The Effectiveness of Intertribute Stereotypes Viewed from Individual Counseling Rational Emotif and Cognitive Behavioral Therapy Approach in SMA Swasta Puteri Sion Medan

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Abstract

This study aims to determine the effectiveness of individual counseling services with an emotive rational approach and cognitive behavioral therapy in minimizing inter-ethnic stereotypes in SMA Swasta Puteri Sion Medan. The type of research used isdescriptive qualitative. The subjects in this study were 8 students of Puteri Sion Medan Private High School who had high inter-ethnic stereotypes. Data collection methods used are observation, interviews, and scale. To analyze the data using descriptive qualitative data analysis and percentage descriptive data analysis. The results of this study indicate that in the pre-test the average score of inter-ethnic stereotypes was 60 or 43% in the high category, while the post-test score obtained an average score of 126 or 90% in the low category. There was a change in inter-ethnic stereotypes in students from the high category to the low category. This means that inter-ethnic stereotypes can be minimized through individual counseling with an emotive rational approach and a cognitive behavioral therapy approach to SMA Swasta Puteri Sion Medan.

I. Introduction

Indonesian society has accepted Pancasila as its ideology. Ideology based on a view of life is a crystallization of values that are accepted and used as guidelines for society and the state. If all ideologies and all their contents and roles are actually implemented by people who live in society in all fields, then the state of society is said to be ideal.

According to Widjaja (1976:7) the goal of national development is essentially "the development of the Indonesian people as a whole and the development of the Indonesian people as a whole."

Stereotypes are shortcuts for thinking that are done intuitively by humans to simplify complex things and help in making decisions quickly. However, stereotypes can be in the form of positive as well as negative prejudices, and are sometimes used as reasons for discriminatory actions. Some people assume all forms of negative stereotypes. Stereotypes are rarely accurate, usually have little true basis, or are even completely fabricated.

Stereotypes against certain tribes, ethnicities, and religions are an obstacle in building effective intercultural communication. Stereotype refers to a belief that is generalized, oversimplified, simplistic or exaggerated about a particular category or group of people. In short, stereotypes are generalizations over a group of people who are held by a particular culture. Often stereotypes are also formed on people who are prejudiced before the person has had the opportunity to interact.

The description above says that ethnic stereotypes are an assessment of a certain person or group of certain people or groups where the assessment is only based on perceptions or prejudices that are not necessarily true but are considered true and are generalized as something that underlies the cognitive thinking of the stereotyped person or group.

Tribe (ethnic) is a group of people whose members identify with each other, usually based on a lineage that is considered to be the same. Ethnic identity is characterized by recognition from others of the characteristics of the group such as similarity in culture, language, religion, behavior and biological characteristics. In living in an urban society that has different cultures and ethnicities, we often forget that we live in areas that have different ethnic groups. So that makes our perspective towards other tribes often wrong or only based on the perceptions we hear from other people. Thus, inter-ethnic stereotypes are judgments of a certain person or group against certain people or groups where the assessment is only based on perceptions or prejudices that are not necessarily true but are considered true and generalized as something that underlies the cognitive thinking of the stereotyped person or group. Inter-ethnic stereotypes are a set of judgments from certain ethnic groups related to a human category or an over-generalization about the characteristics of a certain group that makes symbols or habits belonging to a certain culture have negative values from other ethnic groups.

Stereotypes are one of the factors that can hinder cross-cultural communication. Because these stereotypes can make us jump to conclusions about someone without knowing the character of that person individually. For example, many people think that Padang people are stingy, even though not all Padang people are stingy, this is one of the negative stereotypes that other people give to Padang people. Another example, Javanese people are described as gentle, gentle, accepting as they are and forgiving. Even when their feet are stepped on they will say, "Sorry, your foot stepped on mine." It is different with the Batak people who are described as hardworking, temperamental, rude, and straightforward in saying things as clearly as possible.

Most of the ethnic minorities (besides the Karo tribe, for example the Toba Batak) are ridiculed, shunned by friends, or given certain labels. For example, the Toba Batak tribe is nicknamed people-eaters, loud, etc. As a result, it is difficult for ethnic minorities to be active and interact with other students in group discussions, so that ethnic minorities find it difficult to blend in with other ethnic groups.

