

Analysis of the Empathy Attitude of Guidance and Counseling Students (FKIP) in the Riau University

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Abstract

This study aims to analysis the empathy attitude of guidance and counselling students, FKIP, the Riau University. The purposes of this study: 1) to know the whole figure about empathy attitude of guidance and counselling students, 2) to know about empathy through gender of students, 3) to know about the empathy through where the students live, 4) to know about empathy either from autocracy or democracy to educate of parent's students. This is a descriptive research. We analysed the data using empathy scale instrument which had four categories very high, higher, low and lower. Results confirmed that figure empathy either about gender, where students live, or autocracy or democracy of parent are at higher category. By this research, furthermore, researcher recommends to the university to do social activities for increasing the sense of empathy and also recommends to the lecturers for developing it through academic programs.

Keywords: analysis, attitude, empathy

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1. Introduction

Education has a very big role in improving the quality of human resources. Through education, human personality can be fostered, and can be increased pride, dignity and the values of humanity. Talking about education, the role of the educators is very important. Quality educators certainly will create a quality education as well. An educator is required to constantly increase knowledge and skills that the knowledge and skills they have not outdated.

Knowledge and skills possessed can be seen from Academic achievement the educator candidates or students with cumulative grade point (GPA). GPA is a proof of academic achievement. The learning process is an activity that result changes in the students' personality, be gained insights and new abilities to be evaluated can be seen from GPA named academic achievement. Academic achievement of students in universities is one measure of the quality of HR (human resources) and tools for measuring the success of the college in the administration of the education system. Therefore, the college as a base repair and improve the quality of education has a strategic role to perform various concrete measures in order to create quality human resources and has high competitiveness.

Therefore, the students are expected to run better education skilled and professionally because of the higher interest of someone to run education, academic performance is also good, and otherwise if interest is less

than the academic achievement will also be low. According to Slameto [1], two factors are related to achievement, the internal factors and external factors. Internal factors include three factors: physical, psychological and tiredness. In the internal factors are the most important factor is the psychological factor. Psychological factors are usually realized through intelligence, attention, interest, aptitude, motivation, maturity and readiness. The factor of interest and motivation is very important in determining the level of academic achievement.

Based on the explanation above the interest will determine academic achievement. So it is interest become a teacher. The teacher is one of a component that is important because as the cutting edge in education. Therefore, without an education, the development of the human personality as a subject has not been possible to guarantee to realize the development goals. Teachers become major vehicles of the overall teaching and learning activities that take place in an educational situation in order to achieve specific educational objectives. Therefore, the teachers should have the quality and high professional skills. The procurement of teachers must be prepared carefully so that they can carry out their duties properly.

Besides intelligence possessed by teachers, a sense of fun and attention is also needed to achieve a good performance, because without a sense of fun and attention of all the activities to be carried out to be less effective and efficient. Likewise in running a profession that has been selected to become a teacher. Pleasure person against a particular profession will generate interest. The interest in

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the teaching profession is the concentration of thought, feeling, volition or somebody's attention to the teaching profession. The interest in the teaching profession is an internal factor in the individual or individuals that drive and influence the behaviour or individuals who are interested and want to fulfil his desire to become a teacher.

Therefore, a counsellor must have a sense of empathy and empathy can be taught and trained. What about the Counselling students who are prospective counsellors, if they already have the utmost empathy? In the course of counselling practice in which the author as a lecturer of the course is observed that most of them do not have a sense of empathy. It looks as clients express deep feelings in the counselling process, but not responded emphatically, such as body language counsellor mediocre when a client expresses deep feelings [2].

