

# Student Empathy Resilience Design Model in Group Counselling Learning

Indri Astuti<sup>1\*</sup>, Hastiani Hasti<sup>2</sup>.

<sup>1</sup>Universitas Tanjungpura, Pontianak, Indonesia.

<sup>2</sup>IKIP PGRI Pontianak, Pontianak, Indonesia.

\*Correspondence: [indri.astuti@fkip.untan.ac.id](mailto:indri.astuti@fkip.untan.ac.id)

## Abstract

The purpose of this study was to describe a resilience design model in increasing student empathy through group counselling. The research data were collected by survey using inventory and interview instruments. The data were analysed by percentage for the results of the inventory and interview with qualitative descriptions. There were 68 respondents for guidance and counselling students. The results showed that the resilience of students' empathy were generally high, meaning that the resilience of students' empathy were theoretically high. Furthermore, in order, the highest empathy resilience aspects are optimism, causal analysis, empathy, self-efficacy, reaching out, emotion regulation, impulse control. These findings suggested that students have a strong belief that problems could be solved by the toughness ability to optimize empathy in solving group member problems. Therefore, it was necessary to design a collaboration model between PEDATI and group counselling to increase student empathy through group counselling practice. The design step of the collaborative model of PEDATI and group counselling was systematic and systemic, so that it could serve as a guideline for lecturers and guidance and counselling teachers in carrying out group counselling learning.

**Keywords:** *Pedati Design Model; Resilience, Empathy; Group Counselling Learning.*

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## INTRODUCTION

Empathy is an expression of caring for others, the ability to feel what the other people feel, see with the other people's eyes and hear with the other's ears. Therefore, it required a strong ability to develop empathy at students, including by implementing online learning during pandemic. The reality was revealed by the students with varied responses, so it was causing anxiety and requiring concern from others to help. One of demands of the guidance and counselling study program graduates in the digital era was to be able to adapt to technological developments. The implementation of empathy required a person's toughness in carrying it out. Resilience is the ability of toughness to cope when individuals face severe events in their life (Reivich and Shatter, 2002). So that resilience has the function of overcoming, steering through, bouncing back, and reaching out. Based on a survey through WA group and virtual class meetings with Google meet and Zoom application for guidance and counselling students in March 2020, data was obtained (91% of 72) 66 students in their daily lives tended to be around 8-16 hours holding cell phones for chatting and playing games, active in IG or watching Korean, Japanese drama films via YouTube. The students remained to be silent in their room or family room with their cell phone longer, so that they didn't hear or see people around them,

including the activities of family members or roommates. The other data showed (98% of 44) 43 students while waiting for the presence of lecturers, they activated the gadget and joked for those who did not have an internet package. This information implied that most of them were more focused on themselves than carrying about others. Furthermore, the lack of time to interact and communicate with classmate and with friends on the other classes, so that when some friends have difficulty in understanding certain course material, or getting sick in the class, it was not be an alert and empathetic, even didn't care to help them. According to (Corey, 2013: 214) empathy was an ability to enter into the subjective world of other people either about how they think or feel what other people feel. Meanwhile, establishing relationships in online learning during Covid 19 period was a form of student empathy in helping to motivate each other to attend and be active in virtual face-to-face classes so that they complete the course and graduate on time.

