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ROLE OF MULTICULTURAL COUNSELING TO OVERCOME BULLYING LOW ECONOMY STUDENTS

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ABSTRACT

This research is motivated by the increasing number of cases of bullying among students with low economic background, so that these students are often ostracized and treated unfairly by other students. To prevent this, multicultural counseling is needed with the aim of students no longer looking down on the economic status of other students. Bullying is a disturbing problem among students, especially for those from low economic backgrounds. This research aims to explore the role of multicultural counseling in overcoming bullying among students facing economic pressure. The research method used is literature study to provide a broad and in-depth understanding of the topic by utilizing existing literature resources. The results show that multicultural counseling has an important role in reducing levels of bullying and improving the welfare of students from low economic backgrounds. This approach allows counselors to understand students cultural and economic contexts, so they can design interventions that suit their needs. The practical implication of this research is the need to integrate multicultural counseling in school efforts to overcome bullying, especially among economically vulnerable students.

Keywords: Bullying, Low Economy, Multicultural Counseling

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INTRODUCTION

Bullying has become a disturbing social problem among students in various parts of the world. One group of students who are vulnerable to bullying are those from low economic backgrounds. Low economic factors will influence students' appearance (condition of uniforms, bags, shoes, books and stationery used up to the amount of pocket money). If a child looks untidy, the stationery or equipment used at school looks ugly, has little pocket money, there is more potential for bullying by other friends (Ika Tristanti et al, 2020).

In an effort to overcome this problem, the role of multicultural counseling is becoming increasingly important. Multicultural counseling emphasizes recognition of the diversity of students' cultures, backgrounds, and experiences as an integral part of the counseling process. In the context of handling bullying among students from low economic backgrounds, a multicultural counseling approach can provide a more holistic and targeted solution.

Through a multicultural counseling approach, the hope is that not only cases of bullying can be handled effectively, but also students from low economic backgrounds can feel more cared for and supported in their journey at school. By strengthening relationships between students, counselors, and communities, multicultural counseling has great potential for creating inclusive learning environments and promoting overall student well-being.

METHOD

This research uses literature study. It was stated by (Nana Syaodih Sukmasinata, 2009) quoted by (Ali Noer et al, 2017) that library research is related to the collection of library data or the study of objects in literature which includes documents, books, newspapers, magazines and scientific journals.

RESULT AND DISCUSSION

Definition of Bullying

Hermalinda, Deswita, and Elvi Oktarina (2017) stated that bullying is an aggressive reaction in school-aged children, which is caused by differences in academic or economic abilities between students. This behavior occurs many times and in some cases continuously. Bullying includes threats, physical and verbal attacks, group marginalization, and the spreading of rumors. This type of oppression can occur through people and technology (CDC, 2014).

Bullying is a loan word from English. Bullying comes from the word bully which means bully, someone who bullies weak people. Several terms in Indonesian that are often used by the public to describe the phenomenon of bullying include bullying, bullying, hazing, bullying, exclusion or intimidation (Susanti 2006; in Muzdalifah 2020).

Bullying is unpleasant and often painful behavior for the victim. There are three key elements in bullying, namely aggressive or attacking behavior, occurring repeatedly, and carried out by individuals who have greater power or power. Victims of bullying experience the impact of aggression or attacks carried out by bullies, who generally have higher power or strength, and these attacks occur repeatedly. Victims of bullying are often unable to fight back because of an imbalance of power or authority (Rizky 2012; in Ika Tristanti et al. 2020).

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Definition of Multicultural counseling

Multicultural counseling, also called cross-cultural counseling, refers to a counseling relationship consisting of two or more participants with different cultural backgrounds, values and lifestyles (Sue et al, in Nugraha, 2012: 7). The above definition provides a broad and comprehensive definition of multicultural counseling. Consultants participate in multicultural consultations. Characteristics of multicultural counselors: have cultural awareness, understand the characteristics of counseling in general, show cultural empathy and so on.

