

Students' Perception of Lesbian, Gay, Bisexual, and Transgender (LGBT)

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Abstract

One of the factors that causes students to fall down to LGBT activities if they accept LGBT in their environment. The students should have a perception which does not accept LGBT in their environment in order that they do not fall down to LGBT activities. In fact, there are many students consider LGBT as activities which is not deviate and accept the mentioned LGBT existence. This article is aiming at describing: (1) the students' cognition about LGBT, and (2) the students' affection towards the LGBT phenomenon. This descriptive study uses a quantitative approach and the is the students of Universitas Negeri Padang. There are 117 students as the research sample by using the Taro Yamane's formula and then continued by using the Simple Random Sampling technique. The instrument used was the scale of students' perceptions of LGBT with the Likert models and the data were analyzed by using percentage techniques. The results of the study shows that the perceptions of students' perception on cognitive aspects is in the category of not accepting fully, namely, 77.78%, while the affective aspects are in the high acceptance category, it is as much as 69.2%, in other words, the students consider LGBT as a deviant behavior. Based on the results of this study it can be said that counselors can improve the students' cognition and affection in order not accept LGBT. This is done as a preventive effort in order the students consider LGBT as a deviant behavior constantly.

Keywords: Perception, LGBT

I. INTRODUCTION

Perception about LGBT is a process for students to interpret/assess LGBT phenomena that occur in their environment. In accordance with the opinion expressed by Andari & Astuti (2016) that the perception of LGBT is a process for individuals to give meaning to LGBT phenomena in their environment that are accepted by the sensory devices. This means that perception occurs because of the stimulus from the environment.

The current phenomenon is that there are still students who accept LGBT, even though LGBT is a behavior that is not fair and deviates from the values and norms. This is supported by research conducted by Warsina (2017) that more than half (56%) or as many as 49 respondents had positive perceptions about LGBT. Other research also shows that the public perception of the existence of transgender in Makassar shows that 46.29% agree, so that the existence of transgender people in the city of Makassar can survive until now because that on some sides, the community can accept it easily. The acceptance occurred because one of the community members considered that transgender people in Makassar City could provide social, economic and political benefits for them (Jasruddin & Daud, 2017).

This phenomenon shows that there are still students and communities who agree and have a positive perception of LGBT. Even though LGBT is a deviant behavior (Yudiyanto, 2017). If individuals have good perceptions and agree with the existence of LGBT, it will not rule out the possibility that LGBT will occur in society, especially among students. It was found in the field that the majority of LGBT members were students and the rest were school students and other professions (Prasetyo & Amri, 2017).

Furthermore, the Indonesian Ministry of Health estimate data in 2012 showed around 1,095,970 Gay and non-visible Gay and more than 66,180 people or about 5% of the Gay population had HIV (Yudiyanto, 2016). While in the city of Padang alone there are 73.11% of students have a fairly good attitude towards the phenomenon of bisexuality (Ardi, Yendi, & Ifdil, 2017).

If students already have perceptions that agree and consider LGBT as a behavior that is not deviant, it will not close the possibility for students to become LGBT actors. While students are a group of academic people, who have family backgrounds, friends, personal identity, culture, and levels of cognition that are different from each other (Ichsan, 2016). Therefore, students, especially students at Padang State University, must have a negative perception of LGBT so that they do not fall prey to it. In addition, according to the formulation of the strategy objectives of the Universitas Negeri Padang in the UNP Strategic Plan for 2016-2020, LGBT needs to be prevented.

One prevention effort that can be done is by increasing students' understanding of their religion, experience, health, and sexual identity, and how students perceive themselves (Stevens, 2004; Dacholfany, 2017 ;Harper et al., 2013;Oba & Pope, 2013) . The role of the counselor is needed to anticipate the perception of students not to accept LGBT by improving student cognition and affection about LGBT.

Lesbian, Gay, Bisexual, and Transgender (LGBT)

The term LGBT has recently become a turbulent issue in the community. People with LGBT views are sexual deviant behavior. Sexual deviations can occur due to lack of sexual education when they are teenagers (Hariyani, Mudjiran, & Syukur, 2012). LGBT is closely related to homosexuality, namely individuals who prioritize same-sex as sexual partners (Muttaqin, 2017). LGBT is also a deviation of human nature, because humans are created to live in pairs (Saleh & Arif, 2017). So, LGBT is a sexually deviant behavior, because it prioritizes same-sex partners as their sexual partners.

Factors Causing LGBT

One of the causes of LGBT is gender identity disorder, which is caused by cross-gender behavior in early childhood, such as dressing the opposite sex and playing with the opposite sex (Davison, Neale, & Kring, 2004). Besides that, parents are treating children differently from their sex contributes to the development of a child's gender identity (Davison et al., 2004). LGBT actors are people who are problematic and unhappy because they find their own sexual orientation (Miron & Nelson, 2002). Some factors someone chooses to engage in sexual activity in the LGBT community according to Freud are quoted by (Noviandi, 2012), namely, the principles of life, environment, sexual freedom (free sex), genetics, hormones, and sexual dissatisfaction with partners. It can be concluded that individuals involved in LGBT behavior are caused by wrong parenting, sexual identity abnormalities, hormonal factors, and sexual freedom.

