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The Contribution of Sexual Identity Towards the Students' Perception of Lesbian, Gay, Bisexual, and Transgender

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ABSTRACT

Some students perceive lesbian, gay, bisexual, and transgender (LGBT) positively, even though LGBT is a sexual deviation that is not appropriate with values and norms. There are several factors that influence an individual's perception of LGBT, including sexual identity. This study aims at looking at the contribution of sexual identity to student perceptions about LGBT. This research used a quantitative approach with a descriptive method and a simple linear regression analysis. The sample of this research was 385 taken from 15.752 undergraduate students of Universitas Negeri Padang which the sample was drawn by using the Slovin formula and continued with a Proportional Random Sampling technique. The instrument used was the Guttman model's sexual identity scale and the scale of students' perceptions of the LGBT Likert model. After analyzing the data with the descriptive technique and the simple linear regression analysis, the results showed that sexual identity significantly contributed to the students' perceptions of LGBT. This research has implications as a basis for counselors to help students avoid sexual identity mismatches and prevent the emergence of positive perceptions of LGBT.



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Introduction

Perception about LGBT is a condition for individuals to interpret LGBT phenomena that occur in their environment (Andari & Astuti, 2016). Perception is formed through stimuli provided by the environment. Basically, perceptions concerning human relations with the environment, how individuals understand and interpret the stimulus that exists in their environment. That is, stimuli obtained by individuals from the environment will form interpretations for individuals about the object being observed. Each individual has a different interpretation of LGBT. The problem that occurs at this time is the existence of individuals who look favorably towards LGBT, meaning that these individuals accept LGBT. However, LGBT is sexually deviant behavior (Yudiyanto, 2017). In accordance with the research conducted by Jasruddin & Daud with the title of community's perceptions about the existence of transgender in Makassar showed that 46.29% of the public agreed with the existence of transgender (Jasruddin & Daud, 2017).

In line with this, a research conducted by Warsina also revealed that 56 respondents had positive perceptions about LGBT (Warsina, 2017). In addition, there are still students who view LGBT positively, according to a research conducted by Pambudi (Pambudi, 2017) on students of Muhammadiyah University of Yogyakarta about perceptions of LGBT attitudes. It was found that 49.6% of students' perceptions of LGBT were in the positive category. In Padang, it also shows that there are still students who have a fairly positive

attitude towards the bisexual phenomenon which is around 73, 11% (Ardi & Yendi, 2017). This shows that the community, especially students, has begun to accept LGBT. In addition, LGBT behavior is also not appropriate with human nature because LGBT religion includes deviant behavior that has been strictly prohibited (Dacholfany, 2017).

The different perceptions are caused by several factors; one of them is sexual identity. Sexual identity is how individuals think about themselves related to their sexual behavior or interests and can change at any time (Joloza, Evans, & O'Brien, 2010). Sexual identity can also be interpreted as an indication of sexual orientation (whether individuals have an interest in the same sex or opposite sex) involving various activities / behaviors, interests and behavioral styles (Santrock, 2007). This means that sexual identity refers to how individuals identify themselves whether the individual views himself as homosexual or heterosexual. Eser & Çeliköz also argued that sexual identity is an individual's perception and acceptance of the body and himself in certain sexuality, and that his organization is based on emotions and behavior (Eser & Çeliköz, 2009). For example, a man's perception and acceptance of himself as a man, and his tendency towards women. This implies that normal individuals will have heterosexual sexual identities.

In accordance with the Integrated Household Survey (IHS) data from April 2009 to March 2010 which revealed the sexual identity of British society, the data showed that 95% of adults (46,922,000 people) identified themselves as heterosexual, 1% of adults (481,000 people) identified themselves as gay or lesbian (Joloza et al., 2010). Arus Pelangi's research also shows that in Indonesia, 89.3% of LGBT people experience violence because of their sexual identity (Michael & Kleden, 2018). Then, related to the LGBT Behavior Survey in Sumatera Barat in 2018 conducted by the West Sumatra Research and Development Agency, showed that 12.9% of respondents had sexual identity as lesbians, 46.3% had sexual identities as gays, 27.9% as bisexual, and 12.9% recognized themselves as transgender (Alfitri & Wahyudi, 2018).