As well as the situations in their classes lack a sense of mutual help, where a sense of helping stems from a sense of empathy. With symptoms that authors observe prompted the authors to examine the extent to which the prospective student counsellors have a sense of empathy. By expressing the attitude of empathy it will try to find strategies fostering a sense of empathy students. Problem Formulation of this study are as follows: 1) How is the general picture empathetic mentor student teachers FKIP Riau University? 2) How is empathetic depiction supervising student teachers in terms of gender? 3) How is empathetic depiction supervising student teachers in terms of residence boarding and boarding? 4) How is empathetic depiction supervising student teachers in terms of intact and non-intact family? 5) How empathetic depiction supervising student teachers in terms of activity in the organization? The purposes of this study are as follows: 1) to determine the general picture empathetic mentor student teachers FKIP Riau University; 2) To know the description of empathy supervising student teachers in terms of gender; 3) to know the description of empathy supervising student teachers in terms of residence boarding and no boarding; 4) for a description of empathy determines the student teachers terms of parenting parents authoritarian and democratic.

The contributions of this study are as follows: 1) for supervising student teachers can improve empathy, where empathy may be influential in implementing the process counselling; 2) for teachers in higher education can understand and contribute in developing the attitudes of the students particularly empathetic FKIP students in general and students in especially; 3) for the government and the leadership of the Riau University can adopt policies to create a program to develop student empathy. When this is done, there will be established a sense of togetherness, unity among the students.

2. Literature Review

2.1 Attitude

The attitude comes from the Latin word "Aptus" which means to be healthy and ready to take action or actions. According to G.W. Alport [3] attitude is defined as mental and neurological readiness, organized through experience, using manual or dynamic influence upon the individual's response to all objects and situations are related. Attitude is an evaluation of internal or subjective nature takes place in a person and cannot be observed directly. Attitudes can be known through knowledge, beliefs, feelings, and behaviour of a person's tendency to attitude. In an object of research which is the object of such attitude is empathy counselling guidance students who are candidates for a guidance counsellor.

2.2 Empathy

Empathy can be defined as the ability or tendency of a person to understand what other people think and feel in a given situation. To measure the empathy that leads to multidimensional measurements and dispositional can be used four subscale items. Trend responses from respondents based on the Likert scale format. Subscale items are a) Perspective-Taking (PT), which measures the tendency to understand the views of others in their daily lives; b) Emphatic Concern (EC), which measures the tendency of the experiences associated with the "warmth", "hiba taste", and attention to the misfortunes of others; c) Personal Distress (PD), which measures certain emotional reactions, in which one is not comfortable with her own feelings when seeing the discomfort on the emotions of other people; d) fantasy (FS), fantasy subscale measurements tend to put themselves into the feelings and behaviours of the characters in the storybooks, movies, games and other fictional situations. In this study the measurement of empathy using Interpersonal indicator Reactivity Index (IRI) by [4], but the item is tailored to the needs of research [5].

The concept of empathy comes from the word "einfuhlung" which was popular in the early 19th century [6], which is derived from the German aesthetic philosophy. Then einfuhlung term is translated as "empathy". And now, the concept of empathy has been developed extensively in the field of psychology, especially by theoreticians of social and developmental psychology as an explanation for understanding pro-social behaviour. The German philosopher Robert Vischer [7] einfuhlung defines as "in-feeling" or "feeling into" which means it is a projection of one's feelings towards others or objects outside itself. Furthermore, Kohut [8] sees empathy as a process in which a person thinks about the condition of the other person as if he were on the other person's position. Furthermore, he states that empathy is a gift for the most fundamental human makes a person knows how the psychological condition of others, so that one can

understand what he was thinking and feeling. This understanding will become adhesive strap in social relationships, and improve the quality of relationships. And he states that empathy is an inborn passed down from parents to their children, parents empathetic will give birth to children empathic.

