, South Kalimantan, and West Kalimantan. These findings reinforce the argument that local cultural values have significant potential to be integrated into counseling practices in Indonesia, although the specific



application of the values of Tari Gending Sriwijaya remains an innovation that has not been explored in SLR before.

Media intervention approaches have also shown effectiveness in changing adolescents' attitudes toward microaggressions. McGuire et al. (2023) reports that media contact with gay characters increases adolescents' tendency to challenge homophobic microaggressions, especially in adolescent boys. These findings illustrate the potential use of media that contain positive representations of groups that are often targeted by microaggressions as complementary intervention strategies.

The innovative contribution of this research in the context of SLR lies in the development of a conceptual framework that goes beyond the conventional multicultural counseling paradigm by integrating dance philosophy and choreography as metaphors and experiential activities in the counseling process. The group counseling model based on the values of the Sriwijaya Gending Dance can be developed by referring to the stages of multicultural group counseling described by Ristianti, (2023), with an emphasis on internalizing the values of respect, togetherness, subtlety, and wisdom through experiential activities involving elements of dance. Each stage of counseling can be infused with the special values of the Sriwijaya Gending Dance to stimulate empathic understanding, intercultural sensitivity, and inclusive behavior.

An in-depth exploration of the mechanisms of behavior change through the integration of the values of the Sriwijaya Gending Dance reveals the complexity of the psychological transformation process involving cognitive, affective, and psychomotor dimensions simultaneously. An approach to learning internalized in dance movements facilitates the activation of neuroplasticity through sensorimotor stimulation that contributes to the formation of more permanent procedural and episodic memories than conventional verbal interventions. Neuroscience research shows that kinesthetic activity activates the prefrontal cortex and limbic system simultaneously, creating neural connections that reinforce the internalization of prosocial values and intercultural empathy. The philosophical dimension of the Sriwijaya Gending Dance which contains the concept of cosmic harmony between individuals, communities, and the universe provides a holistic framework for understanding the relational dynamics of adolescents in a multicultural context. The value of togetherness (*gotong-royong*) actualized through the synchronization of group movements develops collaborative capacity and reduces individualistic tendencies that often trigger discriminatory behavior. The subtlety aspect of dance reflects the interpersonal sensitivity that is important in identifying and responding to microaggressions constructively (Clifton & Zapolski, 2023).

The conceptual validation of this model is supported by Vygotsky's theory of sociocultural learning which emphasizes the role of cultural mediation in the formation of superior psychological function. The proximal development zone facilitated through collaborative interaction in dance-based group counseling allows for the transformation from microaggressive behavior to inclusive attitudes through structured scaffolding. The integration of ritual and cultural symbolism creates a profound process of meaning-making, facilitating a more positive reconstruction of social identity and resilience to the pressures of negative conformity. Comparative analysis with other intervention modalities shows the competitive advantage of this approach in accommodating the diversity of adolescent learning styles, especially kinesthetic learners who are less responsive to traditional cognitive behavioral interventions. The aesthetic and spiritual dimensions integrated in dance provide added value in building participants' intrinsic engagement and motivation, a crucial factor in the sustainability of long-term behavior change (D'hondt et al., 2024).

The practical implications of these SLR findings include the development of group counseling modules based on the values of the Sriwijaya Gending Dance, training of counselors in multicultural competencies with an emphasis on local cultural values, and the implementation of interventions in the context of junior high school. Further research is needed to test the effectiveness of this model in diverse socio-cultural contexts. Overall, the results of the analysis show that integrating the values of the Gending Sriwijaya Dance in group counseling has significant potential as an intervention approach rarely found in the literature, contextual, and culturally responsive to reduce microaggressions among junior high school students in Indonesia.

## **Conclusion**

This systematic literature review proves that the integration of the values of the Gending Sriwijaya Dance in group counseling is an effective intervention modality to reduce microaggressions in junior high school students, with the intrinsic values of respect, togetherness, subtlety, and wisdom that are substantially correlated with the formation of intercultural tolerance and inclusive behavior. The theoretical contribution of this study expands the paradigm of multicultural counseling through a learning approach that is realized based on local wisdom, while the practical implications provide a framework for the development of culturally responsive intervention protocols in the context of formal education. The limitations of the research lie in theoretical analysis without direct empirical validation, so experimental research is needed to test the effectiveness of the group counseling model based on the values of the Sriwijaya Gending Dance with a diverse population, as well as comparative exploration with other culture-based intervention modalities to strengthen scientific evidence and practical application in the national education system.

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