

Individual counseling practice with solution-focused brief counseling in cross-cultural counseling

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Abstract

Cross-cultural counseling refers to a therapeutic process that occurs between counselors and clients who originate from diverse backgrounds and cultural contexts. Hence, it is imperative for counselors to possess proficiency in the domain of cross-cultural counseling in their professional endeavors. This research employed a qualitative descriptive methodology to examine the cross-cultural counseling process using the solution-focused brief counseling approach. The study focused on a seventh-grade student from one of the public schools in Nusa Tenggara Timur Indonesia who belonged to a distinct cultural background from the counselor. The primary objective was to investigate the effectiveness and outcomes of the cross-cultural counseling process when implementing the solution-focused brief counseling approach. The study's findings indicate that individual counseling using the Focused Solution Brief Counseling technique encompasses several key components. These include the construction of a positive therapeutic relationship, goal setting, the identification of issues, the development and implementation of solutions, and the termination of the counseling session. The study additionally demonstrates that within the realm of cross-cultural counseling, the solution-focused brief counseling approach has the capacity to effectively address the challenges faced by students. Therefore, solution-focused brief counseling may serve as an effective strategy for school counselors that can help students resolve their problems.

Keywords: *cross-cultural, individual counseling, solution-focused based, students*



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Introduction

The relevance of the need for cross-cultural counseling in Indonesia from the observations of researchers in the field as well as from observations and a series of discussions with school counselors is known that more and more often problems stemming from the diversity of counseling arise and are difficult to solve in the education and counseling process in schools and in the community (Chiar, 2016; Sukardi, 2002). The foundation of counseling services geared towards enhancing the quality of life and dignity in Indonesia should rest upon the intrinsic

culture of the nation (Rifani, 2022). While counselors and even schools have not been deliberately prepared for this. This is reinforced by research conducted by Nadya, about the multicultural competence of Counselors in SM3T Program Graduates (a short-term solution to the lack of teachers in remote areas) that are still lacking (Nadya et al., 2022). Research conducted by Nugraha, et al., (2017) revealed that the counselor's limited multicultural awareness is attributed to both the counselor's personal characteristics and can be less effective during the counseling process.

Counseling in a cross-cultural context is a form of responsive service in the implementation of guidance and counseling (Prihwanto et al., 2021; Mustaqim, 2021). Multiculturalism entails an orientation, perspective, or policy that recognizes and values cultural diversity, fostering the development and perpetuation of such diverseness (Deliani, 2018; Kartini, 2022). According to Pedersen in Masruri (2016) states that cross-cultural counseling has three elements, namely: a.) counselors and clients come from different cultural backgrounds, and conduct counseling within the client's cultural background (place); b.) counselors and clients come from different cultural backgrounds, and conduct counseling within the counselor's cultural background (place); and c.) Counselors and clients come from different cultural backgrounds, and counsel in different places.

Each counselee arrives at a counseling session carrying a unique perspective of their world, shaped by various personal experiences and influenced by societal systems. The interaction between individuals represents a form of cultural encounter; hence, attention to their respective cultures is inevitable (Muztaqim, 2021). Counselors need to have an understanding of how every culture shapes the cognitive processes, behaviors, emotions, or any other elements present in the counselee's interaction with their surroundings or within themselves (Hidayat, et al., 2018).

Cross-cultural counseling is a counseling process carried out between counselors and counselors who come from different scopes and cultures. Cross-cultural counseling is a counseling relationship that involves counseling of different ethnicities or minority groups or counseling relationships that result in counselors and counsellors who are racially and ethnically the same but have cultural differences that are influenced by other factors such as sexual orientation, socio-economics, age and so on (Widaningtyas & Sutanti, 2022; Syahril, 2018). Multicultural counseling seeks to assist by recognizing the functioning of cultural factors and determining how these cultural factors can contribute to the progress of the counseling process and success in advancing the development of individual personality (Aisah & Ruswandi, 2020; Putri, 2020).

Multiculturalism counseling as a field of practice that emphasizes individual uniqueness, recognizes that counselors bring personal values derived from their cultural environment into the counseling setting and further recognizes that clients from racial and ethnic minority groups bring values and attitudes that reflect their cultural background (Khoirunnisa, 2018; Maharani, et al., 2022). Furthermore, the central themes in cross-cultural counseling include the themes of beliefs/religion, culture, language, values, stereotypes, social class, ethnicity, gender, socioeconomic situation, themes of domestic violence, themes of early marriage, age, affection orientation, physical problems and trauma (Khowatim, 2020). Understanding cultural diversity can evoke comprehension of life perspectives and cultural backgrounds, facilitating the development of counseling strategies tailored to the client's culture (Umami, 2022; Arief, 2018).