LGBT Impact

LGBT can have a very bad impact on the perpetrators (Anwar & Wahyuni, 2017). Impacts such as health problems, experience abuse and intimidation. LGBT practitioners also often experience harassment in the form of verbal, and non-verbal, which might be able to increase to physical intimidation such as pushing, hitting, kicking, so that the treatment often causes suicide attempts (Munoz-Plaza, Quinn, & Rounds, 2002; Bontempo & d'Augelli, 2002; Toomey, Ryan, Diaz, Card, & Russell, 2013). LGBT actors have high health problems compared to those who are normal in sexual behavior (Russell, Franz, & Driscoll, 2001; Bontempo & d'Augelli, 2002; Russell, 2006; Ziyadeh et al., 2007).

Perception Definition

Perception is a process of interpretation for individuals of stimuli in their environment. Perception is essentially a cognitive process experienced by everyone in understanding information about their environment, both through vision, hearing, appreciation, smell, and feeling (Thoha, 2008). This means that perception is a cognitive process for individuals in understanding information from the stimulus obtained. Perception occurs through a sensing process by individuals. The sensing process, among others, through the senses of sight, hearing, feeling, smell, and feeling, so that individuals can interpret information about the environment or object that is perceived.

Unlike Wade & Tavris, Sternberg means that perception does not only originate from mere mental actions, but perception is a set of processes so that individuals can recognize, organize, and understand sensory perceptions received from the environment. Not only that, another meaning of perception is the active process of creating meaning by selecting, compiling, and interpreting humans, objects, events, situations, or other phenomena .

Aspects of Perception

Perception is closely related to the individual cognition in interpreting perceived objects. So, of course there are aspects that are closely related to perception. Woodworth and Marquis stated that there are two aspects in perception (Dewi & Prihatsanti, 2013; Sukmana, 2003), namely as follows.

1. Aspects of cognition

Aspects of cognition is a process of receiving stimuli by the sensory devices which are then passed on to the brain to give meaning to the stimulus that is related to the knowledge, recognition, and expectations of individuals to certain stimuli that are influenced by the individual's past experience.

2. Affective aspect

The affective aspect is an individual's feeling and impression of a stimulus that relates to an individual's judgment based on feelings or emotions about a particular stimulus and the events experienced in the social environment.

Factors Affecting Perception

Perception in self does not just appear, but there are factors that influence. Individual perceptions of LGBT are certainly different. Differences in perception are influenced by certain factors. There are several factors that influence individual perceptions (Walgito, 2010), namely:

1. internal factors, are all things that exist in someone comes from two things, namely physical and psychological conditions. Physical conditions include body health, while psychological conditions include elements of experience, feeling, thinking ability, and motivation possessed.
2. external factors include stimulus and the environment, where the process of perception takes place, in the form of elements of clarity of stimulus and the environment or special situations underlying the emergence of stimulus.

From a psychological and cultural point of view there are several factors that influence an individual's perception of needs, beliefs, emotions, and expectations (Wade & Tavis, 2007). In addition, factors that affect a person's perception can come from themselves or others, cultural differences that exist, beliefs held by someone can also influence perceptions, one's emotions and past experiences (Fitria & Daharnis, 2013). The learning process and psychological conditions and individual attitudes towards the object perceived according to Azhar & Daharnis (2013) can also influence perception. From the previous opinion it can be concluded that the one that influences perceptions is the individual's internal and external factors towards the perceived object.

Student Perception of LGBT

Students' perceptions of LGBT are student processes in giving meaning to the existence of LGBT phenomena from the environment that are accepted by the senses (Andari & Astuti, 2016). This means that the perception of LGBT is a process for students to interpret or give meaning to LGBT phenomena that occur in their environment related to individual cognitions and affections related to the stimulus.

1. Cognition relates to knowledge about LGBT, the introduction of LGBT, and the expectations of LGBT-related individuals for certain stimuli that are influenced by individuals' past experiences.
2. Whereas affection is related to an individual's feelings and impressions about stimulus. Affective aspects are related to individual judgment based on feelings or emotions about a particular stimulus and the events experienced in the social environment both positively and negatively in this case, namely feelings/impressions of the LGBT phenomenon.

Students who have good koginisi, such as knowledge, recognition and expectations of LGBT will certainly not accept LGBT in their environment. This is because they have good knowledge about LGBT, so he believes that LGBT is a deviant behavior that must not be accepted in the environment, and vice versa. Affection is related to students' feelings/impressions of the LGBT phenomenon. Good affection, if students have feelings/impressions that do not accept LGBT in their environment.