Based on the above reality, a systematic model design was needed to increase the empathy resilience of students. According to Connor and Davitson (2003), resilience is a personal quality that makes it possible to rise up when faced with difficulties. Resilience consists of five aspects, namely: 1) Personal competence, high standards and resilience, 2) Self-confidence, tolerance for negative effects and being strong or resistant to stress, 3) Accepting positive changes and being able to create a safe relationship with other people, 4) self-control, and 5) spiritual influence. Furthermore, here are seven abilities that form resilience, namely, 1) emotion regulation (the ability to remain calm when facing stressful conditions), 2) impulse control (the individual's ability to control desires, urges, preferences, and pressure that arise from within), 3) Optimism (the individual believes that something will change for the better), 4) Causal analysis (the individual has the ability to accurately identify the problem at hand), 5) empathy (the ability to read signals from the psychological conditions that other people think and feel), 6) self-efficacy (represents the belief that we are able to solve problems and use our abilities to succeed), (7) reaching out (the individual's ability to take the positive side of the adversity experienced). Furthermore, resilience has two factors, namely risk factors and protective factors (Lerner and Steinberg, 2004). Risk factors can have a direct effect and can lead to maladaptive or incorrect behaviour, often called deviant or unhealthy behaviour. So it tends to harm yourself and cause discomfort for those around them. The norms used are social norms. Meanwhile, the protective factor is a characteristic of the individual and a positive environment. Protective factor plays a role in mitigating negative environmental and negative effects and helping strengthen individual and group coping. Group counselling learning is a vehicle to increase student empathy resilience in helping alleviate problems. The definition of group counselling according to Muro and Kottman as quoted by Rochman Natawidjaja in (Wibowo, 2017) is a dynamic process of personal relationship (interpersonal relationship) that seeks to help foster the ability of students to face and overcome problems through thinking, belief and behaviour by taking advantage of the group atmosphere. Furthermore, according to Wibowo (2017) that group counselling is a framework of thinking and acting with human nuances through a vehicle for groups to develop personal group members through dignified services. This opinion can be understood that group counselling is a professional service that is appropriate and useful; the implementer is mandated and gets healthy recognition from the relevant agencies. Group counselling is oriented to the function of developing, preventing and alleviating problems. The group counselling provides assistances to all students who are either experiencing problems or have not realized that they have problems with all their potential that can be developed.

Furthermore, the resilience design model is to increase student empathy through group counselling courses. The design model chosen was a collaborative PEDATI learning model with group counselling. The formulation of the research problem is as follows: a) How does the factual resilience model increase student empathy through group counselling learning?, b) How does the resilience conceptual design model increase student empathy through group counselling learning?, C) How does the response to the resilience conceptual design model increase student empathy through group counselling learning? So that the research objectives are a) to describe the factual model of resilience to increase student empathy through group counselling learning, b) Developing a resilient conceptual design model to increase student empathy through group counselling learning. c) Describe the response to the conceptual design model of resilience to increase student empathy through group counselling learning. The theories that support this research include the learning design model according to Gustafson (2002), such as it can be grouped into three, those are (1) class-oriented model, (2) product-oriented model and (3) system-oriented model. The PEDATI learning model (Chairuman, 2020) is one of the systems-oriented learning design models. It consists of four cycles as a systematic and systemic learning frame, those are: 1) Learning by inviting students to study a series of materials relevant to the learning objectives, which can be in the form of text, pdf, visuals, slides, videos, animation, e-books; 2) Exploring by inviting students to deepen what they have learned through chat, discussion forum or teleconferencing, 3) Applying to invite students to implement what they have learned through online assignments, and 4) Evaluating to invite students to measure learning success through quizzes or online tests in task performance.

Group counselling in practice has several stages as follows: Corey (1995) has six stages, those are: stage 1) formation, 2) orientation, 3) transition, 4) work, 5) consolidation, and 6) follow-up. Next, Jacobs and Masson (2012) classify the group counselling stage into three stages, those are: 1) the initial stage, 2) the work stage and 3) the closing stage. If you look at the two opinions, the group counselling stage can be concluded that there are four stages (1) formation / introduction, (2) transition / transition stage, (3) core / work / activity stage and (4) closing / terminating stages. According to Prayitno, (2013) activity 1) the formation stage, convincing the need for problems to be discussed in group counselling, willing to help with empathetic toughness, compiling a schedule of activities, establishing procedures; 2) the transitional stage, ensuring the readiness of members and increasing active participation of members. The goal is to free from feelings of shame, anxiety, reluctance, and mutual insecurity in entering the activity stage; 3) the activity stage, the participation of all members to provide full empathy to help alleviate problem group members who are problematic, a sign of group success including a higher level of trust and familiarity; 4) closing stage, reflecting between group members and group leaders, planning follow-up.

According to Miarso in (Astuti, 2019), a model can be interpreted as a representation of a process in the form of a prescriptive narrative, by showing the main elements in the form of principles, concepts and procedures needed to make learning transformation efforts. A model shows that there are several components that make up a learning system. Therefore, in the model there are several important parts; those are (a) the existence of components, (b) the existence of rules that connect the components to form one system, and (c) the interaction system. These three parts become a systemic unit that function to convey learning messages to students.

