

Social Guidance for Developing Adolescents Empathy

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Keywords: social guidance, adolescent, and empathy.

Abstract: This research aimed to produce effectiveness of social guidance for developing adolescent's empathy. The method of research used quasi-experimental research design with non-equivalent pretest-posttest control group design. The sample in this study were adolescents of Child Social Welfare Institution (LKSA) Bandung, aged 15-17 years, totaling 28 adolescents (15 adolescents in the experimental class and 13 adolescents in control class). Data was collected by empathy instrument, arranged on the aspects of cognitive, and affection. The results showed social guidance effective to develop adolescent's empathy, increased of indicators of perspective taking, fantasy, and emphatic concern, while indicator was not significant for personal distress. That was because the various changes psychological and social in adolescents influenced the way to show empathy. The ability to empathize needs to be sharpened and maintained in every adolescent in order to adapt well, so as to feel the same feelings. Recommendations showed for guidance and counseling study program, child social welfare institution (LKSA) and further research.

1 INTRODUCTION

Adolescents in carrying out their lives can not be separated from peer interactions that have diverse characteristics. The process of social interaction does not always run smoothly, adolescents are often exposed to situations of inability to understand the condition (feelings) of others and provide appropriate treatment in accordance with the expectations of the person. In reality, not all adolescents can live with their families, there are also adolescents who must live in the Child Welfare Institution (LKSA). The situation of the inability to understand the condition (feelings) of others was also experienced by LKSA adolescents. Therefore, empathy is very important. Einsberg and Mussen (2001) said people who has empathy can adapt, speed up relationship with others, increase self-esteem, and improve self-understanding. Furthermore, adolescents who have empathy, can response to the emotions of others in an attempt to support or console the other person (Rieffe and Camodeca, 2016). In line with that, Atkinson (2007) states to improve the ability of empathy can modify the experience of others.

The results of Bıçakçı (2011) show that 53.21% of adolescents who live in LKSA have low empathy. They have difficulty understanding the condition (feelings) of others. This can be understood, because aspects of adolescent personality in social interaction are social cognition and conformity. Joseph (2009, p. 13) states that social cognition is the ability to understand others. This ability encourage adolescents to establish social relationships with peers, whereas conformity is a tendency to imitate, follow opinions, values, habits, passions. The development of conformity can have both positive and negative effects, depending on who or which group the adolescents conforms. Meanwhile, Sherif (Efendi, 2013, p.2) said adolescents when faced with an ambiguous and unstructured stimulus, they rarely build their own stable viewpoints, and their views often change when confronted with the views of others.

Based on the results of the Bıçakçı (2011), Einsenber and Mussen (2001, p.20), adolescents empathy in LKSA needs to be developed. The development of empathy is aimed to increase the ability of adaptation, accelerating relationships, improving self-esteem, and improving self-

understanding. The statement emphasizes that the individual can be accepted by others if able to understand the condition (feelings) of others and provide appropriate treatment in accordance with the expectations of the person. The ability to empathize needs to be sharpened and maintained in every adolescent in order to adapt well, so as to feel the same feelings, as by Gribble (1973). The high sensitivity of empathy will affect to social interaction. While Einsenberg, and Miller said that the most basic thing in the process of empathy is the understanding of the differences between individuals and others (Einsenberg, N., and Miller, P. A., 1987).

Some researchers (Tohirin, 2007, Sukardi and Kusmawati, 2008, Joseph, 2009) define social guidance as a service that given to individuals in order to solve social problems such as intercourse, conflict resolution and adjustment, so individual can adapt well in environment. The purpose of social guidance for adolescents (Joice, Weil, and Calhoun) are develop understanding and social skills, so they can: (1) prevent the existence of social conflict is deconstructive, (2) develop communication skills in social interaction and solving social problems, (3) build productive relationships, increase respect for self and others, and (4) increase capacity for productive cooperation. The service is designed based on aspects of thoughts, feelings to develop adolescent empathy. Thus social guidance is exactly given to develop adolescent's empathy.

