

The Effectiveness of Group Guidance Service Through Techniques Games to Increase Student Empathy (Quasi Experimental Study on Class X at Juang Kencana Health Vocational School Sukabumi)

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Abstract: The ability to empathize is the ability to understand, have tolerance, and pay attention to others to avoid violent, cruel, or criminal behaviour. This study aims to obtain empirical data and determine the effectiveness of group counseling services through game techniques to increase the empathy of class X students at Juang Kencana Health Vocational School, Sukabumi. This type of research uses a quasi-experimental method with a nonequivalent control group research design – a sampling technique using simple random sampling. The population is 57 students. Samples were obtained through pretest results. The results of the pretest researchers took 50 people as research subjects. Subjects were divided into two groups: 25 were the experimental group, and 25 were the control group. The data collection technique uses a research instrument in the form of a questionnaire. The number of empathy questionnaires is 60 items. Twenty-one items are invalid, and the remaining 39 will be distributed to respondents. Analysis techniques using t-test analysis. Based on the t-test results, $t_{count} = 8,15$ $t_{table} = 2,110$ with a significant level of $\alpha = 0,05$ and $dk = n - 1$ ($25 - 1 = 24$). From the study results, it can be seen that $count \geq t_{table}$. So the null hypothesis (H_0), which states "group guidance using game techniques is not effective for increasing the empathy of class X student at Juang Kencana Health Vocational School Sukabumi," was rejected. While the alternative hypothesis (H_a) states that "group guidance through game techniques is effective for increasing the empathy of class X students at Juang Kencana Health Vocational School Sukabumi" is Accepted. As for recommendations for future researchers, it is hoped that they can use appropriate and more varied techniques, such as the socio-drama technique.

Keywords: Group Guidance Service; Game Techniques; Empathy

INTRODUCTION

The misunderstanding of adolescents understanding the values and norms that apply leads them to maladaptive behavior known as juvenile delinquency, many types of. One of these maladaptive behaviors is anti-social behavior (Zuliani et al., 2015). This anti-social

behaviour will be shown a lot in the school environment, considering that they spend more time at school in their teens. As social beings, we should behave prosocially, not as anti-social individuals. In interacting with the environment, individuals carry social expectations aimed at themselves that they must fulfil if they want to be accepted in that social environment. These expectations are then referred to as moral values that individuals must possess as a consequence of being social beings. One of the moral values contained therein is empathy.

To form adaptive character in adolescents, many practitioners design various methods and learning models intending to increase adolescent empathy in behaving in a social environment, one of which is through games (Gupta et al., 2023). One way to improve adolescent prosocial behaviour is through game activities that train gross and fine motoric aspects and cognitive, social and emotional (Lwin et al., 2008; Zuliani, 2010).

According to the Qur'an, empathy is contained in his soul as a human being. Islam teaches us to be empathetic, such as having a sense of generosity, helping each other, and so on. This is related to the word of Allah SWT "And what are the virtues what they do, so they are never prevented (accepting the reward); and Allah knows best those who piety" (QS. Ali Imran: 115).

Empathy is the ability to feel other people's emotional states and take other people's points of view (Khusumadewi & Juliantika, 2018). Empathy can also be interpreted as a person's reaction when observing others (Taufik, 2012). Empathy is often referred to as a form of resonance from human feelings (Diana Mayasari et al., 2020).

Empathy is the core of moral emotion that helps children understand other people's feelings. Empathy makes them sensitive to the needs and feelings of others, encourages them to help people in pain, and demands it distress or treats people with compassion. Empathy is crucial as a mediator of behaviour and a contributor to individual moral development. Empathy is the ability to understand and share the feelings of others, putting oneself in someone else's shoes and connecting with their emotional experiences. It involves cognitive and emotional elements, allowing individuals to recognize another person's emotions and experience similar emotions in response. (Alic et al., 2022). However, much deviant behaviour, such as violence, has become an inherent tradition in Indonesian society. Based on data from the Handayani social institution, Cipayung (2022), the most significant problems at the orphanage are theft and drugs. Most of these cases' background is the lack of parental supervision and free association. According to observations from the Tangerang Male Children's Correctional Institution in 2014, as many as 75% of all prison inmates were children affected by drug cases, and 20% were children exposed to violence such as brawls, motorcycle gangs, killings, and other immoral acts. At the same time, the rest are cases of sexual harassment.