Identity discrepancies owned by certain individuals will have a negative impact, such as LGBT individuals who also have high health problems compared to those who are normal in sexual behavior (Russell & Joyner, 2001); Bontempo & d'Augelli, 2002; Russell, 2006; Ziyadeh et al., 2007), and LGBT youth also often experience various forms of harassment, both in verbal and non-verbal forms which may increase to physical intimidation such as pushing, hitting, kicking, so it is not uncommon these treatments led to suicide attempts (Munoz-Plaza, Quinn, & Rounds, 2002). The results of this study indicate that the lack of sexual identity that is owned by individuals will have a negative impact on life. Because of that, researchers are interested in researching about the contribution of sexual identity to the students' perceptions about LGBT.

Method

This research used a quantitative approach with descriptive methods and a simple linear regression analysis. The population of this research was the S1 students Of Universitas Negeri Padang in 2017 and 2018 academic years, amounting to 15,752 students with a sample of 385 students selected by a Proportional Random Sampling technique. The instrument used was the Guttman model's sexual identity scale and the scale of students' perceptions of the LGBT was Likert model. Data were analyzed using percentage techniques, according to what was stated by Winarsunu that analysis with percentage techniques is frequency division with research samples and multiplied by one hundred percent (Winarsunu, 2002). To see the contribution of sexual identity to students' perceptions of LGBT was analyzed by using a simple linear regression technique.

Results and Discussions

Data Deskription

The results of research on the description of students' sexual identity and students' perceptions of LGBT were analyzed descriptively.

The Description of Sexual Identity

A description of a student's sexual identity can be seen in the picture below:

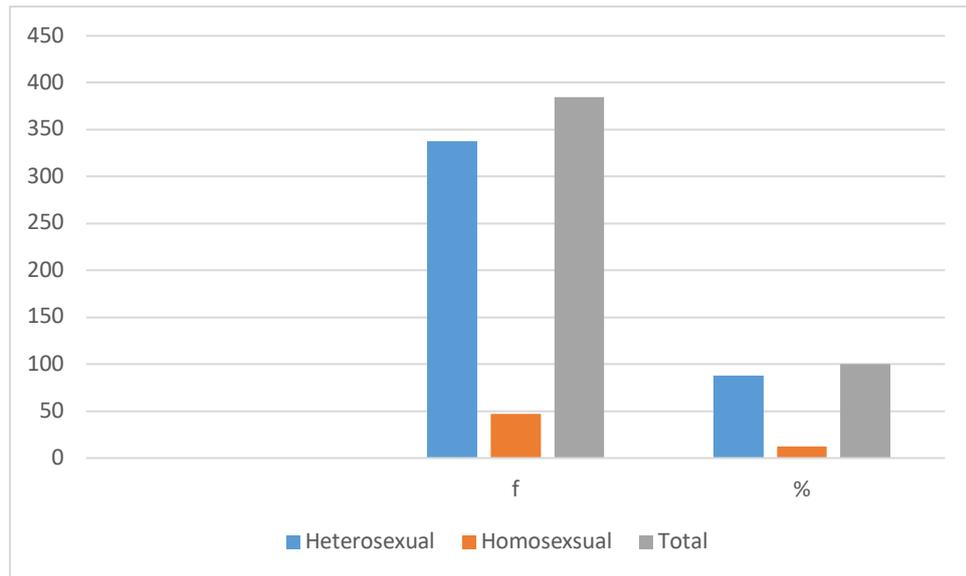


Figure 1. The Frequency and Percentage of Students' Sexual Identity

Based on the results of the research listed in the picture above, it can be seen a description of the students' sexual identity. Based on 385 students who became the research respondents, there were 338 (87.8%) students who tended to identify their sexual identity as heterosexual, and 47 (12.21%) students tended to identify their sexual identity as homosexual.

The Description of students' perceptions about LGBT

Students' perceptions about LGBT can be seen in the following figure.