Cross-Cultural Guidance and Counseling is important to be given to students as well as applied in the context of the wider community to create a peaceful society. By applying Cross-Cultural Counseling, counselors help counselors develop their potentials, help counselors solve problems faced and make adjustments. Counselors are expected to have cultural sensitivity, liberate themselves from cultural biases, understand and appreciate cultural diversity, and possess culturally responsive skills (Elizar, 2018). Furthermore, counselors need to understand the issues in multicultural counseling which according to gladding in (Harahap & Maryolo, 2018) include: 1). Knowledge of different cultural perspectives of clients; 2). Sensitivity to one's personal perspective and how one is the result of cultural conditioning; 3). Expertise required to work with

clients of different cultures; 4). Counselors who have knowledge and awareness of the systems of a particular cultural group. So that the counselor can share the same perspective with the client, make better and appropriate interventions while maintaining personal integrity; 5). The development and use of counseling theories, this is to overcome cultural bias.

There are many techniques and approaches that can be used to help counsellors solve their problems in the context of cross-cultural counseling. This case, where a grade 7 student of SMP Negeri 46 Nangahale-Maumere-NTT has academic problems, namely lack of good learning motivation because of his grades or views that school is not too important. Central themes in this counseling are ethnic differences, values and views on education. In this case intervention, the counselor chose to use individual counseling with a Solution-Focused Brief Counseling (SFBC) approach. Solution-Focused Brief Counseling (SFBC) is a short but effective counseling process. This happens because in SFBC problem deepening is shortened and focuses more attention on finding solutions and future-oriented, Prochaska & Norcross in (Gumilang, 2022). While the solution-focused brief counseling technique is based on the positive assumption that each individual has a tenacious character, resourceful, capable and has the ability to construct solutions that can change his own life, Corey in (Nurmalasari, 2016). In order for the SFBC counseling process to proceed effectively, counselors need to skillfully interpret the counselee's emotions through both verbal and non-verbal signals, encompassing tone of speech, facial expressions, gestures, and other body language (Latifah & Ariffudin, 2022).

The SFBC approach centers on resolving challenging situations (solutions) by emphasizing the counselee's resources or energies and underscores the perspective that the counselee is a unique and subjective individual (Dewi, et al., 2021). In the context of dominant multicultural values, Solution-Focused Brief Counseling takes into account issues related to gender, ethnicity, race, sexual orientation, and social class (Pangestuti, 2018). The stages in Solution-Focused Brief Counseling include: 1. Good relationship building, 2. Goal setting, 3. Solution establishment and implementation, 4. Termination of the meeting, (Fathoni et al., 2020).

The problems that will be dissected in the study conducted on a grade 7 student of SMP Negeri 46 Nangahale-Maumere-NTT are 1). What is the process of implementing counseling in the practice of cross-cultural counseling services with a Solution-Focused Brief Counseling approach? 2). What are the results of cross-cultural counseling with a Solution-Focused Brief Counseling approach? Thus the author feels the importance of profit 1). Describe the process of conducting cross-cultural counseling with a solution-focused brief counseling approach; 2). Describe the results of cross-cultural counseling with a solution-focused brief counseling approach.

Method

In this study, researchers used qualitative descriptive research methods through observational data collection techniques and interviews to see the results of this intervention. For this reason, researchers prepared observation sheets, interview guidelines and reflection sheets to see developments in this intervention. Data analysis techniques use the Miles and Huberman model with three analytical approaches, namely, (1) data reduction, (2) data display, and (3) conclusions. Data reduction is a form of analysis that selects, focuses and organizes data in a way. Display data is to collect information that has been compiled and allow conclusions to be drawn. The subject in this study was a grade 7 female student of SMP Negeri 46 Nangahale-Maumere-NTT with the initials N who had academic problems lacking good learning motivation due to her grades or views that school was not too important.

Findings and Discussion

To be able to provide proper treatment of this client's problem, the counselor uses the following steps:

1. Problem Analysis Stage

At this stage the counselor collects data from various sources. Information from fellow teachers that N is very passive in learning activities, many do not do tasks in learning activities in class or homework, many subject scores are low, very quiet in class, always in class at break time, rarely communicate with his classmates. The same thing was conveyed by the homeroom teacher. From the observation of the counselor during recess, N is always in class until school. As a result of home visit information, N had the same behavior at home. He is also very quiet at home. He is a diligent child and the responsibility of carrying out the work given to him. It is proven that he is responsible for carrying out part of the work given by his parents in processing Ice Cream. N lives in a very densely populated neighborhood, a relocation environment for victims of the 1992 tsunami earthquake disaster where the majority of the population is Muslim and Bajo tribe. The area where N lives is coastal with the majority of the population's livelihood being fishermen and traders.