Data obtained monthly in July 2022 at the Sukabumi City Penitentiary totalled 379 prisoners and convicts and 19 women, so the total number is 398 people. The highest case is in Sukabumi Prison, almost balanced between criminal and narcotics cases. Adolescents' use of illegal drugs is nothing but a feeling of indifference from family members toward the child. Busy parents and individualistic siblings do not empathize with him, so the teenager seeks attention from others who can satisfy the need to be cared for by using illegal drugs. Worse, parents tend to scold their children involved in drugs instead of empathizing. Based on the previous research above, it can be concluded that empathy is essential to development, as well as many methods that can be used. Therefore, it is necessary to conduct further research related to the development of empathy. According to the research results by Church, Poole & Miller

(2005) argues that one of the efforts to increase empathy in schools is to carry out game activities.

Playing is a natural behavior that individuals own. For the child, playing activities is means for him to express his creativity. Through play, individuals can be encouraged to increase their self-confidence (Irman, 2017; Tarkoçin Vural & Sağlam, 2022). Catron & Allen (1999) argue that in play activities, there are at least six aspects that can develop through play activities: self-awareness, emotional, social aspects, interpersonal communication, cognition, and motor skills. Play and games are a part of human life. No single person in this world does not like to play. Especially for children, playing cannot be separated from them. Some experts say playing can foster children's cognitive, social, and emotional development. Play becomes an activity enjoyed by humans of various ages, especially children. Play also holds its meanings for specific groups and has evolved into a positive activity with various purposes (Tedjasaputra, 2001). According to Fadlillah (2019), play is a pretend activity that aims to obtain pleasure and project personal conflicts or hopes, which can be done with or without tools.

According to Smith & Pellegrini (2008), the definition of play is an activity done for one's interests, carried out enjoyably, and not always focused on the result. Play is flexible, active, and positive and is conducted to fulfil one's desires. This indicates that play is about pleasing others and mainly about satisfying personal needs. Therefore, the essence of play is enjoyment and is carried out entertainingly for the participants. The play has abundant benefits in life (Schaefer, 2011), regardless of age. Apart from providing enjoyment, the play has education, creativity, and stress relief dimensions.

The game activities not only contain moral and educational values but also emphasize relational relations as a medium for increasing empathy which is helpful for character building (Fitrah, 2020; Sari et al., 2022; vanFleet & Topham, 2011). In addition, play activities can improve the mental structure and cognitive strength of individuals and provide opportunities for individuals to be able to explore their world, develop social understanding, and provide opportunities for individuals to be able to solve problems (Isenberg & Jalongo, 1993; Schaefer & Reid, 2001). Game activities can train individuals in basic skills in social-emotional aspects to communicate, express themselves and even understand the feelings of others (Chinkesh et al., 2014).

Additionally, play encourages positive social interaction and better communication. Children learn to cope with frustration and manage their emotions during play. This reflects how play is crucial in children's emotional and social development. In addition, the results of research from Sugai et al. (2000) explain that programs composed of various play activities can also develop children's empathy. The use of game techniques in group guidance activities has many functions. Besides focusing group guidance activities more on the goals to be achieved, it can also build an atmosphere in group guidance activities that are more passionate and do not quickly make students bored following it. Group counselling is one of the efforts to provide assistance that utilizes group dynamics (Andriati et al., 2019).

