

# The Effectiveness of Group Counseling with Role-Playing Techniques to Increase Student Empathy

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## Abstract

Empathy is an important ability that must be developed and developed in students representing youth, as human beings who experience a transition of empathy need students to be able to improve what other people think and think that might happen quarrels, fights, bullying, and other actions, the lives of students more calm and peaceful. Today there has been an erosion of empathy in students this is caused by dependence on gadgets, instrumental learning, competition, differences, depression, alcohol, and other. The purpose of this study is to increase students' empathy using group guidance with role playing techniques. This research is a quasi-experimental study using quantitative methods and the non-equivalent control group design. The subject of this study were students of class VIII MT S N 1 Payakumbuh. The research instrument used an empathy scale that met the requirements of the research instrument, then analyzed using the Faired sample t test and the independent sample t test. This research cannot be applied to everyone, it needs further development. The findings of this study indicate group guidance with effective play techniques to improve students. These findings will be discussed further.

**Keywords:** group guidance, role-playing, empathy.



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## Introduction

Empathy is an important asset that must be possessed by adolescents to avoid harmful behaviors of others and make it easier for students to interact and adapt to their environment, low empathy in adolescents (learners) is characterized by deviant behavior such as bullying, harassment by students in students who have disabilities (Rose, Espelage, & et.al, 2013) likes to fight, brawl (Sejiwa, 2008). Cheating during the final exam, making other people's assignments, giving copies of assignments to be edited is a negative form of empathy that develops in students. This certainly harms the students (Zaky & Cikara, 2015). On the other hand, the ability of empathy will create social interaction of teenagers or good students so that there will be a sense of caring, compassion which then brings a helping behavior among fellow students at school (Santoso, 2010). Students who empathize will more easily adjust to their environment, conversely, learners who have difficulty adjusting to

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cause them to engage in conflicts such as fights, disputes, and debates that lead to violence (Susanti A. Y, Yusuf, & Firman, 2019). So a high attitude of empathy will encourage others to behave positively have a social awareness about the rights and obligations possessed in the community able to adjust well so that these individuals will support each other, accept and be able to work well together to create a safe, peaceful and harmonious life.

Empathy can be defined as an activity to understand what is being thought and felt by others, as well as what is thought and felt by the person concerned with the conditions being experienced by others, without the person concerned losing control of himself (Taufik, 2012). Children who do not empathize will tend to be stingy with their friends, when teenagers like to fight, behave brutally towards others who are considered different or disliked, when they grow up they will become indifferent to the distress of others, if they work they will become workers who like corruption (Sejiwa, 2008). The greater the empathy of a person caring for the distress of others, the more likely they are to help, and the sooner they are likely to help (Howe, 2015).

Based on interviews conducted by researchers with the Guidance and Counseling teacher at MTs N 1 Payakumbuh (10 December 2018: 09.30) information was obtained that during one semester of July-December TA 2017/2018 the problems that often appeared were students fussing, disturbing peers, having problems with teachers who teach in class as many as 50 cases, many students make mistakes or lack of friends as bully or other friends ridicule as many as 10 cases, fighting with friends as much as 5 cases, cases of loss or items taken by other friends as many as 5 cases, and the actions of participants students who tend to be picky about good friends in terms of physical and economic status this can be seen with a sitting position and lack of attitude please help among students. The situation shows the lack of sensitivity of students to the attitude of empathy they have, basically, the attitude of a person's empathy level cannot be seen directly, but empathy behavior can be identified through a variety of behaviors exhibited by students. Families and schools play a direct role in increasing the empathy of their students, especially guidance and counseling which has a big role in increasing empathy.

