

## Description of empathetic listening of school counselors on the counseling among problematic students

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### Abstract

This survey research aims to get information about the description of empathetic listening of school counselor on the counseling process. The study population was school counselor of State Senior High School throughout East Jakarta, and the samples in the study were 106. Sampling used proportional random sampling technique. The research method used is a descriptive survey. Data collection used a questionnaire/questionnaire comprising 42 items with the reliability test results got 0.9405, which mean reliable. The results of the study showed that most empathetic listening school counselor on the counseling among problematic the moderate category. This means that school counselor can quite empathize when listening to problematic students. However. School counselor aged 41-50 years have a decrease in empathy and empathy for female higher than men, so counseling training is need.

**Keywords:** Empathy, listening, counseling teacher

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## Introduction

In connection with problem students who have to solve the problem, then the function of the guidance and counseling services is to provide services to guidance and counseling as one sub-field that has a distinctive function derived from guidance and counseling services psychological help (Winkel, 2006). One of its functions is the alleviation function. The alleviation function is one effort in overcoming the problem (Prayitno & Amti, 2013). The manifestation of the alleviation function itself is when the counselor helps to solve problem students. However, in carrying out the function of alleviation the school counselor must have the skills, if it does not have the skills, it will be difficult to help solve student problems. One skill school counselor must possess that is empathy listening.

In empathizing and dealing with problematic students the counselor communicate process. However, sometimes in a communication relationship research has ignored making an understanding or interpreting mean relationships, one to listen ability (Cline, R. J., & Clark, 1994). Because Incomplete sentences the essence of communication (Cuevas, Rosa, Frederiksen, & Pedersen, 2019a, 2019b; Genius, Avrille, & Li, 2019), although it seems easy to do, but there are still many who do not even split infinitive psychotherapists (Schuster, 1979). Listening is a very important way in basic counseling skills such as reflecting feelings, message content, closeness, and confrontation, while counselors who felt effective in other feelings (Levitt, 2002). Empathy listening also involves a) cognitive processes, such as paying attention, understanding, accepting and interpreting messages; b) affective processes, such as being motivated and stimulated to be present in other people's and c) behavioral such responding verbal and non-verbal (Halone, K. K., & Pacchioni, 2001). However, empathy listening will not be effective if the counselor does not focus and concentrate when listening (Chakravarthula, Xiao, Imel, Atkins, & Georgiou, 2015; Hojat, 2006). So it will difficult to capture the intentions of the words of the students and what will happen to the school counselor gives an assess to students, judges students, prejudices students, and does

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not believe in students. If this happens, the counselor will be difficult to understand and it will not resolve the students' problems, so I can say it that empathy when listening is very important in understanding what students feel.

The phenomenon that occurs in the East Jakarta Regional High School shows that school counselor cannot show empathy. One study (Mulyanita, 2012) explained that three of the school counselor subjects were one of the East Jakarta Islamic Middle School 3 identified school counselor were lacking in empathy lack of reaching the world and feeling of counselors, school counselor was too dominant to use verbal responses by giving information without digging the potential in the counselor and only limited to assessing and the counsel to have made a mistake. This shows inattention of a school counselor. Another research (Sangkakala, 2014) shows that school counselor empathy on the quality of guidance and counseling I include services at Senior High School 53 in the lowest score because there are students who answer that school counselor do not care about their students. As a student, you want a school counselor who can understand it when telling the problem. In addition, students want the counselor teacher to be perceptual sensitivity and proactive in helping students' problems so that counselor teachers can put themselves in the way students feel (Komalasari, 2011). Based on the reality that occurs in the field the researcher concludes that there are school counselor who do not show empathy.

From the results of a preliminary study conducted at four East Jakarta State Senior High School, the results showed that five school counselor interviewed three of them did not empathize when handling students' problems, because school counselor were too dominant to give advice to students, if students made mistakes only assessing that students have made mistakes, only focus on what responses will, then submit, and only limited to questioning and answer to the problems of their two other school counselor understand their students through how to build interpersonal communication where the school counselor with a student's influences each other so that the school counselor can feel what the students feel, the school counselor listens to their students so that in handling problems only give advice about 25% from the length of the counseling process, besides that the way the counseling teacher responds to the problem of the student's focus base on the problems told by students and sees the nonverbal messages shown, besides that it is also base on the results of digging information. The researcher draws conclusions from five school counselor who were interview only two of them who used the ability to empathize listening in facing student problems.

