KONSELING RELIGI

Cross-Cultural Counseling as an Effective and Efficient Learning Approach for Students

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Abstract

This study aims to produce an effective and efficient, participatory, creative, and fun learning process. The learning strategy is also a plan that contains a series of activities designed to achieve certain educational goals and as a starting point of view towards learning process. The term of approach refers to the view on the occurrence of a process which is general in nature. Therefore, the strategies, approaches, and learning methods used can be sources or depend on certain approaches. The approach is often used in two ways approaches to learning, namely the teacher-centered approach and the student-centered approach. This study used a descriptive qualitative approach taking a primary and secondary data sources by interviewing, observing, documentating, and analyzing. The testing data with transferability, dependability, and confirmability. The result of this study indicates that learning with cross-cultural counseling approach is effective and efficient for the success of students in the learning process because there is no difference between them and what happens is mutual understanding of culture, mutual assistance, tolerance, and understanding of each other's interest

Keywords: cross-cultural counseling, learning approach, effective, efficient

Introduction

Cultural, cross-cultural, or cultural counseling includes traditions, habits, values, norms, language, beliefs, and thoughts that have been patterned in a society and passed on from generation to generation and give identity to the

supporting community (Prosser, 2013). In short, it can also be interpreted that culture is the view of life in a group of people (Berry, 2013) or in more general formulation is "the way we live like this", the way we are, which is expressed in the way (a group of people) think, perceives, asseses, and acts. The word "group of people" needs to be underlined to show that culture always presents the characteristics inherent in the group, not to the individual.

In terms of cultural identity, cross-cultural counseling is a counseling relationship in different cultures between counselor and counselee. Burn (1992) described cross-cultural counseling is the process or counseling individuals who are in different culture than the therapist. Therefore, according to him, the counselor's sensitivity to the counselee's culture is important.

In daily practice, the counselor will inevitably deal with clients of different socio-cultural background. Thus, it will be possible to equalize in handling (Prayitno & Amti, 1994). These differences allow for conflict, mutual suspicion, or other negative feelings and it is natural or human being. This is because individuals will always try to be able to maintain or preserve the values they have held so far. If this occurs in the implementation of counseling, it is possible for obstacles to arise in counseling.

Learning is a process that begins with the acquisition of information as the basis for changes in behavior that produce something new. The learning that takes place in school is a learning taken by students so that behavior changes based on the information received to achieve a result. The teacher as a manager in the learning process in the classroom is responsible for integrating all forms of elements in the classroom. As a manager, the teacher must strive to coordinate activities towards achieving the goals of the classroom organization system in order to realize change in student behavior according predetermined goals.

Jones and Jones (2016) in their study found that the teachers who approach classroom management as a process of establishing and maintaining effective learning environments tend to be more successful than teachers who place more emphasis on the roles as authority figures in their teaching. Classroom management can and should do more than elicit predictable obedience, indeed, it can and should be one vebicle for the enbancement of student self-understanding, self-evaluation, and the internalization of self-control. Arikunto and Yuliana (2017) said that learning management is the administration and arrangement of a

learning activity by showing an activity that contains the process of mastery, skills, and attitude by the object being studied.

Counselor need to be aware of generally accepted values. It applies to them and society in general to make the same view on the objects. This common view or perception is the first step for the caounselor to carry out counseling. As a summary of what has been explained above, there ate several factor that need to be considered in relation to cross-cultural counseling. Accordig to Pedersen (1987) cross-cultural counseling has three elements are counselors and clients from different culture and conduct counseling in the cultural (place) of clients, counselosr and clients from different cultural background and do counseling in the cultural background of the counselor, and the counselors and clients from different cultural background and conduct counseling in different place.

Furthermore, Pedersen also explained several aspects of cross-cultural counseling are: the counselor's cultural background, the client's cultural background, assumptions about the problems to be faced during counseling, and the values that affect that counseling relationship that is the existence of opportunities and obstacles that are based on the place where the counseling is carried out. Other factors that significantly influence the cross-cultural counseling process are: (a) demographic conditions including gender, age of residence; (b) status variables such as education, politics and economy, as well as ethnographic variables such as religion, customs, and value systems.

Literature Review

Culture includes an attitude, values, beliefs, and behavior derived from generation to generation when in it people learned and understood about their community or environment (Ahmad & Amin, 2018). Culture also is as a set values that includes norms that direct beliefs and understanding that are formed by member of society. At surface level, culture is seen in an observable behavior such as the way people act, symbols, ceremonies, and other things that can be seen by the five senses. Whereas at the depth level, culture includes the process of values, assumptions, beliefs, and also thoughts. In this context, culture has a very broad meaning so that each culture present different way of manifesting.