For example, when forming a discussion group. The tendency of students to prefer groups of friends who are of the same ethnicity as them, or to form friendship groups based on ethnicity. Moreover, there is a tendency for students with ethnic minorities at school to avoid students with ethnic minorities at school. For some students who are ethnic minorities at school will make students feel alienated. Based on some of the examples above, it can provide an illustration that humans in judging other people, especially those who are not part of or outside their community, are aware or not always trapped in inter-ethnic stereotypes. These are some of the tribal ideals that always lead to confusion and miscommunication.

This is what always makes us trapped in ethnic stereotypes and overgeneralizations, which always hinder cross-cultural communication and even risk causing conflictintertribal. In other words, those judgments or stereotypes only use the glasses of our own ethnicity or behavior, to measure and judge the ethnicity or behavior of others.

Based on the observations that the researchers met while carrying out the Integrated Field Experience Program (PPLT) activities at the Puteri Sion Private High School Medan, most of the students were of Karo and Toba Batak ethnicity. The researcher found that there were still students who could not accept the differences that existed within certain ethnic groups.

The inability of students to accept these differences can be seen when students interact with each other both when studying and during breaks. There are students who are often ridiculed and laughed at by other students, let's call them (student X). For example, when student X speaks in front of the class or expresses opinions in class or when playing outside the classroom, intentionally or not, other students spontaneously mock, laugh or imitate the accent conveyed by the student. After observing and looking for information about student X, the researchers found out that the student was a Batak ethnic group, which was still very thick with the regional accent owned by Student X. This was what his classmates made a laughing stock of. Preliminary data obtained from schools showed that there were about 37% of students in the low category, 50% of students in the medium category, and 13% of students in the high category in the problem of inter-ethnic stereotypes.

Based on the data obtained, it is necessary to have an effort that allows to reduce negative stereotypes between individuals or groups. One of the efforts that can be made by education in schools is in the form of individual counseling services. Researchers took action to apply individual counseling with an emotive rational approach to inter-ethnic stereotypes in students. According to Prayitno (2004:99) that counseling is the process of providing assistance through counseling interviews by an expert (counselor) to individuals who are experiencing problems (clients/students) which leads to overcoming the problems faced by clients. Care and development of the client's full self which is the goal of counseling. Understanding between the counselor and the client accompanied by awareness and self-acceptance, problem solving, self-actualization, individuation, behavior change and so on. Then there was an interaction involving two people, having the most important principle, namely the principle of confidentiality which serves to maintain the good name of the client itself.

The approach used in this research is a rational emotive approach and cognitive behavioral therapy. The rational emotive approach, which focuses on human thinking based on their beliefs, is the cause of the emotional problems of these problematic students. This is used as a reference for the counselor to change the client's mindset. The main goal to be achieved in rational-emotive is to improve individuals in terms of ways of thinking and irrational beliefs towards rational ways of thinking, so that clients can improve their quality and happiness in their lives.

While the cognitive behavioral therapy approach is able to make students aware of the negative impact of stereotypes through an individual approach. Here students will learn to change the way of thinking, beliefs, attitudes, assumptions, imagination and facilitate counselees learn to recognize and change errors in cognitive aspects. While the behavioral aspects of CBT are changing the wrong relationship between problem situations and the habit of reacting to problems, learning to change behavior, calming the mind and body so that they feel better, and thinking more clearly, collecting evidence that supports or refutes the interpretations that have been concluded. Because automatic thinking is often based on logical fallacies. For this reason, individual counseling activities through the CBT approach are important.

It can be concluded that individual counseling itself is a process of providing assistance consisting of counselors and clients to be able to grow and improve their abilities in dealing with and overcoming the problems they are experiencing. By using a rational emotive technique/approach that aims to improve and change irrational perceptions, ways of thinking, beliefs and views of clients to become rational, so that they can develop themselves and achieve optimal self-realization.