Empathy listening also determines the success of counseling and guidance services provided by the school counselor, and school counselor without listening unable to understand students' problems (Rowan, 1986). The relationship between the school counselor and students will be established if the counselor and students influence each other through the ability to empathize listening. Therefore, researchers are interested in conducting research on the picture of empathy ability to listen to school counselor in problem students. I will conduct this research in a survey with the school counselor' senior high school throughout East Jakarta.

Empathy listening is selfless because as a counselor, set yourself aside because they focus your attention on the counselor (Esménio et al., 2019; Graf, Yanagida, & Spiel, 2019; Laing & Frost, 2019; Meconi, Doro, Schiano Lamoriello, Mastella, & Sessa, 2019; Takamatsu, 2019).

In listening empathy comprises verbal and nonverbal strategies (e.g. asking questions for clarification and giving cues) because listening requires listeners to show involvement, emotional involvement, attend, interpret and respond to emotional support (Jones, 2011). When the school counselor shows verbal and non-verbal, it will lead to perceptions for students of the influence of the authenticity of it messages showed by the school counselor (Maurer, R. E., & Tindall, 1983). In addition, the differences in verbal responses shown by each counselor vary according to the level of experience of empathetic counselors (Saphir, 1986).

Empathy of a counselor must be able to feel what someone feels, thought about, and experienced by counselees (Willis, 2013). he thinks that must be considered in empathy are: 1) looking at the reference framework of the counselee world or the internal life of the counselee (internal frame of reference); 2) put yourself into the internal perception of the counselee; 3) feeling what the counselee feels; 4) think together with the counselee, not think about or for the counselee; 5) it reflects on emotional feelings.

The component of empathy is listening (Egan, 2002): 1) listen to word, listening to what the counselee says does not mean free from all activities, a helper must focus. In addition, it must recognize the counselee's story, the point of view of the counselee, the decision maker and state the intent or purpose that will help in important points of the counselee (listen to the counselee's story, listen to the counselee's point of view, listen to the intentions and suggestions of the counselee, "listen" to the sources of counselee

problems); 2) read nonverbal messages and change nonverbal messages, the counselee sends messages through his nonverbal behavior. The ability of someone to read messages can contribute to relationships to become what others feel. Counselors need learning how to read messages without having to cut and interpret too much. Besides communication, nonverbal behavior as facial expressions, body movements, and sound quality often changes (confirm, deny, strengthening, add control, control); 4) process what someone hears: in searching for meaning, although as a dodo processes, what is heard. The way is to look further at ways of thinking less than processing stories, perspectives, and counselee decisions so that as counselees can think well. Following thinking is: (a) identify core messages and feelings, (b) understand through the state of the counselee; (c) listen to the direction: think hard through listening; (e) reflect on the message the counselee passed.

Johnson (Supraktiknya, 1995) say that failures that occur in communication are because of differences in what mean by the person who sent the message to the person who received the message. This is because of various factors: 1) the source of obstacles is emotional and social or cultural; 2) or listening often gives judgment and judgment so it becomes a defensive action. That means being very careful in saying and closing yourself; 3) failure to capture intent of the contents of the story so it does not capture the whole of what you say; 4) misunderstandings or distortions in communication because of lack of mutual trust.

Empathy listening skills that involve communication between school counselor and students are very important, with a connection between empathy, communication, and pro-social behavior interrelated with each other as caring for others so that an attitude of a desire to help others appears (James B. Stiff 1988). If I associate the school counselor, then it relates to the wishes of the school counselor in helping students' problems connect to empathy skills.