Meanwhile, Barte in (Jones, 2007) identified several criteria for identifying cultural differences. These criteria include law, respect for individually, the nature

of power, property rights, the concept of divinity, the relationship between individual and state, national identity and loyalty, and values widely held by society. For this reason, culture is important for organizational or community life when dealing with other parties. However, culture is not something that can easily be accepted without going through process such as learning values in the form of beliefs and attitudes, collective actions, role models and symbolic understandings.

Geert Hofstede in 1980 published Culture's Consequences and was fully revised in 2001 and had a lot of influence on research on culture and values in organization (Orr & Hauser, 2008). Initially, Hofstede built four cultural dimensions which is later developed. The cultural dimension according to Hostede is individualism-collectivism, power distance, uncertainty avoidance, and masculinity-femininity.

Individualism-collectivism is described as a relationship between individuals and groups that exist in a particular society. Individualism is defined as a situation where a person has a tendency to be selfish. While collectivism is defined as a situation where individual in group hs a tendency to prioritize his group in the form of loyalty. Power distance is the level of expectation and acceptance of society towards the inequality of power distribution. Inequality occur in areas such as prestige, prosperity, and power. In different societies have different status. Uncertainty avoidance is defined as the degree to which people feel threatened by ambiguous situation and then beliefs and institutions to avoid those situation. Meanwhile, masculinity-femininity desribes the division of social roles between women and men in a society. Men are desribed as more assertive while women are depicted in nurturing patterns. Masculinity is defined as a situation which explains that the dominants values in a society are success, money and everything in material form, while femininity is defined as situation which illustrate that the dominant values in society emphasize aspects of caring for others and quality of life.

In the cultural theory social behavior through typologies asspciated with different ways of life or cultural biases built from two axes (Manzi, 2007). The vertical axis represents regulation (grid) and the horizontal axis represents collective behavior (group). The grid represents rules and boundaries and examines the extent to which social life is covered by conventions, policies, and behaviours that are institutionalized in the rules. High grid environments are characterized by a series of explicitly institutionalized classifications that glue

individuals together and govern their intercations. This condition determies the degree of autonomy recognized in the social structure. Conversely, groups measure the extent to which individuals relate in limited units that have a tendency to form groups or collaborative relationship. Group identities represent individual choice that are renewed by collective decisions based on solidarity, cooperative, reciprocal, and mutual relationships.

Based on these two dimension, the "grid-group" derived four dimensions consisting of hierarchicalism, individualism, egalitarianism, and fatalism. Individualist or libertarian cultures emphasize that human beings are inherently selfish. Individualist culture is formed in social situations where the rules and group boundaries are very weak. The central values of an individualist culture are freedom, choice, and flexibility. Individualist will try to attack or resist or pressures rules of group.

On the other hand, hierarchical cultures require regulation, discipline, and control. Hierarchical cultures are chacarterized by group boundaries and strong rules. Its values include an emphasis on universalism over particularism and power to safeguard organizational goals. For hierarchical groups, admnistrative procedures are adopted as a key value to ensure uniformity and standardization through the prevailing processes.

Egalitarian culture in general terminoligy adopts an optimistic view of human nature, has the belief that every individual chooses a good moral nature but has been uprooted by bad institutions. The central value of egalitarianism is the concept of equality. In an organization context, accountability is based on collective negotiations with the assumption of equal status. Therefore, participation by decision is based on the direct consent of everyone and is merely a basis of legitimacy.

In contrast, the culture of fatalism believes that human nature is unpredictable and tends to act on the metaphorical assumption that life is a lottery, seeing every event as an opportunity and being explained as something without reason and beyond uman control. The catalist sees that their behaviour is limited by the forces that do not vary in their environment. Fatalist tend to lead to conspiracy theories of symbolic and sometimes meaningless organizatonal change.

Cross-cultural counseling is a process involving counseling between counselor and the clients with different culture and pay attention to the culture of the subject involved in counseling (Syahril, 2018). In this context, counselors require to have cultural sensitivity to be effective in the process. Counselors also must understand and appreciate diversity and have skills to respond differences.

Counselors and clients across culture in the counseling service relationship are require to understand basic aspect to understand approach and techniques, to build a client-counselor world that is mutually helpful (Suhartiwi & Musifuddin, 2013). Counselors must have the concept of reality about culture around the world (body) and absorbed in sense (soul) (Mcleod, 2008). People naturally have different aspects each others which in physical, mental, spirituality, and culture. Understand them, make interaction in the community, and solve problems based on needs, values, and priorities.