II. Review of Literature

2.1 Stereotypes

Stereotype is an assessment given to a person based solely on the perception of the group in which that person can be categorized. Stereotypes are shortcuts for thinking that are done intuitively by humans to simplify complex things and help in making decisions quickly. However, stereotypes can be both positive and negative, and are sometimes used as reasons for discriminating. Some people think all forms of stereotypes are negative. Stereotypes are seldom accurate, usually have little or no basis in true or even completely fabricated. For example, (1) the Batak tribe is stereotyped as having tails, the Batak eats people, (2) the Acehnese are stereotyped as lazy, (3) the Nias tribe is stereotyped as evil and cunning,

Stereotype is an act or act that deviates. So to minimize student problems, one type of counseling guidance service is carried out, namely individual counseling with a rational therapeutic approach that is very suitable to be implemented. Because one of the views of this approach is that the problems a person has are not caused by the environment and their feelings, but on the belief system and way of looking at the environment and surroundings so that it can lead to irrational thinking patterns.

2.2 Emotive Rational Approach

Rational emotive therapy (TRE) is a school of psychotherapy based on the assumption that humans are born with the potential, both to think rationally and honestly and to think irrationally and evilly. Humans tend to care for themselves, be happy, think and say, love, join with others, and grow and actualize themselves. On the contrary, humans can self-destruct, avoid thinking, procrastinate, endlessly regretting mistakes, superstition, intolerance, perfectionism, and self-deprecation, as well as avoiding growth and self-actualization.

In general, the rational-emotive view focuses on the human way of thinking. This is used as a reference for counselors to change their mindset and behavior.

Lubis (2011: 180), rational-emotive therapy is an educational process because one of the counselor's tasks is to teach and justify client behavior through changing their way of thinking (cognition). Counselors act as educators who, among other things, assign tasks to clients and teach strategies to strengthen their thinking processes.

TRE emphasizes that humans think, feel and act simultaneously. Rarely do human emotions without thinking, because feelings are usually triggered by the perception of a specific situation.

2.3 Cognitive Behavior Therapy Approach

According to Moqudas (2011:28) the cognitive behavior therapy approach is a counseling approach designed to solve the counselee's problems by restructuring cognitive and deviant behavior. According to Kazdin (in Safaria 2004:42) cognitive behavioristic therapy is an attempt to change real behavior by changing thoughts, interpretations, assumptions and strategies in responding.

According to Wilding and Milne (2013:16) cognitive behavioristic therapy is a form of psychotherapy that helps people by involving them in the process of self-awareness and self-responsibility. Based on the understanding according to the experts above, it can be concluded that cognitive behavior therapy is a counseling approach that changes behavior from negative to positive and maladaptive thinking patterns by changing thoughts first, then changing behavior.

III. Research Methods

The type of research used in this research is descriptive qualitative research, namely an approach which is also called an investigative approach because the researcher collects data by means of face-to-face and interacting with the people who are the research subjects. Qualitative research is natural (naturalistic research) because this research is conducted in natural conditions (natural setting), where the researcher conducts interpersonal communication with clients.

The sample in this study was taken by using a purposive sampling. Based on the results of the processing of the stereotype questionnaire, the researchers chose 4 students who had high inter-ethnic stereotypes and were used as research samples to be given individual counseling services with an emotive rational approach. And for the cognitive behavior therapy approach, the researcher chose 4 students to be used as research samples to be given counseling services.

IV. Discussion

Based on the results of the study, it can be seen that the four students namely CL, DN, IS SB, IB, AS, JG, and BG experienced a decrease in inter-ethnic stereotypes. The decrease in inter-ethnic stereotypes is shown from the scores and percentages obtained by each student after receiving treatment through individual counseling with an emotive rational approach.

The eight counselees experienced a gradual decline in inter-ethnic stereotypes so that the problem of inter-ethnic stereotypes could be minimized through rational emotive individual counseling services and cognitive behavior therapy counseling services.

4.1 The Results of Counseling Process through a Rational Emotive Approach

From the data obtained by researchers in the form of interviews, scales, observations, it is known that 4 students fall into the category of high stereotypes. Students who are indicated need to be handled through rational emotive individual counseling services.