Nonetheless, empathy can be developed in life [9]. This means that factors of this nature are not absolute, it could be someone who has the potential empathic derived genetically from parents, but he can train and improve with age and understanding of oneself and others. The empathic term often confused with the term sympathetic, It is no surprise because sympathetic easier to understand and easier to be done. Experts called sympathetic as "a non-scientific behaviour" while empathy is referred to as "a scientific behaviour", but its practice empathy is more important than sympathy. The importance of empathy can be described as follows: (1) empathy is very important as a mediator aggressive behaviour, (2) empathy own contribution in pro-social behaviour, (3) empathy with regard to moral development, (4) empathy can reduce prejudice, (5) empathy can create a need for help [6]. Meanwhile, Carl Rogers [10] offers two conceptions of empathy, (1) empathy is viewed framework internal other people accurately, (2) understand the other people individual as if entered in others so they can feel and experience as perceived and experienced by the other person, but without losing the identity of her own. That means he still can exercise self-control over the situation, not contrived, and not lost in other people's situations.

2.3 Components Empathy

Empathy is a complex response, including affective component, cognitive and communicative. With the affective component, meaning a person can feel what others feel and the cognitive component of a person is able to understand what others are feeling and why, while

communicative behaviours that express empathic feelings. According to Wang et al [11] component of communicative empathy is an expression of the thoughts empathic (intellectual empathy) and feelings (empathic emotions) of others that can be expressed through words and deeds. Wulandari et al., [13] explain that there is a relationship between empathy and helping behaviour and empathy as the source of altruistic motivation. According to a psychoanalytic perspective which empathy was inherited by the parents, parents empathetic will give birth to children who have a sense of empathic also [14].

According to perspective empathy behaviouristic, behaviour is the result of learning through habituation, exemplary, and understanding. This means that empathy can be taught by the environment. This opinion is supported by the results of the research effort to improve empathy [13]. Task of educator how to give effect to students so that they have a sense of empathy towards any object. Furthermore, in a humanistic perspective, the therapy is the key to success in implementing therapy [5].

3. Research Methodology

The method used is descriptive analysis, which is the percentage expressing empathy of Counselling Student of FKIP, Riau University, Pekanbaru. The study population was supervising student teachers (Student Counselling) semesters 1 to 8, 2015. The school year is a whole population sample (sample saturated / total samples). Data collection tool is a questionnaire about empathy, which question refers to items that are in indicators such empathy (lattice studies) totalling 40 items. To collect the data used questionnaire technique is an alternative form of statements the answer consists of 5 Likert attitude scale. Very high, high, low and very low [12]. Data used to analyse the percentage formula $P = F / N \times 100$ and SPSS [15].

Table 1
Grating Empathy Research Item

Dimension	Indicator	Positive Item	Negative Item	Total
Empathy	Perspective Taking	1,5,9,13,17	21,25,29,33,37	10
	Empatihic Concern	2,6,10,14,18	22,26,30,34,38	10
	Personel Distress	3,7,11,15,19	23,27,31,35,39	10
	Fantasy	4,8,12,16,20	24,28,32,36,40	10
Total				40

4. Results

To know the level of empathy of students in this study, researchers modify the formula of J. Supranto [12] by using the ideal score as follows:

$$c = \frac{X_n - X_1}{K}$$

- C = Estimates of range (interval)
- K = Number of classes
- X_n = highest ideal Score
- X_1 = ideal Lowest Score

$$c = \frac{160 - 40}{4} = 30$$

Based on the analysis above it can be seen that the interval level of empathy of students is 30, with the

categorization is very high, high, low and very low. In general, can be known an overview empathetic counselling students as follows:

Table 2
An overview of General level in Empathy attitude of Riau University Counselling Student

Categories	Score Interval	F	%
Very High	131-160	85	40.09
High	101-130	123	58.01
Low	71-100	4	1.88
Very Low	40-70	0	0
Total		212	100

Based on the analysis of data in Table 2 it can be concluded in a general level of empathy of students at high category with a percentage of 58.01% or as many as 123

students who were in high empathy than 212 students. Furthermore, as much as 40.09% in the category of high sting or as many as 85 levels empathetic counselling students are at the very high category.