Understanding critically regarding multiculturalism in conducting cross-cultural counseling and religion need a long time and some aspects (Masruri, 2016). Counselors should understanding across culture related to introspection that relevant to cultural issues. Culture as human product is a set of rules that are not just action but also make human are capable. Studying culture as awhole is not an easy matter for carried out.

Masruri also summerized some guidelines for counselors, include: (1) each individual has the rights to determines direction of his life; (2) counselors must be honest with themselves by not leaving social, moral, and religious values embraced; (3) counselor tasks is to help counselee knows the value of their life as well as making decisions and make up their mind; (4) counselor should help counselee in order to channel their opinion or attitude through good way and respond honestly whether their opinions and attitudes are correct or not; (5) counselor should not be pushy values they holds to counselee; (6) counselor does not determine anything it is true or false however give encouragement to counselee can judge for attitude, norms, and act objectively; (7) counselor do not try to erase reality the counselee feels with suggested for looking their behavior as deviation; (8) counselor does not do counseling in exile; and (9) if allowed give an assesment, then counselor's judgement should lead pn action and not on counselee.

The counselor considers deeply the basics of cultural knowledge and incorporate into counseling practice wisely. Counselor who has emphaty and cultural sensitivity does not use automatic approach or skills. Counselor also must have self-knowledge, self-awareness, learn from mistakes, understand the problem framework, high tolerance, and expert in self-transcendence. Gibson and Mitchell (2011) in general described the characteristics of counselor in cross-cultural counseling are: (1) able to develop cultural awareness; (2) avoid the imposition of cultural values; (3) show cultural emphaty; (4) avoid stereotypes; and (5) remain flexible in providing interventions and do not force themselves into counselee culture.

Counseling take place in a interpersonal relationship between counselor and client. Counselor is neceesary have sensitivity and awareness of cultural differences between themselves and their client. In this case of cross-cultural counseling, personal humanitarian assistance that takes into account the labor factor and how make this culture factor for smoothness process in achieving goals and promote the development of individual personality. Cross-cultural counseling or multicultural counseling is a counseling relationship with consepts where there are counselors with clients who have cultural, value, and cultural backgrouds or different lifestyle (Nuzliah, 2016).

In a theoretical perspective, counselors deal with differences and cultural diversity is not properly solely usage conventional approach due to it can be less effective when caters for diverse ethnicities. Demand for multicultural awareness for counseling teacher in school mush have skill and qualifications professionals needed to meet the need of counselee (Akhmadi, 2013).

Cultural differences were denied for centuries in therapeutic interventions (Zaker & Boostanipoor, 2016). Meanwhile, counseling and therapy are community needs. School as an educational institution has a role in building resource personality in a country. Students who are able to identify cultural value in school have a better mindset and be faster to succeed. The development of cross-cultural ways of thinking makes them more sensitive to other suffering and adaptive to a new environment.

Challenges for cross-cultural counselors include: (1) the clients refuses for counseling or theraphy; (2) the client does want to be open with the counselor; (3) the ability of coubselors to override personal judgements; (4) the ability of

counselors to set boundaries in the counselor-client relationship; and (5) the counselor has its own problems. Professional counselors must really able to present their role as those who keep the secrets of clients and help to solve their problems. In the advance stage, the counselor and client focus on communication, build trust in their relationship, and facilitate the next step of cconsultation in the recovery process and build confidence of client to diffuse with community.

In order to improve cross-cultural counseling skills, counselors need to increase cultural awareness in the workplace. They need additional global training to minimize cultural gap. In addition, the ability to improve good communication is needed so that more problems of clients are handled. The skilled-counselor aware that their job is to eliminate bias, prejudice, and discriminatory practices. Cross-cultural counselors and developing issues such as oppresion, racism, violence, and elitism. But most importantly the expectation of the counselor performance in providing counseling services will always be driven by altruistic motives in the sense of using attitude, empathetic, respects diversity, and promotes the convenience of client, carried out by always paying close attention to possible long-term impact of the counseling service.

Method

In accordance with the research focus, this study uses a qualitative approach which is also known as naturalistic research and directed to a case study design. Informants were designated as purposive sampling. Data collection techniques were used by: (1) in-depth interviews; (2) participant observation; (3) documentation; and (4) focus group discussion. Checking the validity of data through: (1) extending the presence of researchers in the field; (2) deepening observations; (3) triangulation; (4) peer discussion; (5) checking members; (6) transferability; (7) dependency; and (8) confirmability. In this qualitative research, the objectivity is built on the formulation of certain situations as shared by certain individual or social group and relevant to the research objectives (Muhadjir, 2000). This study was conducted in SMPIT Al-Kautsar Kudus

Discussion

The learning process occurs in a person to make a relationship between stimulants and reactions or reactions with one to another. The factors that

influence learning requires attentions of people who are directly involved in the learning process, especially teachers who are directly and responsible for the process of implementing learning in the classroom, thus, learning management can take place intensively.