Individual counseling with an emotive rational approach is carried out in several stages. So that the inter-ethnic stereotypes that students have can be reduced/minimized. This is because the counselee changes his irrational beliefs into rational beliefs. This is in accordance with the purpose of rational emotive counseling that was conveyed by Ellis in Latipun (2011: 79) that counseling aims to form a rational person by replacing irrational ways of thinking. This understanding includes minimizing self-defeating views and achieving a realistic life, a tolerant philosophy of life, including being able to achieve a state of self-direction, self-respect, flexibility, scientific thinking, acceptance of oneself and others.

Among the four counselees who were used as research subjects, those who had a high reduction in inter-ethnic stereotypes. The following will be discussed specifically for each counselee when following the counseling process.

a. CL Respondent

At the beginning of the counseling session, CL was still hesitant, her character, which was a bit harsh and tended to be introverted, had hampered the counseling process at the beginning of the meeting. However, at the next stage and meeting, CL is more open and can expressthe problem. CL explained at first that CL admitted that her elementary and middle school years were very different from her high school days. CL said that since meeting people from a different ethnic group and being teased at school, CL also tends to blame other people around her and judge that other people's ethnicity is bad and not good. However, by

attending counseling, CL changed her perspective and mindset so that she was able to think rationally. Try to forgive others and not judge other people's ethnicity with negative judgments. CL revealed that the understanding she gained while attending counseling was that a wrong assessment of other people's ethnic groups would hinder communication between friends, which would damage good relations between students. The feeling that CL felt was happy because she got a new understanding of how to understand a problem. Meanwhile, CL's commitment after attending this individual counseling is to try to reduce giving wrong judgments to other ethnic groups and to establish good communication between students even though they are of different ethnic groups in everyday life.

b. DN Respondent

When conducting the research counseling processcatch that DN is more likely to be open because of his outspoken nature. So that DN is easily willing to reveal the problems he has and tell all the stereotypical problems he experiences. DN revealed and shared that his stereotype arose because he was disappointed that his Nias friend had leaked his secret. So from that moment on, DN felt that all Nias people could not keep a secret. However, in DN there is a desire to change that view, therefore with individual counseling the rational emotive approach tries to change the way of thinking and the counselee's point of view in addressing a problem and applying the right solution in everyday life.

c. IS Respondent

IS is a grade IX student at Puteri Sion Medan Private High School who has high inter-ethnic stereotypes. IS followed the counseling process for three meetings with different methods at each meeting.

The IS character, who is a bit introverted, requires extra treatment to convince him to reveal his problems. From the counseling results, it is known that IS's stereotypes are caused by misunderstandings with friends who have different ethnic groups from him. IS feels that his friend who is of Karo ethnicity is very irritable and angry when IS is joking. After being introduced to the ABC principles of rational emotive counseling, IS gains a new understanding that his steeotype is caused by misunderstandings in judging other people and being able to think positively of others, IS is trying to change his mindset and correct the wrong judgment of different friends' tribe with him.

d. SB Respondent

In general, the problems experienced by SB have the same background as DN and IS. SB revealed that his stereotyping problem started because his Batak friend was stingy in giving homework (PR) and often got angry when SB was noisy during study hours, so SB stereotyped the Batak people as stingy and stingy.easy to get angry. Therefore, the researcher provides counseling with an emotive rational approach to change SB's wrong mindset towards his friends.

At the beginning of the meeting, although SB seemed doubtful about solving the problem, the researcher continued to convince the counselee so that SB was willing to make the counseling goals expected by SB himself.

To strengthen SB and train rational thinking, the researcher also provides counseling simulations that can be practiced by SB to other people in order to reduce inter-ethnic stereotypes. From the aspect of feelings, SB admitted that he felt relieved and happy when the problems he was experiencing could be helped to overcome through individual counseling. Meanwhile, from the aspect of action, the things that will be done by SB is to change a bad understanding of others by considering the goodness of his friend.

4.2 The Results of Counseling Process through Behavioral Cognitive Therapy Approach

Research data obtained in the form of interviews, scales, observations it is known that 4 students fall into the category of high stereotypes. Based on the results of this study, it can be seen that the four respondents, namely IB, AS, JG, and BG, experienced a decrease in inter-ethnic stereotypes. The decrease in inter-ethnic stereotypes is shown in the results and scores and percentages obtained by each student after receiving assistance or completion through individual counseling with a cognitive behavioral therapy approach.