Table 3
Empathy Attitude Levels of Student Counselling Seen from Male

Categories	Score Interval	F	%
Very High	131-160	9	28.12
High	101-130	21	65.62
Low	71-100	2	6.25
Very Low	40-70	0	0
Total		32	100

Based on the analysis of data in Table 3 it can be concluded that in general terms the level of empathy student male gender at high category with a percentage of 65.62% or as many as 21 male students who are at high

empathy of 32 male student guidance counselling. Furthermore, as much as 28.12% are in the category of very high or as much as 9 male student empathy level counselling students are at the very high category.

Table 4
Empathy Attitude Levels of Student Counselling Seen from Female

Categories	Score Interval	F	%
Very High	131-160	76	42.69
High	101-130	102	57.30
Low	71-100	2	1.12
Very Low	40-70	0	0
Total		178	100

Based on the analysis of data in table 4 we can conclude that in a general level of empathy of students in terms of gender Female at high category with a percentage of 57.30% or as much as 102 female students who are at a high empathetic attitude of 178 female college students counselling. Furthermore, as much as 42.69% in the

category of high sting or as many as 76 female students empathy level counselling students who are at the very high category of the female.

To know the level empathy student counselling in terms of the kind of men and women, it can be seen in Table 5.

Table 5
Empathy Attitude Levels of Student Counselling Seen from Male and Female

Categories	Score Interval	Male		Female	
		F	%	F	%
Very High	131-160	9	28.12	76	42.69
High	101-130	21	65.62	102	57.30
Low	71-100	2	6.25	2	1.12
Very Low	40-70	0	0	0	0
Total		32	100	178	100

Based on the analysis of data in Table 5 it can be concluded that in a general level of empathy student gender males and female at high category with a percentage of

65.62% for male gender is 57.30% for the female It's can be concluded empathetic counselling students both genders male and female at the high category.

Table 6
Empathy Attitude Levels of Student Counselling Seen from individual Residence or Boarding House

Categories	Score Interval	F	%
Very High	131-160	52	38.23
High	101-130	80	58.82
Low	71-100	4	2.94
Very Low	40-70	0	0
Total		136	100

Based on the analysis of data in table 6 it can be concluded that in general level of empathy of students in terms of a place to stay at a boarding at high category with a percentage of 58.82% or as many as 80 students staying at the boarding house were high empathy than 136 student

guidance counselling lived in the boarding house. Furthermore, as much as 38.23% in the category of high sting or as many as 52 students staying at boarding level empathetic counselling students who are at a very high category of residence boarding.

Table 7
Empathy Attitude Levels of Student Counselling Seen from Live with parents or not staying at the boarding house.

Categories	Score Interval	F	%
Very High	131-160	34	44.215
High	101-130	43	55.84
Low	71-100	0	0
Very Low	40-70	0	0
Total		77	100

Based on the analysis of data in table 7 can be concluded that in general the level of empathy of students based on residence with their parents or not living in the boarding house is located in the high category with a percentage of 55.84% or as many as 43 students living with their parents or not living in the boarding house, a high level of empathy than 77 counselling students who live with their parents.

Furthermore, as much as 44.15% in the category of high sting or as many as 34 students living with their parents or not staying in the boarding level empathetic counselling students who are at very high category views of the residence with their parents or not living in the boarding house.

Table 8
Empathy Attitude Levels of Student Counselling Seen from Live with Parents (not to stay in Boarding House) and Live Alone (stay in Boarding House)

Categories	Score Interval	Live with Parents		Stay at Boarding House	
		F	%	F	%
Very High	131-160	34	44.215	52	38.23
High	101-130	43	55.84	80	58.82
Low	71-100	0	0	4	2.94
Very Low	40-70	0	0	0	0
Total		77	100	136	100

Based on the analysis of data in table 8 can be concluded that in general the level of empathy of students in terms of residence with parents and lived in the boarding house is located in the high category with a percentage of 55.84% for living with parents or not boarding, and by 58, 82% of

which live in the boarding house. It can be concluded empathetic counselling students whether they live with their parents or living in the boarding house in the high category.