Integrated Class Management: School-Community Environmental

Based on observation, teachers start learning by providing providing background and strategies for improving learning and making the teaching process more enjoyable. Learning management includes interaction with student, lesson plan, and instructional method. Learning is carried out by linking what is taught with an event, thought of feeling obtained from student's home, social, and academic life. After the connection is formed, the teacher provides students with an understanding of the contents of the world, for example new vocabulary, mental models, formulas, and so forth. The broad understanding and profound mastery, students can bring what they learn into their world and aplly it to new situations.

Planning, organizing, mobilizing, and controlling that takes place in learning to make behavior change based on the information received. Teacher determines lesson planning, learning design cycle, implementing evaluation, and developing environmental conditions both in school environment and in the community.

Teacher is as facilitator and manager of education. The role requires a system based on resources, the use of the power of new tools related to technological advances rather than teacher based. The professional task of teacher is to carry out teaching activities and students give responses which are called learning. The interaction of these two activities is called the teaching process. The teacher tasks are to set up teaching and learning objectives, to combine teaching and learning resources, to motivate students to accept subject matter, and to evaluate learning process.

The role of teacher as a facilitator for learning is in the process of directing students to carry out learning activities in the context of changing behavior both in cognitive, affective, or psychomotor towards maturity. Effective learning merely exists in effective teaching and learning to produce graduates who have good personalities. Effective school must be supported by leadership, school

environment, curriculum, classroom teaching and management, and also assessment and evaluation. Learning management also requires logistical, sociological, economic, and technology factors. Synergizing people, machines, ideas, procedures, and management support learning effectiveness.

Cross-Cultural Counseling in Islamic Junior High School

Collaboration and group work among students including cooperative learning and log-term tutorial, rather than the traditional point of view that places students as moderately necessary. The main problem of education is in learning process of human survival. Students need to be helped to achieve knowledge, skills, abilities, and understanding of the world around them. Students can create opportunities for how to learn easily. School must have instrument to help student in overcome their problems through counseling.

In this study, cross-cultural counseling was carried out in several stages:

1. Preparing standard of counselor attitudes and value system. In this step, counselors must aware that their values may affect perception of client. Cultural diversity or social background may also be a burden in couseling relationship. Counselors can contribute to hold different background into a positive motivation for students as clients. Counselors have capacity to share with students' view without critically and understanding their sensitivity. Students require respect from counselor

2. Preparing multicultural knowledge. Counselors understand the impact of bullying on mental health, opportunities for minority, values of different cultural groups, basic features of cross-cultural, aware of indigenous, and knowledge about traditions of the community around clients

3. Preparing skill for culturally effective counselors. They are able to use a broad counseling style that fits with the value system of different background. Counselors can modify and adapt conventional approach to counseling and psychotherapy to accommodate cultural differences. Counselors also are able to convey and receive both verbal and non verbal messages

In practice, teacher as counselor uses several approaches. First, ethical approach that emphasizes the inclusiveness, community, or group. Second, culture-specificity approach which highlights the distinctive characteristics of

specific (or local) culture. Third, transcultural approach that involvement in counseling is an active and reciprocal process.

According to Head of SMPIT Al Kautsar, the success of counseling process will be determined by the use of appropriate counseling resources to achieve the goals. Counseling resources that are carefully selected and prepared can achieved for the following objectives: (1) motivating student as client by increasing attention and encouraging attractiveness; (2) engaging student as client to more strongly with more meaningful experience; (3) personalty formation for each individual in counseling; (4) explaining and illustrating content and display various counseling approach; (5) contributing to attitutes and developing a sense of appreciation; (6) providing opportunities to sel-analysis and performance and behavior; and (7) holding God in all happens in life and having ability to surrender

Various counseling resources that can be used by teachers include: (1) person with qualification in a particular that can motivate students; (2) related objects with subject matter; and (3) use picture, textbook, diagrams, animation, films, or video to create a comfort situation. Successful counseling is when client (student) have information in the conversation and make it theirs. Effective counseling is formed from information, wisdom, and attitude post counseling process.

The main role in counseling is to create a strong or tough person. The point is that the counseling process is understood as a structuring environment in which client can interact in different background. Counselors can implement some aspects to overcome problems. Eventhough in fact, none of the counseling methods are the best when compared to the others. In this context, any counseling method that help students carry out activities by constructing well-learned activities. Students can be encouraged to more actively in their social relationship or friendship. They have to learn for understand the differences in life and every people have their own problem and we are not stand alone.