Factors affecting empathy: 1) gender, research (William Ickes, 2000) with the title focus on relationships and accuracy of empathy. Research shows that the accuracy of female empathy is higher than that of men to infer the thoughts and feelings of others. However, this is only in certain conditions that have implications for motivation to empathize compared to the ability to empathize; 2) social factors, I do Pickett, Gardner & Knowles (Taufik, 2012) with social relations through social interaction. From these statements Individuals feel motivated to maintain social relations and show the accuracy of empathy; 3) age, I also base measurements of empathy on age. There is a difference in old age compared to young age. Empathy in old age is more able to respond by identifying the situational state of a story compared to young age (Nancy Eisenberg, 1987). When viewed from the number of school counselor populations in the East Jakarta region, they also vary the various age ranges for each school counselor; 4) natural factors and care, the previous researchers explained that there was an involvement of innate traits originating from their parents. However, other researchers with the Skinner approach explained that human behavior can be formed a base on operant learning to use the principle of behavior modification. This shows that empathy can be formed from environmental factors and experiences that are more instrumental than innate traits. However, some researchers believe that the interaction between nature and nurturing contributes to the develop social behavior. Empathy can also be develop through the family environment because they mutually involve natural factors and parenting (Pascual-Sagastizabal et al., 2019); 5) family environment, family environment is the begin the period in life because in the family, there is love, commitment, a sense of responsibility social behavior. With good experience in the family, it will develop to embrace social networks and the involve empathy. If emotional needs are not fulfill or rejected in the family, what will happen cannot develop self-confidence and a problem will have a negative influence on his social relations, then the ability to empathize can also be affected by emotional needs in a family; 6) parents, the behavior of parents contributes to the ability of empathy in children. We hypothesize parental warmth to increase empathy and pro-social behavior in children. Positive emotional expression of parents (mothers) is a mechanism that mediates the causal relationship between the warmth of parents and empathic capacity of children. In addition, we can predict supportive relationships to have high empathy and social sensitivity in children (Hojat, 2006).

## Method

Purpose of this study was to get information about the picture of empathy listening ability carried out by high school school counselor in problem students (surveys throughout East Jakarta). Research method used in this study is a descriptive survey method with a quantitative research. Survey research method is a research activity to collect certain data tailored to the current situation, while the descriptive itself seeks to describe the research activities and (Sumardi, 2014).

Populations in this study were school counselor of State Senior High in East Jakarta. The technique used was Proportional Random Sampling, so that with this technique a total sample of 106 school counselor get. This study uses a questionnaire based on Egan (2002) theory of empathy listening.

## Results and Discussion

The following is respondents who are divided into 10 sub-districts in East Jakarta

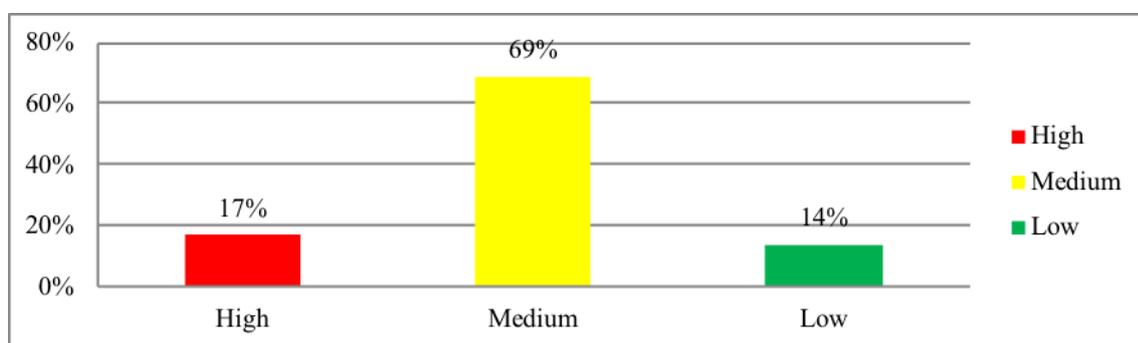
**Table 1. Number of samples of school counselor of State Senior High Schools throughout East Jakarta**

No	Sub-district	Sample
1	Mataraman	6
2	Pulogadung	6
3	Duren Sawit	15
4	Cakung	9
5	Jatinegara	12
6	Pasar Rebo	13
7	Ciracas	12
8	Cipayung	7
9	Makasar	15
10	Kramat Jati	11
<b>Total sample</b>		<b>106</b>

From the results of research conducted on 106 school counselor of State High School in East Jakarta using an empathy questionnaire listening to problematic students containing 42 items of statements, I got the following results:

**Table 2. Overall Data on the Overview of Empathic Ability to Listen to school counselor in Problem Students**

Categorization	Frequency	Percentage
High	18	17%
Medium	73	69%
Low	15	14%
Total	106	100%