Efforts that can be made by counseling guidance teachers in increasing empathy are by providing various types of services in guidance and counseling such as individual counseling services, group guidance and other services. Researchers try to provide more effective group guidance services to increase student empathy by using role playing techniques, where the technique aims to provide opportunities for students to work together to find meaning in their own social environment and learn to solve personal problems with the help of social groups . The results of research conducted by (Setiawati, 2012) revealed that the role playing technique in group guidance helps students overcome the quality problems of their empathy in understanding other people's feelings and adjusting students' affective responses to the conditions of others in the social environment. This is consistent with what has been stated in several studies that the technique plays an effective role to increase students' empathy towards bully-victims (F. Bhukhanwala, 2014). One effective way to grow and teach empathy is with training experiences such as role-playing and simulation exercises (Trothen, 2016). The purpose of this research is to see the effectiveness of group counseling by using role-playing techniques to increase student empathy.

## Method

This research is a quantitative study with a quasi-experimental research design from the Non Equivalent Control Group. Before conducting group guidance activities, students are first given a pretest, a group guidance group testing group with role playing techniques, while the control group is given group guidance without role playing techniques. Both groups were given the same instrument, to see which group was better at getting results. The pretest and posttest results from the experimental group and the control group temporarily compare the agreed hypothesis. Subjects in this study were 20 students in MTs N 1 Payakumbuh obtained through purposive sampling. This research instrument was developed from grand theory, Eisenberg dan Strayer (1987), Hodges dan Klein (2001), (Zoll & Enz, 2012). The questionnaire uses a Likert scale with alternative answers: always, often, sometimes, rarely and never. To test the validity of the study using product moment analysis, the results obtained from 41 statement items were 9 items that were declared invalid and 32 items were valid. To find out the level of trust or to determine the level of reliability of the research instrument, this is done by comparing the minimum Cronbach alpha value with the Cronbach Alpha instrument, with the minimum Cronbach alpha value. The reliability test results obtained alpha research instrument values of 0.834, which is greater than the specified criteria ( $0.834 > 0.60$ ), thus it can be said that this research instrument is reliable or has a high level of reliability. Data processing in this research was carried out using assistance SPSS (Statistical Product and Service Solution) for windows release 20.00.

## Results and Discussion

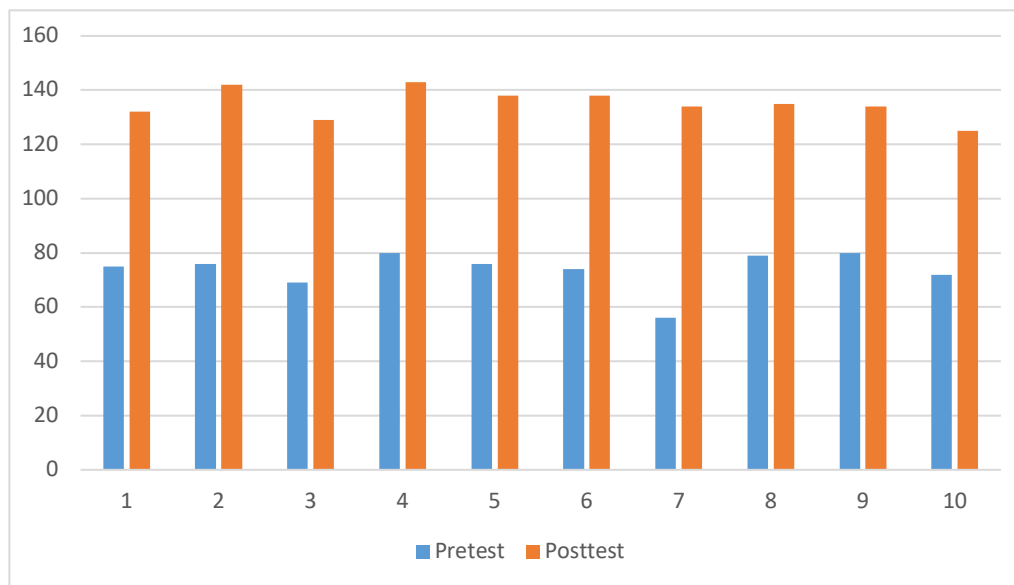
The results of this study are about the effectiveness of group guidance using role-playing techniques to increase student empathy. Based on data processing pretest and posttest using paired-samples t-test, the following results are obtained.