The essence of counseling

Cross-cultural counseling has been defined, as "Any counseling relationship in which two or more people differ in cultural background, values, and lifestyle" (Sue et al., 1982, p. 47). This definition is a broad view, where all is cross-cultural counseling. All counseling is cross-cultural or multicultural because all people are different in terms of cultural background, values, or lifestyle. Cross-cultural counseling, typically has been conceptualized and discussed more narrowly, referring primarily to counseling relationships when the white counselor and the client are members of a racial or ethnic minority group. In multicultural counseling, discourse from racial or ethnic minority counselors with white clients is rare (e.g., a Japanese counselor with a white client). Rarely, in fact, do participants discuss counseling nominally from two different groups (e.g., a Mexican counselor with a Filipino client). It is still rare to discuss counseling participants from one group who represent differences within the group (e.g., an upper-middle class American American male with a poor African American female client; a heterosexual Caucasian female counselor with a white lesbian client). Additionally, use of the term cross-cultural implies a fusion between two groups (i.e., "standard group" and "different group culture"). To truly adopt a broader view of cross-cultural counseling, language and terminalology must reflect this perspective. Consequently, the term multicultural is used because it seems to better reflect a broad and inclusive outlook (Fukuyama, 1990).

The degree to which counselors and clients are similar or different in terms of race, ethnicity, gender, and cultural background has become a major consideration not only in mental health services but also in the success of those services. A critical question in the multicultural counseling literature, "How do a counselor and a client who are different from each other effectively work together?" Thus, the ever-growing field of multicultural training was born to help counselors who were "culturally different" from themselves. Multicultural training measures do contribute to a greater and much needed understanding of the differences between different racial, ethnic, and cultural groups. If one uses Sue et al.'s (1982) definition, the question "How can a counselor and a client who are different from each other collaborate effectively?" be important for all counselors with all clients, not just for Caucasian counselors with racial or ethnic minority group clients. Female counselors with male clients, lesbian counselors with straight clients, Jewish counselors with Buddhist clients, older counselors with teenage clients all have to answer the question of how to effectively work together regardless of their differences.

Principles of Multicultural Counseling

The principles of multicultural counseling refer to a counseling approach that considers and respects the diversity of an individual's cultures, values, beliefs, and backgrounds. This includes recognizing

stereotypes and biases, recognizing diversity, adapting counseling techniques, and developing a deep understanding of clients' cultural backgrounds.

Social Stratification

Social Stratification is the way society groups itself based on class levels or hierarchies. This difference is not something that simply exists, but is the result of a process in which an aspect of life, be it ideas, values, norms, social activities, or valuable objects that can be accepted in society because they are considered correct, good, and useful by them. This phenomenon of social stratification is a permanent part of social life, no matter how simple their lives, although its form may vary in each society, depending on the way they organize and interpret it.

Pitirin A. Sorokin (1957) said that the layered system is a permanent and common characteristic in every society that lives in an orderly manner. Anyone who has something valuable in very large quantities, and in a situation where not everyone can do this, even only a few people can, will be considered by society to have a high position or be placed at the top of society; and those who have very little or nothing of this value have a low position in society's view. Or placed at the bottom of society. Differences in human positions in society directly refer to differences in the distribution of rights and obligations, responsibilities, social values and differences in influence between members of society.

Causative Factor

In social life, value and worth can come from various things such as skills, wealth, power, profession, reputation and identity in society. When individuals or societies place different values on these things, a hierarchy or stratification will form in society. The more or higher a person's possession or ability for things that are valued, the higher his position or layer in society. On the other hand, for those who have little or no of these things, they will occupy a lower position or layer in the social hierarchy.

Several criteria that cause social stratification:

1. Measure of wealth. The person who has the most wealth belongs to the top layer. This wealth can be seen through the size of the house, personal vehicles, land ownership area, way of dressing, etc.

2. Book of Power - someone who has the greatest authority occupies the top layer, for example a President, Minister, Governor, Regent/Mayor or at the lowest level the head of the Neighborhood Association (RT).

3. The measure of honor of someone who is most respected and socially respected in society usually occupies the highest place in a society, especially in a society that is still traditional. Usually they are a group of ulama/kyai, ustadz, tribal figures/chiefs, parents or someone who has provided services to society, in this case a hero.

4. Measures of Knowledge: Generally, a person or group who has a high degree of education usually occupies the highest position in society. For example, a graduate is in a higher position than a high school or junior high school graduate. However, this measure sometimes causes negative effects because in thereality of today's society, the quality of knowledge is no longer a measure, but rather the degree one holds. And this measure is limited.