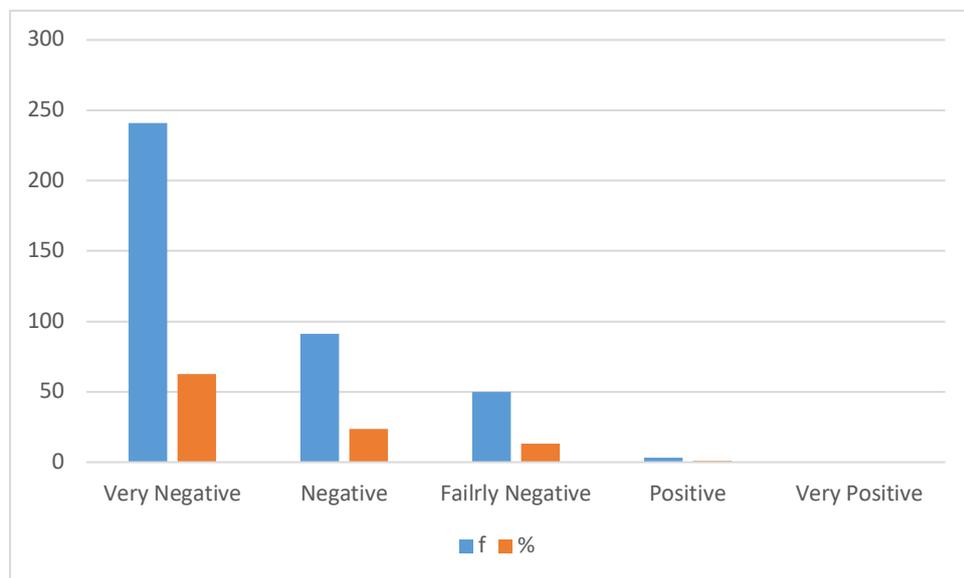


Figure 2. The Frequency and Percentage of Students' Perceptions about LGBT

Based on the research results shown in the picture above, it can be seen a description of students' perceptions about LGBT. The explanation was that from 385 students who became research respondents, there were 252 (65.45%) students who had very negative perceptions, 89 (23.12%) students had negative perceptions, 38 (9.87%) students had fairly negative perceptions, 6 (1.6%) students have positive perceptions, and no students have very positive perceptions of LGBT.

Testing Requirements Analysis

Before the data were analyzed by using a simple regression analysis technique, assumption tests were first performed as a requirement in the simple regression analysis technique. Test requirement analysis performed was the normality test and linearity test. The results of data normality test calculations performed on these two variables had an Asymp score. Sig was greater than the significance that has been set (0.05). It

means that the data from the two variables are normally distributed. Nevertheless, the results of the linearity test showed that the variable X to the variable Y known significance value < 0.05 ; it means that the research data are linear.

Research Hypothesis Testing

Based on the results of testing the research hypothesis showed the coefficient of determination r^2 of 0.394; it means that sexual identity significantly contributes to students' perceptions of LGBT by 39.4%. Then, the results of a simple regression analysis obtained t count 15.772 with a significance value of 0.000 < 0.05 , then H_0 is rejected and H_a is accepted. This finding means that H_a is accepted that there is a contribution of sexual identity to students' perceptions of LGBT.

The Contribution of Sexual Identity towards the Students' Perceptions of LGBT

The results showed that sexual identity significantly contributed to students' perceptions of LGBT by 39.4%. This means that sexual identity is one of the factors that significantly influence students' perceptions of LGBT.

Individual perceptions about LGBT are certainly different. It is influenced by factors such as sexual identity that is formed through past experiences and individual knowledge about LGBT (Rock, 1985). Martin also states that perception is influenced by functional factors such as individual experiences (Martin, 1992) which will later shape sexual identity. If individuals have different experiences related to LGBT, then that individual also interprets LGBT differently. This is consistent with the opinion expressed by Notoatmodjo that past experience will lead to different interpretations for individuals of a stimulus (Notoatmodjo, 2010). Individuals who have heterosexual sexual identity will view LGBT as a deviant behavior (negative), whereas individuals who have a sexual (homosexual) identity easily accept LGBT in their environment or view LGBT positively.