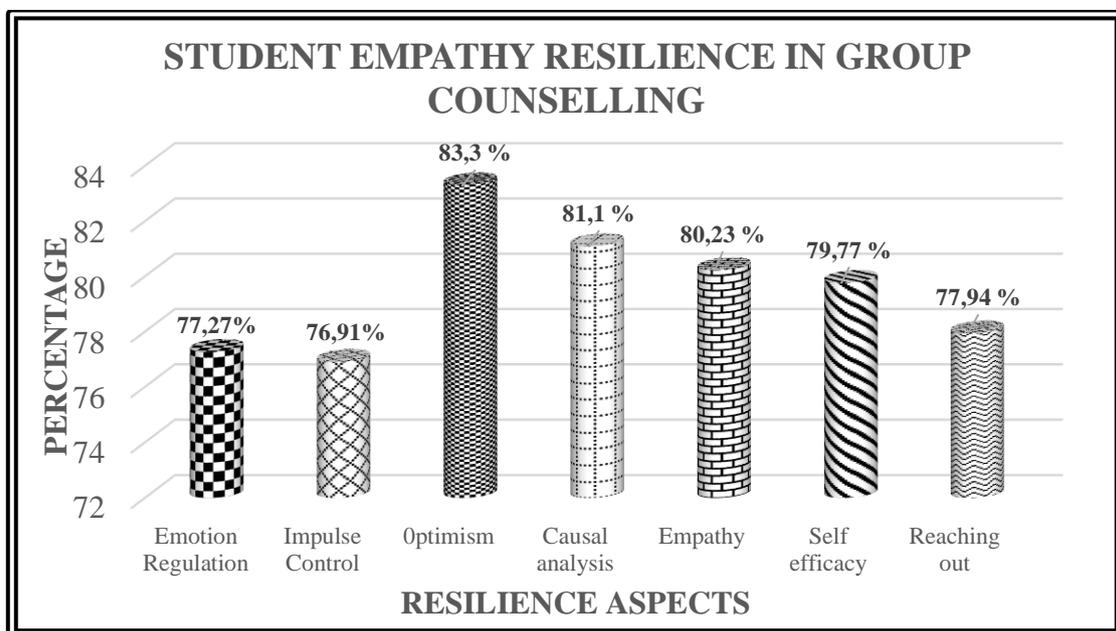
**METHODS**

Type of survey research, according to Sugiyono (2015), survey research has objectives, those are: (1) describing the natural state at that time, (2) identifying the state in a measurable manner, and (3) determining the relationship of something specifically. This research was conducted with a survey in the guidance and counselling study program, faculty of teacher training and education. The instruments used were interviews and inventories to collect data related to student empathy resilience in group counselling learning. The research subjects of guidance and counselling study program students in the fourth and sixth semesters were 68 people. Furthermore, the inventory data were analysed by using a percentage formula and interview data were analysed by using qualitative descriptions.

**FINDINGS AND DISCUSSIONS**

**The theoretical factual picture of student empathy resilience in group counselling learning**

The theoretical factual picture of student empathy resilience in group counselling learning, as follows is shown in graph 1:



**Graph 1. Student Empathy Resilience in Group Counselling**

Based on graph 1, the research findings suggested that the empathy resilience of FKIP Untan students in the guidance and counselling study program was generally high. However, if it was seen that each aspect varies, the following was presented from the highest aspect of its acquisition in order as follows: 1) Optimism (individuals believed that something will change for the better) (83.30%) meant that the students had an understanding to be calm when having different opinions with members groups, feeling ready when group members needed problem solving solutions, patiently waiting their turns to give their opinions in the counselling process. Next aspect, 2) Causal analysis (individuals had the ability to accurately identify the problems at hand) (81.10%). These findings suggested that the most students have the ability to

diagnose problems of group members, so that the effective solution to the problem was given, and optimistic that the problem could be resolved without any new problems. Then, aspect 3) empathy (the ability to read signals from psychological conditions that other people think of and feel) (80.23%), this findings indicated that most students could enter the subjective world of group members who have problems, and could feel what other people think and feel. So that the assistance provided was more effective and efficient. Then, aspect 4) self-efficacy (representing the belief that we were able to solve problems and used our own abilities to succeed) (79.77%), this finding indicated that most students believed that self-ability and persistence, tenacity to struggle could solve personal problems, self-strength as a source of strength to overcome problems so that failure was a valuable experience as a result of self-reflection. Next is the aspect, 5) reaching out (the individual's ability to take the positive side of the adversity he had experienced) (77.94%). This meant that most students thought positively in exposing problems both from themselves and outside themselves, so that the ability to think critically and positively developed optimally. Every individual had the potential to have a problem, which distinguished by the level of problem, for that problems were faced and a realistic solution could be found, not avoided. Furthermore, aspect 6) impulse control (individual ability to control the desires, urges, likes, and pressures that arise from within), (76.91%), this meant that this finding indicated that the most students also had ability to control the impulses, desires and pressures that come from within themselves. And the last was for aspect 7) emotion regulation (ability to stay calm when facing pressing conditions) (77.27%). These findings indicated that most of the students managed to appear calm in conditions that suppressed them. Therefore, the stability of the heart in managing emotions was an indication of psychological and social maturity. Calmness could help you think realistically without emotion so that the results were rational and measurable.