METHOD

The population in this study consists of all 50 students in Grade X at Juang Kencana Health Vocational School in Sukabumi. The researcher utilized a saturated sample of 50 students to be included as research participants. Of these, 25 students were assigned to the experimental group, while the remaining 25 were assigned to the control group. The research method employed in this study is a Quasi experiment. The research uses a nonequivalent control group design (Stanley & Campbell, 1963: 37). This research was conducted in the control and experimental groups. The research design can be seen in the table below:

Table 3.1
Nonequivalent Control Group Design

KE	O ₁	X	O ₂
KK	O ₃		O ₄

Information:

O₁ = Disclosure of initial conditions in the experimental group using empathy instruments

X = Treatment using the game technique to increase empathy in the experimental group

O₂ = Disclosure of final conditions in the experimental group using the empathy instrument.

O₃ = Disclosure of initial conditions in the control group using empathy instrument

O₄ = Disclosure of final conditions in the control group using empathy instrument.

RESULT AND DISCUSSION

The first analysis conducted by the author was to test the initial ability difference between the experimental and control groups. The results showed a score distribution for the experimental group (O₁) of 3392, with a mean of 135.68 and a standard deviation of 7.685. On the other hand, for the control group (O₃), the score distribution was 4027, with a mean of 161.08 and a standard deviation of 7.152. This indicates a significant difference between the pretest scores of the experimental and control groups. The second analysis aimed to determine any difference or effectiveness of the treatment given to the experimental group (O₂) after the treatment. The scores obtained for the experimental group were 3955, with a mean of 158.2 and a standard deviation of 10.766. In contrast, for the control group (O₄) that did not receive the treatment, the score distribution was 3951, with a mean of 158.04 and a standard deviation of 8.7105. This suggests that the Game technique was adequate for the experimental group (O₃) but not for the control group (O₄) after the posttest.

Tabel 4.2
Hasil *Pretest dan Posttest* Kelompok Kontrol

Kelompok Penelitian	Skor	Presentase	Keterangan
(O ₃) Kontrol <i>Pretest</i>	4027	-1%	Tidak Efektif
(O ₄) Kontrol <i>Posttest</i>	3951		

Tabel 4.3
 Hasil *Pretest dan Posttest* Kelompok Eksperimen

Kelompok Penelitian	Skor	Presentase	Keterangan
(O₁) Eksperimen <i>Pretest</i>	3392	16%	Efektif
(O₂) Eksperimen <i>Posttest</i>	3955		

Dari analisa di atas terlihat jelas bahwa perbandingan antara kelompok eksperimen (O1) dan kelompok kontrol (O3) terdapat perbedaan

The conclusion is that there is a significant difference between the pretest and posttest experimental groups. This means that group guidance with game techniques effectively increases student empathy.

1. The 1st Treatment

During the first treatment, the results of the researcher's observations were that at the beginning, each member of the group still looked individualistic. Each of them only joined their classmates. There are even some of them who only join with their closest friends. However, after the game, group members already felt a sense of togetherness and realized that humans cannot live alone, so they need each other. Even though the group members felt tired, they felt happy because they could benefit from the game, including the clean and comfortable environment.

2. The 2nd Treatment

Results observation during the second treatment was when the group members were not enthusiastic at the first game. Then there are still some of them who sometimes make fun of their friends alone. However, after playing the game, "What do you see?" group members began to be enthusiastic about the activity. Group members can take lessons about understanding each other and respecting each other. Besides that, they also learn how to tolerate each other because every individual has a different perspective and understanding, and we are required to understand and understand each other without ego.

3. The 3rd treatment

In the third treatment, all group members began to mingle with each other and began to be active in answering or asking questions. In this third session, all group members learn about cohesiveness and the importance of sacrifice. When the game took place, all group members worked to achieve the together mission of the game. It was undeniable that all group members were willing to take out all the items in their respective bags, including opening the accessories they wore, such s belts, watches, and jackets.