**Table 1. Analysis Results Paired Sample t-Test for Differences in Empathy of Pretest and Posttest Students**

B ased on the abo ve resu lts it can be seen	Paired Differences							
	Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		T	df	Sig. (2- tai-led)
				Lower	Upper			
Pre Test- Post Test	-61.300	7.319	2.314	-6.536	-56.064	-26.488	9	.000

that the Asymp probability number. Sig. (2-tailed) student empathy is 0,000, or the probability is smaller than alpha 0.05 ( $0,000 < 0, 05$ ). From these results, it can be said that there are differences in student empathy before being given group guidance services using role-playing techniques and after being given group guidance services using role-playing techniques. This difference can be seen from the increase in the average score of students' empathy, where the posttest score is higher than the pretest score. The average score of the

experimental group from 73.7 to 135 increased by 61.3%. Based on the results of the study, it is known that group guidance by using role-playing techniques is effective in increasing student empathy. Out of the 10 students participating in the group guidance activities with role play, all of them experienced increased empathy. This is because role-playing not only enhances students' knowledge and understanding but also allows students to be more creative and appreciate the role played. In line with this research, a study conducted in one of the Mataram schools based on the research analysis found that group guidance with role-playing techniques and storytelling techniques was effective in increasing student empathy (Zainuddin, 2017). The researcher clarifies with picture 1. about the effectiveness of group guidance with role-playing techniques to increase student empathy.

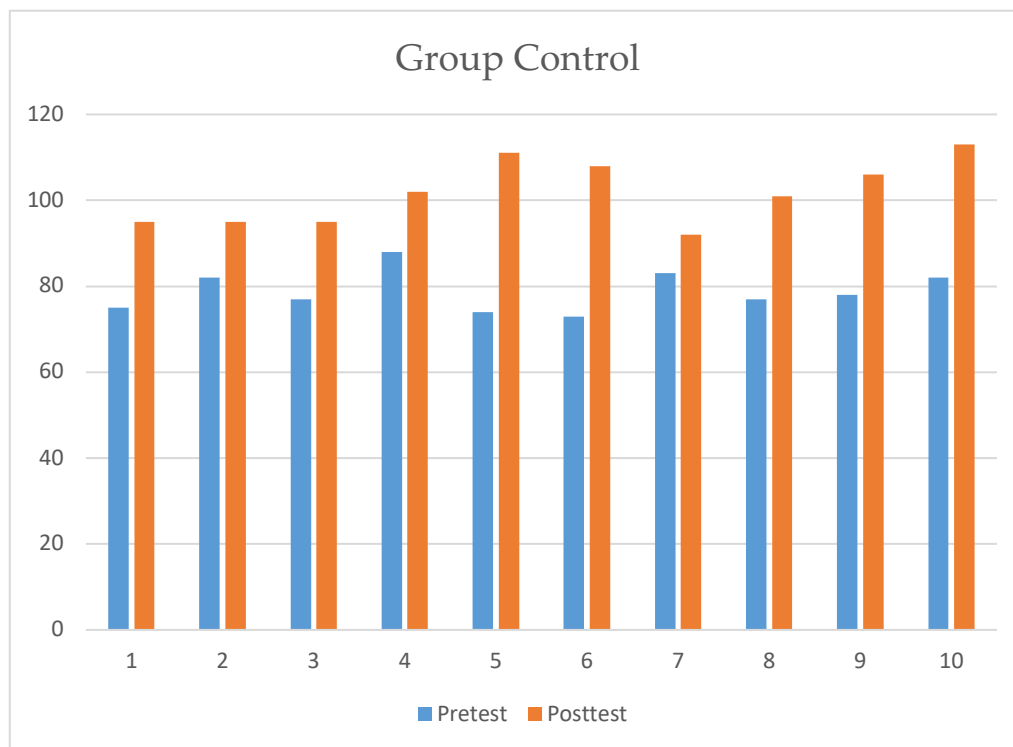


**Figure 1. Increasing Student Empathy Before and After the Group Guidance Treatment with Role Playing Technique**

Based on Figure 1. It can be seen that there are differences in the level of empathy of students before and after being given group guidance service treatment with role-playing techniques. The increase in the red diagram (posttest) is higher than the blue diagram (pretest) which shows the effect of group guidance with role-playing techniques has increased student empathy. the advantages of role-playing techniques can display feelings and beliefs in dealing with various kinds of dilemmas or problems, get lessons about empathy and be willing to learn and explore sensitive material and help students empathize, understand and respect others who have a variety of different opinions and behaviors (Joyce, Bruce, Weil, & Calhoun, 2009).