**The conceptual design of the empathy resilience practice of students in collaboration with the PEDATI model with group counselling**

The conceptual design of the empathy resilience practice of students in collaboration with the PEDATI model with group counselling is shown in Figure 1.

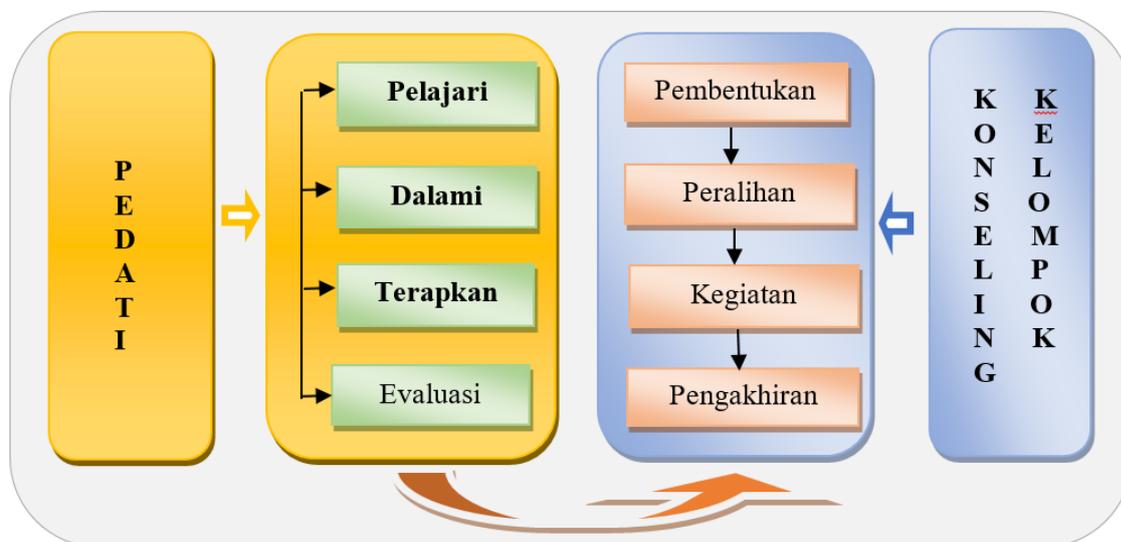


Figure 1. Collaboration Model of PEDATI-KKp

Based on Figure 1, the PEDATI collaboration model with Group Counselling, in the PEDATI model there are four steps as follows: 1) Learning by involving students learning a series of free group counselling topics that are relevant to the learning objectives, which can be in the form of text and videos; 2) Exploring by inviting students to deepen what they have learned through discussion forums via teleconferencing, 3) Implementing to invite students to apply what they have learned through online assignments and 4) Evaluating to invite students to measure the success of group counselling practice through oral quizzes or online tests in task performance study.

Furthermore, the group counselling stage includes four steps, those are 1) Formation of groups of 6 to 8 people disbursing among group members and presenting free topics as well as selecting and prioritizing problem topics to be discussed earlier in the group through discussion; 2) Transition by questioning re-readiness of group members and understanding of their role as group members for toughness in empathy to help alleviate problems; 3) Activities to invite students in groups to actively taking part in problem solving of group members by optimizing group empathy and dynamics through video recording performance. Resilience of students in empathy is the key to the success of the assistance process in group counselling, so that the total involvement of feelings and thoughts colours the effectiveness of problem solving assistance by paying attention to group dynamics; 4) Conclusion involves students to reflect on the strengths and weaknesses of group counselling activities for counselling improvement, through case-conference Zoom application or Google Meet with two synchronous optimized study space.