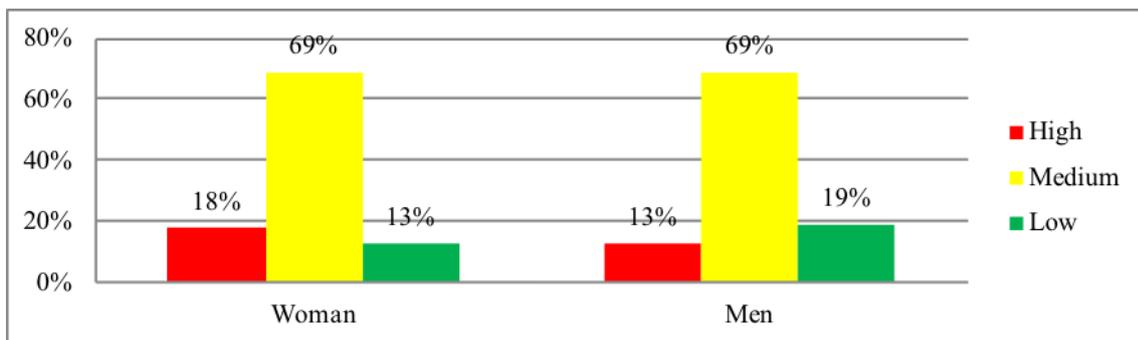


**Graph 1. Percentage Comparison of Overall Images of Empathy Ability to Listen to school counselor in Problem Students throughout East Jakarta**

The data in table 2 and graph one show that 17% (N = 18) empathy ability when listening to problem students is in the high category, while 69% (N = 73) have enough empathy when listening to problem students can say to be in the moderate category. The remaining 14% (N= 15) fall into the medium category that school counselor cannot empathize when listening to their students. From these results, it shows that East Jakarta High School school counselor have enough ability to empathize when listening to problematic students.

**Table 3. Data Based on Gender**

Gender	Categorization	F	P
Women	High	16	18%
	Medium	62	69%
	Low	12	13%
<b>Total</b>		<b>90</b>	<b>100%</b>
Man	High	2	13%
	Medium	11	69%
	Low	13	19%
<b>Total</b>		<b>16</b>	<b>100%</b>



**Graph 2. Comparison Percentage Based on Gender**

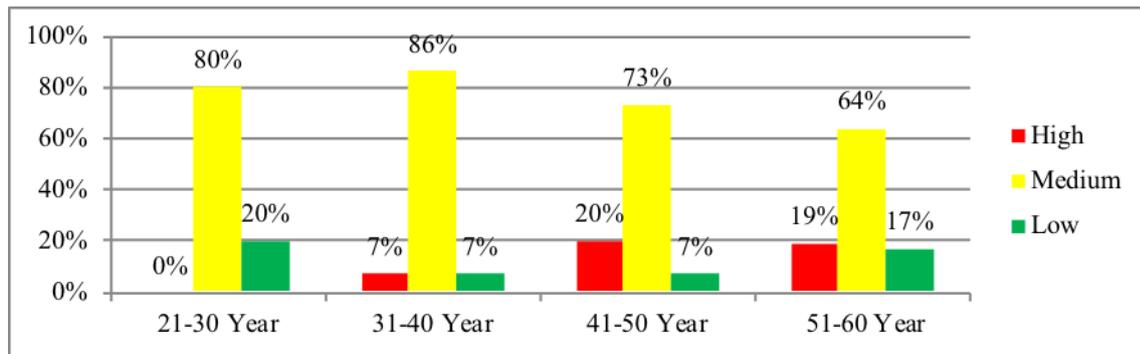
Based on data from table 3 and graph 2, out of 90 female school counselor, 18% (N = 16) and from 16 male school counselor, 13% (N = 2) belonged to the high category. School counselor who fall into this category can empathize when listening to students having problems by responding well.

Then we included female school counselor in the moderate category of 90 people, including 69% (N= 62%) while male school counselor from 16 to 69% (N= 11). This means that the school counselor can quite respond to what his students say by listening to empathy, the school counselor can also feel what the students feel.

Female school counselor have a low category of 12 people (13%) and male counsel teachers 3 counsel teachers with a percentage of 19%. School counselor included in this category cannot empathize when listening to problem students such as listening to the words well from what students tell.