4. The 4th treatment

In the fourth treatment, all group members began getting along with friends from different classes and became more active. In this fourth session, members of study groups learn how to establish effective communication. From the start, they often rebutted their friends when they spoke, but as the game progressed, all group members tried to understand how to be good

listeners. In addition, they can respect other people's feelings, be more patient in listening to other people's stories and can develop empathy for one another.

5. The 5th treatment

The improvement seen during this fifth session is that group members play an active role and begin to show concern for others. At this meeting, all group members learned how to behave in speaking and listening skills. During the game, all group members could respect other people more when speaking, so they were enthusiastic about listening to their friends who got to come to the front of the class to read a letter.

6. The 6th treatment

In the sixth treatment, all group members learned about building teamwork and practising getting to know each other. When the game took place at the beginning, each other felt nervous, but after walking, all the group members slowly enjoyed the game and, even at the end, asked for more time to communicate. There appears to be mutual respect able to listen to the story of the interlocutor.

7. The 7th treatment

In the seventh treatment, there is a reduction in bullying behavior. Bullying is an act of hurting other people (Fatchurahman et al., 2020). In this seventh session, all members begin to appreciate each other when talking and actively listening. In this seventh session, all group members learn about procedures for behaving in social life so they can see how other people see things. The game in this session is to demonstrate the behavior of other people. When the game was going on, some found it challenging to practice it at the beginning, for fear of being wrong, confused, and embarrassed, but they had more self-introspection not to judge other people from just one side, not necessarily what we value according to the facts on that person. Here it is demanded to understand each other because humans are diverse and unique.

8. The 8th treatment

In the eighth or final treatment, all group members know each other more closely and better understand the strengths and weaknesses of their friends. In this session, students are asked to learn how people see things and understand each other. The game took place with lots of funny things, group members were confused about drawing without looking at the sides that had been drawn before, but they were so creative and could unite their thoughts to achieve goals even with different thoughts. Even though, in the end, not all groups drew together perfectly, they were so enthusiastic and so compact.

Several other studies have examined efforts to increase complete individual empathy. Research conducted by Diswantika & Yustiana (2022) research conducted through this literature review showed the results that the cognitive behavior play therapy approach (CBPT) model is effective in increasing individual empathy. CBPT is not simplified only in terms of playing but is directed at developing ways of thinking through games. Then in Kurniati's research (in Mulyani, 2016), it was found that traditional games given to some children were effective in increasing cooperation, helping children adapt to the environment, children can control their emotions, help children develop empathy towards friends and teach children to respect others.

CONCLUSION

From the research results of all class X at Juang Kencana Health Vocational School, Sukabumi, as an experiment, as described in Chapter IV, it can be concluded that group guidance on game techniques can increase the empathy of low students. This is proven by a quantitative research result which shows that $t_{count} > t_{table}$ or $8,512 > 2,011$. So the alternative hypothesis (H_a) is accepted. That is, game technique group guidance can increase the empathy of class X SMK Juang Health Sukabumi after being given treatment in the experimental group. Based on this research, it can be seen that the empathy abilities of class X at SMK Juang Kencana Health Sukabumi before being given treatment with game techniques scored 3392 with an average obtained 135,68 while the empathy abilities after being given treatment increased to 3955 or an average of 158,2. The increase reached about 16% in the experimental group. Meanwhile, the description of the implementation of group guidance service through game techniques is that students can play an active role without them competition win or lose, students can be open and enthusiastic about playing because anyone likes the game, students experience physical fatigue because they have to use their muscle to play, by playing students are tired because they have to think creatively, students adapt more quickly to each other through a game, with games students quickly provide responses, opinions and express their feelings. The author hopes that fellow students can benefit from the results of this research and develop it to be more optimal. In addition, researchers interested in empathy can use group guidance with other techniques, such as discussion techniques or socio-drama, to enrich the scientific repertoire of guidance and counselling.

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