### **The teacher's response to the conceptual design model of the collaborative empathy resilience of the PEDATI model with group counselling**

The results of interviews with high school guidance and counselling teachers, the response design was attractive and easy to understand and could be used as a guideline in guiding guidance and counselling study program students during field practice at school. Furthermore, the response of junior high school guidance and counselling teachers to the design steps of PEDATI collaboration and group counselling was clearly systematic and systemic to be studied and implemented in group counselling practice as one of the effective and efficient guidance services in schools. Then, the responses from some lecturers were that the PEDATI model that was guided and measurable student involvement, the learning stages was systematic and systemic.

According to Petranto (in [Hadianti, et al., 2017](#)), resilience is how high a person's resilience is in facing of stress and adversity and misfortune. Whereas the source of resilience formation according to Gortberg (in [Desmita, 2009](#)), there are three sources, those are *I have* that the individual's meaning of the amount of support from the social environment towards him; *I am* that merged with personal strengths including feelings, empathy, caring for others and proud of myself, optimistic, responsible; and *I can*, a source of resilience with regard to skills and interpersonal. For this reason, communication skills, problem solving and caring for others with empathy can develop through group counselling practices, so that individuals can feel their meaning through the support of group members who help each other solve problems in the group.

The PEDATI design model of collaboration with group counselling is a systematic and systemic model. Systematically, both the PEDATI and group counselling models have four

sequential stages, namely PEDATI (learning, exploring, applying and evaluating), then group counselling has four stages, namely (formation, transition, activity and termination). Meanwhile, systemically, the stages of the caring and group counselling are a complete unit that cannot be separated from one to another. Furthermore, when the deep stage of students implements the skills to help solving the problems of group members through group dynamics, it requires resilience in helping with deep empathy at the stage of group counselling activities. According to Corey (1995), toughness in helping is characterized by exploring problems with effective action to change the desired behaviour. This collaboration model is a conceptual model that can still be developed and undergo changing. The conceptual model is a verbal description of a reality, a system that can be presented. (Rusdi, 2018).

The response of the guidance and counselling teacher is one of effectiveness indicators of the pedati model collaboration empathy resilience practice conceptual design with group counselling. According to Harvey and Smith (in Ahmadi, 1999), response is behaviour as a readiness to determine both positive and negative attitudes towards an object, a certain situation. Furthermore, the response as a social action has a subjective meaning for a person, Weber (in Ritzen, 2007). The significance in the results of this study was recognized by guidance and counselling teachers, the collaboration model of PEDATI and group counselling had four systematic and systemic stages, so that could be done and measured its success.

## CONCLUSION

The theoretical ability of the most students had high empathy toughness. However, if it was seen from the results of each aspect, the highest to lowest percentage were optimism (the students believed that something would change for the better), Causal analysis (the students have the ability to accurately identify the problem at hand), empathy (the student's ability to read signals from the psychological condition that is being thought of and felt by others), self-efficacy (the students represented the belief that we were able to solve the problems and used their own abilities to succeed), reaching out (the ability of students to take the positive side of experienced adversities), emotion regulation (the ability of students to remain calm when facing pressing conditions), impulse control (the student's ability to control the desires, urges, likes, and pressures that arise from within).

PEDATI as a learning system design model has four steps to collaborate with four stages of group counselling is a reference in designing systematic and logical group counselling learning practices and has clear and systemic component elements. The steps of PEDATI are as follows: 1) Learning 2) Studying, 3) Applying 4) Evaluating. Furthermore, the group counselling model steps are 1) Formation 2) Transition, 3) Activity, and 4) Termination. The stages of Pedati and group counselling are systematic and systemic stages, so that the results can be understood, carried out and measured.

The response of the guidance and counselling teacher as partner schools and users of the Guidance and Counselling study program graduates stated that the collaboration model of PEDATI and Group Counselling was interesting to study and follow as a model in guiding students in field practice guidance and counselling in schools. Because it was clear that the stages were systematic and systemic. Therefore, it was suggested as follows: 1) the resilience of student empathy was increased through practice in group counselling. So that empathy skills developed both verbally and non-verbally; 2) the design of PEDATI collaboration model with group counselling was developed into a development product so that it could be used as

a guideline for lecturers, students and teachers in carrying out group counselling. Furthermore, it could be used as guidance and counselling teacher training material in schools; 3) the training activity was equipped with a storyboard so that it was clearly understood and implemented as a guideline to increase the resilience of student empathy in group counselling practice.

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