II. RESEARCH METHODS

This type of research is descriptive research with a quantitative approach. The population in this study amounted to 164 people. Sampling using the Taro Yamane formula and continued with Simple Random Sampling technique. So, there were 117 people in this study. The instrument used was the scale of students' perceptions of LGBT with a Likert model. Likert scale is used to measure attitudes, opinions, and perceptions of someone about social events or symptoms with five alternative answers, namely: Strongly Agree, Agree, Simply Agree, Disagree, and Strongly Disagree. To see the description of student perceptions about LGBT, the percentage formula used by Yusuf (Yusuf, 2013) is used:

$$P = \frac{f}{n} \times 100$$

Information:

P: Percentage sought

f: Frequency

n: Number of respondents

III. RESULTS

Based on the results of data processing, the results of this study can be described as follows. An overview of the perceptions of students about LGBT as a whole can be seen in table 1.

Table 1. Overall Perception of Students about LGBT (n = 117)

Kategori	Interval	F	%
Very Not Accepting	≥ 48	81	69,2
Not Accepting	41-47	28	23,9
Enough to receive	34-40	8	6,84
Receive	27-33	0	0
Very Receiving	≤ 26	0	0
Total		117	100,00

From the results of data analysis, as a whole it can be seen that the perceptions of students about LGBT are in the category of very not accepting, namely by the percentage of 64.10% or as many as 75 people. When viewed from each aspect, the description of students' perceptions of LGBT, as follows.

1. Cognition aspect

Table 2. students' Perception of LGBT in terms of aspects of cognition

Kategori	Interval	F	%
Very Not Accepting	≥ 92	91	77,8
Not Accepting	74-91	22	18,8
Enough to receive	56-73	4	3,42
Receive	38-55	0	0
Very Receiving	≤ 37	0	0
Total		117	100

Based on table 2, it can be seen that the perceptions of students about LGBT based on cognition are in the very category of not receiving, which is a percentage of 77.8%.

2. Affective aspect

Table 3. Students' perceptions of LGBT in terms of affective aspects

Kategori	Interval	F	%
Very Not Accepting	≥ 48	81	69,2
Not Accepting	41-47	28	23,9
Enough to receive	34-40	8	6,84
Receive	27-33	0	0
Very Receiving	≤ 26	0	0
Total		117	100,00

Table 3 above shows that students' perceptions of LGBT in the affective aspects are in the category of not receiving with a percentage of 69.2%.

IV. DISCUSSION

1. Student Cognition about LGBT

Based on the results of research on the perceptions of students about LGBT on the aspects of cognition which is in the category of highly not accepting LGBT with a percentage of 77.8% or as many as 91 students have considered LGBT a deviant behavior. Koginisi relates to knowledge, introduction and expectations of individuals towards LGBT (Woodworth and Marquis in Dewi & Prihatsanti, 2013). That is, based on the results of these studies it appears that students have good knowledge about LGBT as well as good recognition and expectations about LGBT.

This might occur because culture, ways of getting along, religion and place of residence are factors that influence students' perceptions regarding LGBT (Suherry, Mandala, Mustika, Bastiar, & Novalino, 2016; Wati & Subandi, 2017). Students are also a group of academic people, who have family backgrounds, friends, personal identity, culture, and levels of cognition that are different from each other (Ichsan, 2016). Students are academic people who have extensive knowledge that can make students have a perception that is not very accepting of LGBT. This is related to the aspects of koginisi and students are expected not to become LGBT actors.

2. Affection of Students towards LGBT

Students' perceptions of LGBT relating to affective aspects show that around 69.2% or as many as 81 students have affections that are very not accepting LGBT. Afeksi is closely related to individual feelings / impressions of an event that is around the environment. Individuals perceive LGBT negatives because they have feelings that do not accept the LGBT phenomenon, because LGBT is one of the deviant behaviors. This can happen because of one of the factors that influence perceptions according to (Walgito, 2010), namely psychic conditions that include elements of individual feelings.

Individuals who have good knowledge about LGBT will certainly have affections / feelings that do not accept the LGBT phenomenon, because these individuals view LGBT as sexually deviant behavior (Yansyah & Rahayu, 2018).

V. CONCLUSIONS AND RECOMMENDATIONS

1. Conclusions

- a. Students' perceptions of LGBT as a whole in terms of cognitive aspects and affective aspects are in the category of very not accepting because they regard LGBT as a deviant behavior.
- b. Based on the results of this study, counselors can help improve students' understanding of LGBT as a preventative effort so that students have perceptions and still consider LGBT as a deviant behavior.

2. Recommendations

- a. Students are expected to continue to have perceptions that do not accept and view LGBT as deviant behavior.
- b. Personnel who are interested in campus are expected to be able to cooperate with UPBK by improving students' cognition and affection towards LGBT as a preventative effort so that students continue to consider LGBT as a deviant behavior.
- c. The next researcher, the results of this study can be used as a basis for further research by expanding the research variables and samples or using different research methods and development research on student perceptions of LGBT.

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