2. Synthesis

At this stage the counselor connects and summarizes the data. That from the various information obtained, N experienced obstacles in learning activities at school because he was very quiet, rarely communicated, focused on helping his parents' trading business.

3. Diagnosis

At this stage the counselor finds a problem. From the data obtained, it can be concluded that the problem faced by N is an academic problem. N lacks good learning motivation because of his grades or view that school is not very important.

4. Prognosis

At this stage the counselor predicts the possible consequences when N is not helped and the results obtained when N is helped. If N is not helped, N will continue to experience low learning outcomes and will drop out of school. If N is helped, his learning outcomes will improve and he will focus on his learning activities at school.

5. Treatment/Counseling

At this stage the counselor makes various efforts in helping N to solve his problem. In this case, the counselor decides to use individual counseling with the Focused Solution Brief Counseling approach because the counselor considers the problem suitable and effective with this approach. On May 3, 2023, the counselor conducted individual counseling for N for 40 minutes outside of class hours. The steps in this counseling activity are The first step, the counselor builds a good relationship with the counselor. In handling this case, the counselor showed empathy and created a report card. After asking how he was doing and creating familiarity, the counselor asked N to tell him how he felt during the study activity. N said that he realized that his grades were low. The counselor underlined that this low problem will be the problem discussed in this counseling activity.

The second step, determine the purpose of counseling. In this step, the counselor asks N's expectations about the counseling activities undertaken. In this stage according to the problem discussed, the counselor helps N determine the purpose of counseling, which is problem solving, and N has good academic grades. The third step, identify the problem. The counselor accompanies N to identify the things that make her have low grades in school. From the results of the identification, N found that he had the thought that talking, chatting with friends was not important. He is a person who does not like crowds. N really likes to do work that directly makes money. For his learning activities, he felt that the school was spending money, not bringing in money. There are also many people who are scholars around where they live, unemployed, have no work, he thought. From the outside of himself, N discovers that his parents are not highly educated but can have a business. His parents almost never asked about his learning activities at school. Parents do not care about their learning activities at school.

According to N's parents, there is no need for higher education, the important thing is to be able to work and make money. From the activity of identifying the factors causing the low score of the subject, the counselor concluded that N lacked good learning motivation because of the grades or views he held that school was not too important. On this occasion the counselor asked N for permission to explain the importance of education. Once the counselor has confirmed that N can understand and accept the counselor's advice, then the counselor proceeds to the next step, the fourth step which is to find a solution and implement it.

The counselor asks "miracle" questions in a short solution-focused counseling technique, what if this problem does not occur to N. This is to encourage N to reflect on his happy state when he is free from his problem and then try to find alternative solutions to his problem, choose alternative solutions to his problems and carry them out responsibly. In this step, N determines and has a commitment to prioritize his learning activities at school, be active in learning activities, be willing to make a learning schedule and run it. N also promised to be active in learning activities in class. He will do the tasks given by the subject teacher and be active in learning activities. The counselor asked when to carry out his problem-solving plan and N answered starting today. Thus, the counselor ends the counseling activity by reminding N of the commitment to carry out his plan and see the counselor again if he experiences problems.

6. Follow Up

The follow-up of this counseling activity is that the counselor makes a meeting with N's parents to provide an understanding of the importance of education, that helping parents work is a good thing, but should not be more important than schoolwork, and collaborating in monitoring the course of the home study plan that has been made N. The counselor also collaborates with teachers to increase N's learning motivation. The counselor asks N to show the schedule learn what it makes and monitor its implementation.

From the data collected, the counselor gets information that the counselor is starting to realize the importance of education and already has a plan and target time to overcome the problem. Thus, this Solution Focused Short Counseling approach is effective in helping students solve their problems. The results of this study reinforce previous research that Solution-Focused Short Counseling effectively develops students' academic self-concept (Sumini et al., 2020; Syafri & Subhi, 2017) and reduces students' aggressive behavior (Fitriyah, 2017). Thus, in the context of cross-cultural counseling, Solution-Focused Short Counseling can be an option for BK teachers to help students solve their problems.

Conclusion

From the results of this study, it can be concluded that Solution-Focused Brief Counseling (SFBC) is a short but effective counseling process. This happens because in SFBC problem deepening is shortened and focuses more on finding solutions and is future-oriented. The stages in Solution-Focused Short Counseling include: 1. Good relationship building, 2. Goal setting, 3. Identification, 4. Solution establishment and implementation, 5. Termination of the meeting. Thus, in the context of cross-cultural counseling, Solution-Focused Short Counseling can be an option for BK teachers to help students solve their problems.

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