Students need to be trained to become accustomed to solve problems, search for their own answers, using events, researching, having dialogue, reflecting, and expressing feeling during counseling process. Internal and external factors of school also influence the success of counseling process. Effective communication will happen when message conveyed can be understood by

students and strive with sincerity so that studens have high achievement and skill of life. School requires support for the use of new technology for counseling process. Development of multimedia infrastructure woth large capacity and high speed to allow students to see the world broader. School also need to provide benefits and help choices in a more effective way to present counseling content that can be interpreted as an easy process.

Counseling plan helps counselors to understand what is being advised and decided on a good method. In the classroom or counseling room, counselor can direct training in real life using work tool. Effective counseling is based on the best way of counselor to give a new perspective to client.

The implementation of cross-cultural counseling in this school has provided a new knowledge that the way they see their life in the world view and understand what it means to be human. Teacher as a school counselor have an obligation to become more aware of the way culture influences individuals and how human influence culture in their society. Being multicultural counselor is not just gain more knowledge about other cultures but also the complex process of understanding the need for group members and people who construct their world view, basic attitude, values, norms, and so forth.

In a range of couseling, students grow and develop influenced by various factors behind their own culture. They live in groups or class and society with rules and habits. They have competence where they can create new things in their respective groups, and know a new perspective. The relationship between counselor (teacher) and client (student) is in more respective than before counseling process. Students follow learning prosess in class and happier than before counseling process. The presence of empathy for client is one keys to the relationship and in the process depends on many factors include school support.

Adolescence is transition period in junior high school students where they transform from childhood to teenager. In this context, they are facing a new emotions phase often tend to unstable, so that attention is specially needed (Wadi, 2019). In this phase, adolescents are looking for a form of identity in the surrounding environment from outside. Environment has a positive and negative impact both from internal and external. Counselor can do to cope with others process in handling adolescence problems. Multicultural guidance and counseling can be implemented properly for help student overcome their social relationship

problems. Basically, every culture has special and general values. Guidance and counseling approach using cross-cultural aspects does not remove a particular value in a religion because it is correlate with individual beliefs. Meanwhile, for communities that are outside remain believe in general values while respecting their particular values.

A cross-cultural counseling approach is required in order to understand the meaning of diversity, the beauty of togetherness in difference. When adolescents have been given an understanding of diversity in the concept of cross-cultural. Adolescence is a vulnerable and sensitive period affected by the environment. In another side, adolescence desire to solidify philosophy in their life. It is necessary to hold activities in multicultural community.

Based on observation, cross-cultural counseling helps student to feel their value during counseling process. Counselor provides a view to student include religious value which is owned as part of problem solving. Student mental health starts to be more stable and have a positive impact on learning performance. Student is being moe confidence to accept social differences around them. In other side, counselor expect to improve their competencies about education, culture, religious values and beliefs, and advance counseling practice. Counseling teacher participate in activities in the school community and social aroun school environment. They also explore and evaluate personal values. Self-assesment is conducted to search possible blind spot when dealing with client. Personal value help counselor to identify problems or values of client. Counselor must be careful with resistance on client problem with its value. Counselor require to develop simple and clear language to communicate with client about a good way of life not a perfect way to life.

Conclusion

Cross-cultural counseling is relatively new approach in theraphy activities. The education in question should emphasize the dimension of diversity and difference. In the field of social community, cross-cultural counseling is seen as the fourth strength after psychodynamic, behavioral and humanistic approach. A cross cultural problem is that people interpret it differently or differently, which makes it difficult to know its exact or correct meaning.

This new paradigm in active learning requires teachers to change that way they view learning and counseling. In counseling preparation, teacher thinks more focuses on creating new experiences for students through which students can develop their knowledge. Ethical approach that emphasize the inclusiveness or universality of community. The distinctive characteristics of specific population and their special counseling needs. Transcultural approach in cross-cultural counseling to emphasize that involvement in counseling is an active and reciprocal process.

This study revealed that students who have problems can be given cross-cultural counseling. Those who live in multicultural cities are compatible with this approach. Learning becomes more effective and fun in a atmosphere of mutual support. This approach explains that human live in differences and to be able to live side by side, they must be able to accept each other.

The role of counselor in the process of individual self-reliance is an important aspect in school and workplace generally. Hence, it is in the service process the counseling given, the counselor certainly needs to have that understanding deep into the counselor. This understanding includes the material that exist in their counseling relationship. Awareness of differences among students is important way to maintain their relationship and interactions.

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