2 METHOD

The purpose of the research is to produce effectiveness social guidance in developing adolescent's empathy, so that the research method used experimental research. The experimental research used quasi experiment research, where the research still has control group, but it can not fully function to control the external variables that influence the experiment implementation (Sugiyono, 2010).

In addition, according to (Cresswell, 2008; Heppner, Wampold, and Kivlinghan, 2008) quasi experimental methods were used in experimental studies when two groups were not selected at random. Given that research on social guidance to develop adolescent's empathy're done in daily learning rather than under laboratory conditions, it is not possible to control other variables other than social guidance variables and empathy variables closely. Thus, a suitable research method in this study is quasi experiments with non-equivalent (pretest and

posttest) control group design, as well as experimental and control groups were not randomly selected. The experimental process in this research are: (1) experimental class and control class given pretest, (2) treatment in the form of social guidance implementation given to experiment class, while control class is not given treatment, (3) experiment class and control class is given posttest.

3 RESULTS AND DISCUSSION

The results of the research included: (a) adolescent empathy profile; (b) hypothetical formulation of social guidance to develop adolescent's empathy; (c) Description the effectiveness of social guidance in developing adolescent's empathy.

3.1 Adolescents Empathy Profile

Profile adolescents in five LKSA Bandung, both in general and specifically based on indicators of empathy. To answer research questions related to adolescent's empathy profile, researcher used the percentage technique or statistical analysis of quantitative data that has been obtained. The results showed that the profile of adolescent's empathy in five LKSA Bandung as general: 50% in high empathy category and 50% are in low empathy category.

While, profile adolescents empathy based on indicator perspective taking: 53,85% in category high empathy, and 46,15% in category low empathy. Indicator Fantasy: 36,54% in category high empathy, and 63,46 % in category low empathy. Emphatic concern: 42,31% in category high empathy, and 57,69 % in category low empathy. Personal distress: 34,62% in category high empathy, and 65, 38 % in category low empathy.

3.2 Hypothetical Formulation of Social Guidance to Develop Adolescents Empathy

The hypothetical formulation of social guidance to develop adolescent's empathy're described in two sub-discussions, namely: (1) social guidance feasibility tests by experts and practitioners; and (2) description of social guidance to develop empathy per-session.

3.2.1 Social Assessment Feasibility Test

This social guidance was developed based on the outcome of the initial condition of LKSA adolescent's empathy profile. The social guidance structure in this research refers to the social model of Joyce, Weil, and Calhoun. Social guidance is intended to develop understanding and social skills to: (a) prevent the existence of social conflict that is deconstructive; (b) develop communication skills in social interaction and solving social problems; (c) build productive relationships; (d) increase self-respect and respect for others; (e) increase capacity for productive cooperation. The service is designed based on aspects of cognitive, and affection to develop adolescents empathy.

In order to produce social guidance effectively, the first step is test the program's feasibility rationally. The feasibility test of this program is done through expert judgment.

3.2.2 Social Guidance Description

The mechanism of organizing social guidance is given to LKSA adolescents who are in low empathy category. Stages of social guidance to develop adolescent's empathy are conducted on an agreement between the researcher, the LKSA, and the participants, either on time or place. Activities are held in 8 meetings, within a period of 1 month and held twice a week. For the pre-test and post-test of empathy are given 45 minutes, while social counseling is given 60 minutes divided into several sessions (5 minutes for start-up, 45 minutes for core activities and 10 minutes for cover).

The implementation of social guidance is divided into three stages:

- **Initial Phase (Orientation)**
At this stage, the researcher opens the meeting, then explains the purpose of the activity, the role of the researcher and the participant in social guidance activities. This stage consists of two session sessions, namely the initial disclosure session and general understanding.
- **Core Stage**
This stage is an intervention consisting of 7 sub-stages referring to the role playing model (Shaftel, 1967: 74-84), namely: (1) heating; (2) the selection of roles; (3) setting the scene; (4) assignment; (5) characterization; (6) re-roleplay ; (7) sharing experiences and decision making. The nine sub-stages are grouped into 5 sessions.
- **Final Stage (Reflection)**
This stage is a reflection, the activity begins by giving a questionnaire of empathy. It is intended

to know the final condition of adolescent's empathy in LKSA after being given treatment.