**Table 4. Data Based on Age**

Age range	Categorization	F	P
21-30 years	High	0	0%
	Medium	4	80%
	Low	1	20%
<b>Total</b>		<b>5</b>	<b>100%</b>
31-40 years	High	1	7%
	Medium	12	86%
	Low	1	7%
<b>Total</b>		<b>14</b>	<b>100%</b>
41-50 years	High	3	20%
	Medium	11	73%
	Low	1	7%
<b>Total</b>		<b>15</b>	<b>100</b>
51-60 years	High	14	19%
	Medium	46	64%
	Low	12	17%
<b>Total</b>		<b>72</b>	<b>100%</b>



**Graph 3. Percentage of comparison based on age**

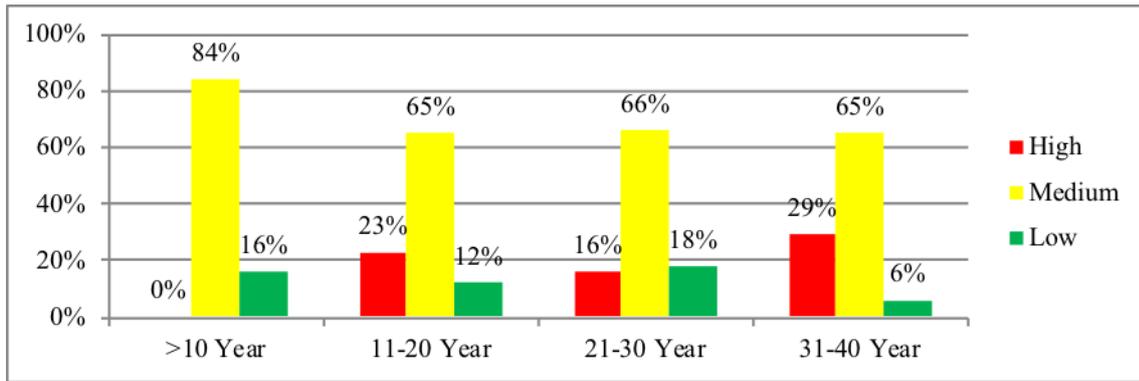
Based on table 4 and the graph three researchers divided them into four age ranges. First, the age range of 21-30 years is known by the number of samples of 5 school counselor, including 4 school counselor (80%) in the middle category meaning that counsel teachers can quite have empathy listening skills for problem students, and 1 school counselor (20%) falls into the category low means that the teacher cannot empathize when listening to problem students. Both the age range of 31-40 years know by the number of 14 school counselor, there is 1 school counselor (7%) in the high category. Most of them are in the moderate category 12 school counselor (86%), and 1 school counselor (7%) falls into the low category.

The three age ranges from 41 to 50 years were from the total 15 school counselor it find that 3 school counselor (20%) were in the high category, 11 school counselor (73%) included in the medium category, and 1 school counselor (7%) entered low category. The four age range from 51 to 60 years, of which 72 teachers were known as 14 teachers (19%) included in the high category, then 46 school counselor (64%) were in the moderate category, and 12 school counselor (17%) included in the low category. Overall, when viewed from the increasing age range over the higher the empathy ability to listen to the counseling teacher in students with problems.

**Table 5. Data Based on period of work**

Working period	Categorization	F	P
>10 Year	High	0	0%
	Medium	16	84%
	Low	3	16%
<b>Total</b>		<b>19</b>	<b>100%</b>
11-20 Year	High	6	23%
	Medium	17	65%
	Low	3	12%
<b>Total</b>		<b>26</b>	<b>100%</b>
21-30 Year	High	7	16%
	Medium	29	66%
	Low	8	18%
<b>Total</b>		<b>44</b>	<b>100%</b>
31-40 Year	High	5	29%
	Medium	11	65%
	Low	1	6%
<b>Total</b>		<b>18</b>	<b>100%</b>

Based on table 5 and graph 4 the researchers divided them into four working periods. first period of work > 10 years is known from 19 school counselor, including 0% in the high category means that no one has the empathy ability to listen to school counselor in problem students in the high category, then 16 counsel teachers (84%) are in the last category 3 other school counselor 16% in the low category. The two working periods of 11-20 years 26 school counselor were in this period, but of these, 6 counsel teachers (23%) were in the high category, most 17 school counselor (65%) were in the moderate category, and the remaining 3 school counselor (12%) are in the low category.