Table 9
Empathy Attitude Levels of Student Counselling Seen from Parenting of Parents who Authoritarian

Categories	Score Interval	F	%
Very High	131-160	15	44.11
High	101-130	17	50
Low	71-100	2	5.88
Very Low	40-70	0	0
Total		34	100

Based on the analysis of data in table 9 it can be concluded that in a general level of empathy of students based parenting parents who authoritarian are in the high category with a percentage of 50% or as many as 17 students with parenting parents who authoritarian than 34 student counselling with parenting parents who

authoritarian. Furthermore, as much as 44.11% are in the category of very high or as many as 15 students with parenting parents who authoritarian, empathetic counselling students who are at very high category views of parenting parents who authoritarian.

Table 10
Empathy Attitude Levels of Student Counselling Seen from Parenting of Parents who Democratic

Categories	Score Interval	F	%
Very High	131-160	70	39.77
High	101-130	106	60.22
Low	71-100	2	1.13
Very Low	40-70	0	0
Total		176	100

Based on the analysis of data in Table 10 it can be concluded that in general the level of empathy of students based on the pattern of parenting democratic in the high category with a percentage of 60.22% or a total of 106 students with parents' parenting democratic than 176 student counselling with patterns democratic parenting.

Furthermore, as much as 39.77% in the category of high sting or 70 students with the parenting of parents who democratic empathy level counselling students who are at very high category views of democratic parenting of parents.

Table 11
Empathy Attitude Levels of Student Counselling Seen from Parenting of Parents who Authoritarian and Democratic

Categories	Score Interval	Authoritarian		Democratic	
		F	%	F	%
Very High	131-160	15	44.11	70	39.77
High	101-130	17	50	106	60.22
Low	71-100	2	5.88	2	1.13
Very Low	40-70	0	0	0	0
Total		34	100	176	100

Based on the analysis of data in Table 11 it can be concluded that in general the level of empathy of students in terms of patterns of parenting who authoritarian and parenting of parents who democratic at high category with a percentage of 50% for the parenting of parents who authoritarian and of 60; 22% for the parenting of parents who democratic. It can be concluded empathetic counselling student parenting of parents who authoritarians nor the parenting of parents who democratic at the high category.

5. Discussion

Based on the analysis above, it can be concluded that in general empathy that has by the student guidance and counselling, Riau University, in the category of high and very high it is in line with the demands of an attitude that must-have by a counsellor or counselling teachers in schools should have an attitude high empathy. A counselling teacher who is also a counsellor is required to have professional competence are able to demonstrate the integrity and stability of a strong personality, among others,

a friendly, patient, empathetic, and consistent (National Education Minister Regulation No. 27 of 2008).

Empathy is a personality who participating felt and thought into the other person's personality so that reached a state of identification. According to [16] empathy is a sense of caring to give individual attention, understand the needs of individuals as well as easy to contact.

In line with the opinion of Latipun [17] that the ability of the counsellor to be able to provide empathy is very important and essential to the success of service guidance and counselling, because it was the empathy one of the conditions that must happen and be enough for the client changes, with empathy the client perceives that there are people others are willing and able to understand his or her that he or she has not got.

From the discussion above it can be concluded that empathy is very important and must be owned by a counsellor or counselling teachers at the school to determine a person's success or failure in providing counselling services to clients or students while serving as a counsellor or teacher guidance and counselling.

6. Conclusions

Based on the findings and discussion of research results can be put forward as the following conclusions:

1. An overview of the general level of empathy of students at high category with a percentage of 58.01%.
2. An empathetic counselling student in terms of male and female both are in the high category.
3. Overview empathetic counselling students whether they live with their parents or living in the boarding house together in the high category.
4. Overview empathetic counselling students both parenting of parents who authoritarian and the parenting of parents who democratic alike at the high category.

7. Recommendations

1. The universities, both university and faculty level more frequently to allow students to carry out social activities students develop a sense of empathy
2. To the lecturers who taught at the Riau University FKIP in order to develop students through learning empathy containing the values of empathy.

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