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Multicultural counseling and social stratification are quite closely related, where multicultural counseling requires a deep understanding of cultural diversity and social contexts that influence individuals, while social stratification requires a broad understanding of the social context that influences individuals. It is important for counselors to gain an understanding of the layers of society so that counselors can interact with clients from various cultural and social backgrounds.

With social stratification, counselors know how to understand, appreciate, and accommodate these differences ethically and effectively. Social stratification helps ensure that counselors have a deep awareness of privacy, fairness, and diversity, and are able to provide services that are relevant to all individuals, regardless of their cultural or social background.

The Urgency of Multicultural Counseling in Handling Bullying

In 2016, the Indonesian Child Protection Commission officially announced that Indonesia was experiencing a crisis regarding bullying, due to a 100% increase in cases of bullying of children and teenagers. Research (Huneck 2007) quoted in (Bakhrudin All Habsy, 2017: 92) revealed that once a week 10 to 16% of children experience being kicked, pushed, hit, ostracized, ridiculed and ridiculed. Setyawan (2014) stated as quoted (Saniya, 2019: 9) that there are very few reporting cases of bullying that occur in schools and there are more incidents of bullying that have not been or are not reported to the authorities.

The concept of Multicultural Counseling to overcome bullying in adolescents cannot be separated from the concept of adolescent developmental psychology. A multicultural counseling approach encourages community groups to respect and accept each other. Like the majority can respect the minority. Vice versa, minorities can respect the existence of the majority. The concept of mutual respect and acceptance is very important in encouraging harmony between various groups in society. The concept of multicultural counseling is no longer narrow and no longer just discusses minorities or the majority, but also about the differences of each individual as part of society. This means that differences and diversity are not only limited to certain groups, but each individual has their own characteristics and uniqueness.

Referring to the concept of a multicultural counseling approach, the scope of bullying can be limited by using a multicultural counseling approach. This is because each religion has special values (distinctive values). Apart from that, all religions also have general or universal values that are shared by all religions. Intercultural discussions do not erase certain values. However, it only aims to ensure that these values remain within the scope of the community that adheres to these specific values. However, for external groups there are only about universal values. Regarding worship, it only applies to certain areas within the group, whereas in other religious groups, the rationale only applies to universal areas (Abdullah, 2007).

Multicultural Counseling is very important in counseling practice because it is the basis for developing students in understanding diversity. Apart from that, multicultural counseling practice is a conceptual proposal for forming a multicultural personality in students. Based on this idea, efforts are needed to increase the need for competent counselor training to provide multicultural counseling. Multicultural development and diversity are aspects that contribute to a person's ability to adapt and succeed in their environment.

According to McCoy (2008), to develop oneself as a counselor in multicultural counseling requires awareness, knowledge and skills. The first thing is multicultural awareness. Counselors need to be aware

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of their behavior in recognizing differences, especially when counseling people who are culturally different from themselves. The counselor's actions influence counseling thinking and the direction of the ongoing counseling process. If counselors are not aware that their behavioral characteristics are shaped by the culture of their country of origin, it can influence the behavior of people seeking counseling during the counseling process.

CONCLUSION

In this research, it appears that the problem of bullying among students from low economic backgrounds is a serious issue and requires special attention. Through a literature review, it has been suggested that bullying is not only emotionally detrimental to the victim, but can also have a negative impact on the overall well-being of students.

The role of multicultural counseling is very important in dealing with this problem. Multicultural counseling offers an approach that recognizes and respects the diversity of students' cultures and backgrounds, including their economic backgrounds. By understanding students' cultural and economic contexts, counselors can design appropriate and effective interventions to address bullying. The results of this research indicate that multicultural counseling has a significant role in reducing levels of bullying and improving the welfare of students from low economic backgrounds. Through this approach, it is hoped that students can feel supported and cared for in the school environment, thereby creating an inclusive and supportive learning environment for all students.

The practical implication of this research is the need to integrate multicultural counseling in schools' efforts to overcome bullying, especially among economically vulnerable students. This is the importance of forming counselors who are competent in multicultural counseling, as well as the role of schools in creating an environment that supports diversity and overall student welfare. Thus, it can be concluded that multicultural counseling plays a crucial role in overcoming bullying among students from low economic backgrounds. This integrative approach to school counseling practice can help create learning environments that are safe, inclusive, and supportive of all students, regardless of their economic background.

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