3.3 Description the Effectiveness of Social Guidance in Developing Adolescents Empathy

Testing of The effectiveness social guidance to develop adolescent's empathy in LKSA Nugraha Year 2015 with non-parametrical statistical analysis: (1) Man Whitney's test of gain score to compare experiment and control group, and (2) Wilcoxon Signed Rank test in experimental group to compare before and after being given social guidance.

The hypothesis of this study is: "Social guidance effective to develop adolescent empathy with, as the statistical hypothesis is as follows:

Ho: μ experiment = μ control

H1: μ experiment > μ control

3.3.1 Man Whitney Test to Gain Score

Questionnaires obtained from the experimental and control group were analyzed using Mann Whitney's non parametric statistical analysis of gain score between the experimental and control groups. The research data of the total scores of the experimental and control groups can be seen in Table 1.

Table 1: Research data score total experiment group.

Research subject	Empathy		
	<i>Pretest</i>	<i>Posttest</i>	<i>Gain Score</i>
1.	113	119	6
2.	100	103	3
3.	90	98	8
4.	89	95	6
5.	96	106	10
6.	87	98	11
7.	121	124	3
8.	87	110	23
9.	103	112	9
10.	93	99	6
11.	78	117	39
12.	75	127	52
13.	71	106	35
14.	74	96	22
15.	80	118	38
Total			271
Average			18,07

Based on Mann Whitney U test results data on gain score, sig value is 0.01, then H_0 is rejected. This indicates that the null hypothesis (H_0) is rejected, which means there is a significant difference in the empathy of adolescents treated with those not given social counseling treatment. Thus, it can be concluded that social counseling is effective for developing adolescent empathy.

3.3.2 Wilcoxon Signed Rank Test

To find out the effectiveness of social guidance to develop adolescent empathy in the experimental group was a one-sided Wilcoxon test. The test statistic used for hypothesis testing $H_0: \mu_{posttest} - \mu_{pretest} = 0$, $H_1: \mu_{posttest} - \mu_{pretest} > 0$ is the test statistic $w +$ which expresses the number of ranges from the positive difference. In the statistical test of one right-hand side, the null hypothesis is rejected if $w + > w_{tabel}$. Wilcoxon test calculation results shows $w +$ of 120 and w_{tabel} of 30. The level of confidence (α) used as the basic criteria of decision-making hypothesis is at a significance level of 5% or $\alpha = 0.05$. By using the criterion reject the null hypothesis if $w + > w_{tabel}$ $120 > 30$, then the null hypothesis H_0 is rejected. It shows the effective social guidance to develop youth empathy LKSA Nugraha Year 2015.

In this section is described the discussion of research results that include: (a) adolescents empathy profile; (b) description effectiveness of social guidance to develop adolescent's empathy.

3.4 Adolescents Empathy Profile

The results showed the profile of adolescent empathy in five LKSA Bandung in general that is 50% are in high category and 50% are in low category. This can be understood given the outstanding aspects adolescent personality in social interaction are social cognition and conformity. Yusuf (2009) state that social cognition is the ability to understand others. This ability encourages adolescents to establish social relationships with peers, whereas conformity is a tendency to imitate, follow opinions, opinions, values, habits, passions or desires of others. The development of conformity can have both positive and negative effects, depending on who or which group the teenager conforms to.

Meanwhile, Sherif (Efendi, 2013) states that teenagers who have a high conformity, he will follow whatever is desired by the peer group. According to research results Hartini (Gandaputra, 2009: 53) adolescent LKSA tend to have inferior personality, passive, apathy, withdrawal, easy to despair, full of fear and anxiety making it difficult to establish

relationships with others. This if not handled properly will hamper the stages of adolescent development LKSA.