Role-playing helps students to understand the problems being faced, participants can put themselves like the character of the character being played, and students can feel the feelings experienced by others. Role-playing can foster mutual care for others (Santoso, 2010). This is certainly different from the implementation of group guidance in the control group, wherein the control group the group guidance service is carried out by the method of discussion and question and answer, in that service only increases cognitive without any in-depth efforts in realizing the discussion in the role played. Based on the results of the pretest and posttest in the control group providing group guidance services (without role-playing techniques) can indeed increase the score of changes in the level of empathy of students, but the difference is

not as high as in the experimental group. The author will explain the increase in empathy in the control group in Figure 2. Next



**Figure 2. Increasing Student Empathy Before and After the Group Guidance Treatment without Role-Playing Technique**

Based on Figure 2. Above is known the results of the study show differences in the acquisition of empathy scores of students in the pretest and posttest in the control group is not too large. This can be seen from the results of the average score of the control group 78.9 to 101.8 or an increase of 22.9%. Whereas in the experimental group there was a significant change in empathy scores of students. This can be seen from the results of the average score of the experimental group 73.7 to 135 increased by 61 %.

The posttest results between the experimental group and the control group. The results showed that there were differences in empathy among the experimental group students who were given group guidance services with role-playing techniques and the control groups that were provided with conventional group guidance services. This can be seen from the results of the average posttest of the experimental group 1350 and the control group 1018. From this, it can be seen a difference of 33.2% between the posttest of the experimental group and the control group. From this number, it is clear that the differences in the results of the posttest are not so much different, there are differences between the two, although not so significant, where group guidance services with role-playing techniques are more effective than group guidance services without role-playing techniques. Therefore group guidance with role-playing techniques is considered one of the suitable methods given to students in increasing empathy. where in the process of student activities not only discuss the material in the form of discussion and question and answer but also invited to play an active role in describing scenes that have been adapted to the material provided previously. Some research findings have found that role-playing techniques provide a significant influence on the speaking skills

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of students (Alzboun, 2017), increase learning responsibilities (Sartono, 2014) and improve self-concept (Rosidah, 2017) and the other hand empathy can also be increased by other alternatives such as in research which suggests that empathy can be increased by the use of film media (Aulia & Flurentin, 2016), classical guidance with symbolic techniques models (Susanti, 2017), and educational game tools (Rahmawati, 2014).

This study has limitations in the study, especially in research subjects that are categorized as less than 30. Therefore this study cannot represent the whole population of students in school and the implementation of the experiments in this study cannot fully control the validity and internal reliability. That is because of the limitations to treat full control of research subjects, this is certainly different from research in non-social fields or the laboratory. The aspect of increasing empathy for group guidance services with the playing technique can still be further developed by subsequent researchers by choosing another approach.

## Conclusion

Based on the research findings obtained after conducting statistical analysis and hypothesis testing, it can be concluded in general that group guidance services with effective role-playing techniques to increase student empathy, specifically the findings of this study are as follows, there are significant difference in student empathy in the experimental group before and after group guidance services are given with role-playing techniques, there are differences in student empathy in the control group before and after group guidance services are provided without role-playing techniques and there is a difference in the empathy of students in the experimental group that is given group guidance services with role-playing techniques and students in the control group who are provided group guidance services without role-playing techniques. The empathy of the experimental group and control group students after being treated were both increased, but the increase was higher in the experimental group. Based on the three hypotheses, it can be seen that group guidance services with the technique of playing and group guidance services without role-playing techniques can increase empathy students, but the increase was higher in the experimental group. Based on these explanations, it can be concluded that group guidance services with role-playing techniques are more effective at increasing student empathy.

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