The following will be discussed specifically for each counselee when following the counseling process.

a. IB Respondent

During the counseling process, IB respondents showed a decrease in their stereotypes. The first meeting of IB respondents still showed fear and tension, his shy nature made him tend to be passive, silent a lot, and not open to his problems so that the counseling process was hampered.

This IB respondent said that since he was born he has lived in the same ethnic group as him, namely the Pakpak tribe. So that when he entered junior high school (SMP) he was surprised because his environment was no longer dominated by his ethnicity, which made him feel foreign and shut himself off from existing differences. For him, friends from different ethnic groups are strange, don't understand him, are rude, even selfish.

Entering the middle of the first counseling meeting, the respondent began to open up, for him he was disadvantaged because he had few friends and even his friends were not close friends with him. For this reason, the respondent began to make a commitment to change and change all his negative thoughts towards friends who have different ethnic groups from him.

Another stage of counseling, IB respondents begin to feel new feelings, and gain a new understanding of how to understand a problem. Thus, until entering the final meeting stage, the respondent already had a very big change. Now, IB respondents have changed all their negative views and thoughts about different ethnic groups and tribes.

b. US Respondent

During the counseling process, US respondents showed a decrease in their stereotypes. The first meeting of the US respondents was still undecided, his character, which was a bit harsh and tended to be introverted, had hampered the counseling process. For him people of different ethnicity from him are less important, strange and less interesting. So that his friends are often ignored by if it does not bring benefits to him.

Making this respondent open is one of the difficult things, because the hardness of his heart causes the researcher to be patient, big-hearted, and use various methods. This respondent said that since childhood he has lived in an area where the majority of the Nias tribe is, so that other tribes are less important to him. He is also strict because of his family background.

However, this meeting of US respondents began to open up. He says that he wants to change for the better, because he doesn't want his sad life in the past to haunt him. He wants to have many friends who can be friends with him sincerely not because of his harsh nature.

Previously given individual counseling, AS got a score of 61 and after being given individual counseling three times he got a score of 96. While the laiseg gains in three meetings were 20%, 38%, and 48%. This slight change occurred because the respondent had a hard character.

c. JG Respondent

During the counseling process, JG respondents showed a decrease in their stereotypes. The first meeting of JG's respondents was still hesitant, but when he started to enter the counseling process, the student opened himself up. After the counseling process went smoothly, the researcher began to realize that this JG respondent was an open respondent with all things. However, there is one thing that makes him have a problem with stereotyping against other tribes, namely because his close friends also have negative stereotypes towards other tribes.

The respondent considered that his close friend was his brother, so whatever his close friend experienced was the right thing. Entering the end of the counseling process at the first meeting, respondent JG began to realize that what he was doing was wrong and was detrimental to himself.

After entering the final meeting of the counseling period, respondent JG realized that all this time what he had been doing was wrong, and was committed not to repeat the wrong thing in the future.

d. BG Respondent

During the counseling process, BG respondents showed a decrease in their stereotypes. These results are supported by the theory which states that the purpose of individual counseling is to prevent/relieve the problems they experience, by making decisions made by the client himself,

However, out of the four respondents analyzed, one respondent still experienced slight changes, namely AS. This is due to the character or tough nature of the US, which makes it difficult to accept good changes.

IV. Conclusion

There are differences in the stereotypes between ethnic groups that students have before and after receiving individual counseling services with an emotive rational approach. The counselee experienced a decrease in inter-ethnic stereotypes. So it can be concluded that individual counseling with an emotive rational approach is quite effective in minimizing inter-ethnic stereotypes for Puteri Sion Medan Private High School students although there are several obstacles in its application.

Meanwhile, in the cognitive behavior therapy approach, it was found that there were differences in stereotypes between ethnic groups that students had before and after receiving individual counseling services. The counselee experienced a decrease in inter-ethnic stereotypes. These results are supported by the theory which states that the purpose of individual counseling is to prevent/relieve the problems they experience, by making decisions made by the client himself. That way, the application of this cognitive behavior therapy approach can run well and lightly to be applied to students. So it can be concluded that individual counseling with a cognitive behavioral approach is more effective in minimizing inter-ethnic stereotypes for SMA Swasta Puteri Sion Medan students.

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