If the individual (student) has a normal (heterosexual) sexual identity, then the individual will have a negative interpretation (perception) about LGBT in terms of aspects of cognition and affection because the individual knows that LGBT is deviant behavior that must be avoided. Conversely, if the individual (student) has an abnormal sexual identity (homosexual), then the individual will have a positive interpretation (perception) about LGBT in terms of cognition and affection because the individual views LGBT as behavior that is not deviant and easily accepts LGBT in his environment.

This, it can be concluded that one of the factors that shape students' perceptions about LGBT is sexual identity. In accordance with the opinion expressed by Kanizsa (1969) that the past experience of individuals can form perceptions. In addition, Trujillo, Allen, Schnyer & Peterson also state that one of the factors that influence perception is individual experience (Trujillo, Allen, Schnyer, & Peterson, 2010). Which the past experiences can shape an individual's sexual identity because the past experiences or what has been learned will cause different interpretations (Wati & Subandi, 2017).

Then, Otten, Seth, & Pinto (2017) also state that perception is influenced by internal factors such as individual experience. Individual experiences will shape the sexual identity of individuals, so that sexual identity contributes to individuals in interpreting the LGBT phenomenon. Schermerhorn, Hunt & Osborn also assert that one of the important factors influencing the perception was past experience (Schermerhorn, Hunt, & Osborn, 2005).

Based on the explanation, there needs to be an effort to change sexual identity so that students' perceptions about LGBT also become very negative and students do not accept LGBT in their environment. In order for individuals to have a normal sexual identity, counselors can provide information services with material to order Muslim / Muslim clothing, the aim being that individuals have the right sexual orientation based on indicators of style / behavior. This is in accordance with research conducted by Prakasa (Prakasa, 2017) that the study discusses "Integration of Material Prevention of LGBT Behavior in the PAI Student Book and High School Level Characteristics" there is material about Qur'anic verses and hadith about Muslim / Muslimah dress orders. This research can be used as a basis by counselors in preventing inappropriate sexual identity (homosexuals). The Art Therapy counseling approach can also be done by counselors to change sexual orientation (homosexuals) to become heterosexual (Ardi, Yendi, & Febriani, 2018).

In addition to changing sexual identity so as not to deviate (homosexual) can also be overcome by increasing the students' knowledge about Lesbian and Gay. The improvement in knowledge can be done by providing information about the LGBT world; one of them is by using the Project citizen model, which is a portfolio-based learning model to address the lesbian and gay lifestyle (Sulaiman, Hasan, & Maksum, 2017).). This model can be applied in by university counselors by utilizing BK services.

Furthermore, around 60.6% of the factors that influence students' perceptions about LGBT are other factors such as hope (de Lange, Heilbron, & Kok, 2018) and emotions (Wang, 2007). The results of research conducted by Garvey, Sanders, & Flint (Garvey, Sanders, & Flint, 2017) also show that individual perceptions are influenced by experience and culture. Indonesian culture which is always obedient with the rule of law and religion is also a factor that influences perception, because in Indonesia the only appropriate sexual identity is heterosexual (Anjani & Rakhmad, 2017). Kolbert, Crothers, Bundick, Wells, Buzgon, Berbary & Senko in in the research also suggested that the factors that influence perception are knowledge (Kolbert et al., 2015).

Conclusions

Based on this research, it is known that the tendency of students' sexual identities on average is in the heterosexual category. It means that in general the students have a sexual identity according to their gender (normal). The students' perceptions about LGBT are on average very negative. It means that students view LGBT as deviant behavior. The sexual identity significantly contributes to students' perceptions of LGBT. This means that the more heterosexual sexual identity of individuals is, the more negative the perception about LGBT. In addition, there are other factors that influence students' perceptions of LGBT such as past experience, knowledge, emotions / feelings, culture, situational (expectations). To prevent the emergence of positive perceptions of LGBT students need to improve their knowledge about sexual identity.

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