Empathy flourishes throughout human life. Increasingly aging, one's experience will also continue to grow, so that with the complexity of the experience, one will be able to learn about the positive for himself. Efforts to grow and develop empathy should be sought as early as possible, as Eisenberg (2002) puts it, through:

- Telling the situations and conditions of other people's feelings both from the reasons for the occurrence of these situations and conditions. Empathy can be grown by telling about the circumstances that a person is experiencing. Someone will more easily come to feel and understand the feelings of others when having information about the person felt. The most effective information to generate empathy is information about something that the person is fighting for to achieve his goal.
- State about fun, praise, and appreciation. Adolescents who are able to show empathy have full awareness of emerging emotions, so able to understand the condition of others.

3.5 The Effectiveness of Social Guidance to Develop Adolescents Empathy

The effectiveness of social guidance in terms of aspects and effective and ineffective indicators and analysis of factors that are not effective in the implementation process in the field. Both aspects are given to adolescents in the process of implementation of social guidance are: (1) cognitive aspects that include perspective taking, and fantasy (2) affective aspects that include empathic concern, and personal distress.

The Effectiveness of social guidance was also performed based on indicator perspective taking. Davis, and Oathout, 1987; Wied, Branje, Meus, 2007, said that adolescents must increase skills of conflict resolution in order to have good perspective taking. Adolescents who have a good perspective taking can get meaningful social relationship. Furthermore, Joireman et al. 2002, states that perspective taking were associated with the attachment dimensions of trust and of comfort with interpersonal closeness.

While an ineffective indicator, namely personal distress. Self-oriented personal anxiety and anxiety in the face of an unpleasant interpersonal setting. Personal distress can be referred to as negative empathy, Hodges and Klein (Davis, 1980) express empathy as the ability of different definitions

covering a wide spectrum, revolving around others that create a desire to help, experience emotions similar to those of others, knowing what is felt and thinking other people, blurring the line between himself and others. While Mikulincer et al. (2001) states that there's relation between attachments, strengthened emphatics reactions, and inhibited personal distress.

The facts found during the implementation of social guidance on indicators of empathy are indeed lower. This is indicated by some LKSA Nugaraha adolescents who tend to be unable to feel the discomfort and anxiety when seeing the suffering of others. Efforts can be done to grow the empathy of LKSA adolescents is lead to awareness of care for others around him. Sharon express that awareness of the existence of others is an important factor for developing empathy in adolescents. In addition, cognitive maturity factors affect the ability of empathy. To understand the condition of others is necessary maturity of cognition is not just a process of thinking, so it can understand the suffering of others without having to actually experience it.

Facts found during the implementation of social guidance on indicators of empathy concern, there are adolescents who separate themselves in groups, but his friends ignore it. Hurlock (1974) states adolescents in association with peers required three socialization processes, namely: (a) learning to behave socially acceptable; (b) learning to play an acceptable role, and (c) social development.

According to Sharon (1999: 208), there are two factors that affect empathy, namely cognitive maturity and awareness whereabouts of others. Cognitive maturity factors affect the ability of empathy. Because to understand the suffering of others is necessary maturity of cognition is not just a process of thinking, so as to understand the suffering of others without having to actually experience it. By realizing that others are different, one can not live without those around them, it is hoped that there will be an attitude toward others.

Based on the description of the initial condition of the study sample, adolescents who entered into low empathy category have not shown empathy ability. Indicators that appear in this category are 1) learners are indifferent to the feelings or conditions of others; 2) adolescents are unable to sense and adapt themselves to the feelings or conditions of others; 3) adolescents are unable to communicate their feelings both verbally and non verbally, 4) adolescents are incapable of understanding and thinking about the experiences of others and not yet able to provide solutions to the problems of others.

4 CONCLUSIONS

This research produces social guidance to develop adolescent empathy, which has been developed theoretically and empirically. To produce such guidance, a research procedure that includes preliminary studies, social guidance development, social counseling feasibility tests, and social guidance trials are conducted. The results of the study show that social guidance has proven to be effective for developing almost all empathy indicators, except for personal distress indicator (affective aspect).

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