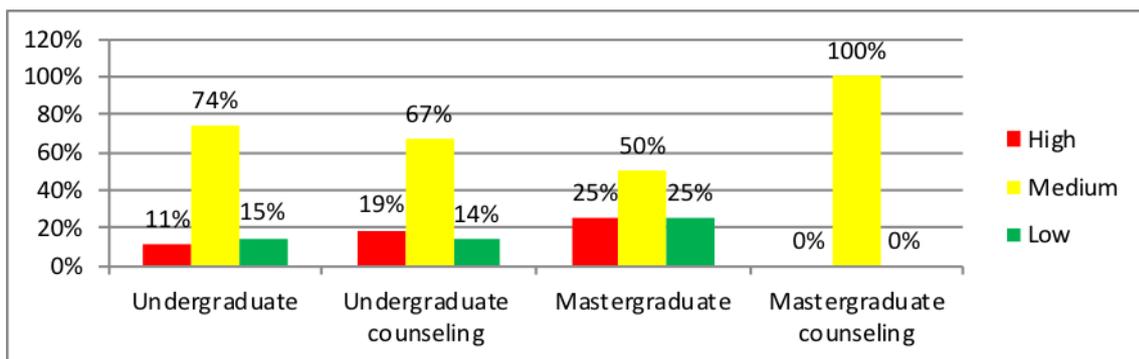


**Graph 4. Percentage of Comparison Based on Working Period**

Three working periods were 21-30 years where it know that 44 school counselor, including 7 school counselor (16%) were in the high category, 29 counsel teachers (66%) were in the moderate category, and 8 counsel teachers (18%) were in low category. Four working periods where 31-40 years were 17 school counselor were in this period, but them, 5 counsel teachers (29%) were in the high category, 11 counsel teachers (65%) were in the moderate category, and 1 school counselor is in the low category. When viewed from the period of the work of the counselor the higher the ability of empathy to listen to students with problems.

**Table 6. Data Based on the Latest Education**

Last education	Categorization	F	P
Undergraduate	High	3	11%
	Medium	20	74%
	Low	4	15%
<b>Total</b>		<b>27</b>	<b>100%</b>
Undergraduate Conseling	High	14	19%
	Medium	49	67%
	Low	10	14%
<b>Total</b>		<b>73</b>	<b>100%</b>
Mastergraduate	High	1	25%
	Medium	2	50%
	Low	1	25%
		<b>4</b>	<b>100%</b>
Mastergraduate counseling	High	0	0%
	Medium	2	100%
	Low	0	0%
<b>Total</b>		<b>2</b>	<b>100%</b>



**Graph 5. Percentage of Comparison Based on Degree**

Based on Table 6 and graph 5 the results show that the non counseling education levels 3 counsel teachers (11%) are in the high category. 20 school counselor (74%) are in the moderate category, and 4

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counsel teachers (15%) are in the low category. The undergraduate counseling education level 14 counsel teachers (19%) are in the high category, 49 school counselor (67%) are in the moderate category, and 10 school counselor (14%) are in the low category. School counselor with an undergraduate counseling education background the ability to empathize listening to problem students is higher than non-counseling undergraduate with a different 8%.

Then the school counselor from a non-counseling master graduate background of 4 school counselor, including 1 school counselor (25%) was in the high category, 2 counsel teachers (50%) in the moderate category, and 1 other counsel teacher (25%) were in the low category. Other thing counsel teachers who have a master's degree in guidance and counseling are 2 school counselor (100%), and both are in moderate category. This means that the empathy ability to listen to school counselor with the latest education in non-guidance and counseling master graduate is higher than the master graduate guidance and counseling. other factors can influence this such as age, gender, work experience.

## Conclusion

Overall, empathy ability to listen to school counselor in troubled students, in East Jakarta is in the moderate category. Empathy listening to school counselor in students is problematic when viewed by sex, the ability of female school counselor empathy is higher than that of men. When viewed from a young age range of 21-30 years, 31-40 years, 41-50 years have more empathy but in the age range of 51-60 years, there is a decrease in empathy. Judging from the working period of the school counselor, the longer the work period is, the more empathy listening ability increases, but during the working period 21-30 years decrease. The results showed that school counselor with an education background in Undergraduate guidance and counsel had a higher empathy listening skills compared to non Undergraduate guidance and counseling, while those with a Graduate guidance and counseling background were lower than noon graduate guidance and counseling.

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