

PROFILE OF EMPATHES OF VOCATIONAL HIGH SCHOOL STUDENTS IN SUKABUMI

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Abstract. This research aims to get an overview of the empathy profile of Al-Mashturiyah Vocational School students, Sukabumi. The method used in this research is descriptive survey type. The population of this study is Al-Mashturiyah Vocational School students. The sampling technique used is simple random sampling. The instrument used was the interpersonal reactivity index by Davis. The validity test results are from 28 items resulting in 25 valid items and three drop items. Reliability test with Cronbach alpha formula obtained research results 0.908, which means that the instrument has a very high level of reliability. The results were obtained in the top category (29.1%), moderate (38.8%), and low (32.0%). The results of this study indicate that the level of empathy of Al-Mashturiyah Vocational School students is mostly in the moderate category. There are still many students who occupy the low category so that it can be the basis of guidance and counseling teachers to develop empathy for their students.

Keywords: empathy, vocational students, guidance and counseling

1. INTRODUCTION

Empathy is a moral core that must carry out as a social creature to be accepted in its social environment (Ibung, 2009). Furthermore, According to Ibung (2009), Strong empathy encourages children to act right because he can see others' distress to prevent him from doing actions that can hurt others. The ability to empathize is the ability to understand, respect others, be sensitive and care for the environment, and pay attention to others. Then Borba (2008) explained that individuals who have high empathy could prevent being cruel. Meanwhile, according to some previous studies, it is said that individuals who lack empathy correlate with the presence of acts of violence, aggression, and interpersonal conflict (Eisenberg & Miller, 1987; Hogan, 1973; Miller & Eisenberg, 1988; Spinrad & Eisenberg, 2009). Furthermore, according to research, the tendency to empathize negatively correlates with problematic aggressive behavior towards others, such as intimidation, violence, or exclusion. It means that the higher a person's empathy is, the more he behaves well towards others. Conversely, if someone has low empathy, he will behave aggressively towards others. (Endresen & Olweus, 2001; Jolliffe & Farrington, 2006; Lovett & Sheffield, 2007; Miller & Eisenberg, 1988; Stavrinides, Georgiou, & Theofanous, 2010 in Gandhi et al 2017). Even the American Psychiatric Association (2013) revealed that low empathy is widely assumed to be maladaptive personality traits associated with interpersonal violence and aggression, such as antisocial tendencies.

Empathy exists in the child, but if not honed, this ability will be lost (Ibung, 2009). Furthermore, this empathy process will be optimal when facilitated by schools as educational institutions that are responsible for forming a positive character for students. Therefore, the teacher's role is essential so that the goals of education can achieve to the maximum. Reinforced

by Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 82 of 2015 concerning Prevention and Management of Violence in School Environments, said that acts of violence are behaviors were carried out physically, psychologically, sexually, online, or through textbooks that reflect aggressive actions and attacks that occur within the educational unit and results in fear, trauma, damage to property, injury, disability, and/or death. In this case, the guidance and counseling teacher plays the role of facilitating students to develop an attitude of empathy as an effort of the preventive function so that future students can deal with all kinds of problems of violence in school to create a safe, comfortable and enjoyable learning process, and action violence can be avoided, and foster harmonious relations.

2. LITERATURE REVIEW

Empathy

Davis (1996) defines Empathy as a set of constructs related to one's response to things experienced by others. This construct explicitly covers the process that occurs in the observer and the affective and non-affective forms that result from that process. Davis sees Empathy as a multidimensional phenomenon and has analyzed it into four separate but interrelated parts of one another, namely perspective taking, fantasy, empathic concern, and personal distress (Davis, 1983). Perspective-taking refers to one's tendency or ability to take the perspective or perspective of others (Davis, 1980), by paying attention to other people's circumstances and imagining feelings when they are in other people's cases (Davis, 1980; Oswald, 2002; Oatley, 2002 in Whalen, 2010). Whereas people who have the ability of fantasy will use imagination to experience the feelings and actions of characters in films, books, or other creative works (Davis, 1980). Empathic concern is one's ability to experience feelings of warmth, compassion, and care for others going through negative experiences (Davis, 1980). Personal distress is a self-oriented response as a response to face difficult interpersonal situations and characterize by uncomfortable own feelings or anxiety (Davis, 1980).

While the dimensions contained in Empathy, according to Davis et al. (2004), consist of 1) cognitive ability to take the perspective of others, 2) a tendency to pay attention to others can cause emotional Empathy. According to Davis, cognitive understanding is different from emotional reactions, both of which will produce personal distress or empathic concern (sympathy). Personal pain interprets negatively, which is a self-oriented reaction to the conditions of the suffering of others, thus motivating the person concerned to avoid uncomfortable emotional situations. In contrast, emphatic concern or sympathy is a different psychological orientation, where someone feels attention or desire to reduce the suffering of others.

According to Davis (in David Howe, 2015), Empathy makes people better minded, considerate, and prone to wisdom. His emotions tend to be more stable. Empathy makes us more loving, cooperative and caring. Understanding how issues might view and felt from others' perspective also makes us more tolerant and forgiving. Conversely, lack of Empathy also correlates with several difficulties with problematic aggressive behavior towards others such as intimidation, violence, or exclusion (Endresen & Olweus, 2001; Jolliffe & Farrington, 2006; Lovett & Sheffield, 2007; Miller & Eisenberg, 1988; Stavrinides, Georgiou, 2001; & Theofanous, 2010 in Gandhi et al. 2017).

Furthermore, according to Goleman (2007), Empathy is an essential part of social ability. Empathy is also one of the elements of social intelligence. It is detailed and is closely related to other components, such as necessary Empathy, harmony, empathic accuracy, and social understanding. Basic Empathy is having feelings with others or feeling non-verbal emotional cues. Alignment that is listening with full receptivity, aligning yourself with someone. Empathic accuracy, namely understanding the thoughts, feelings, and intentions of others with a social understanding that is knowing how the social world works. Goleman (1997) says that the roots of Empathy have been around since they were babies or since they were born. Parents may have seen

two babies in one room. When one starts crying, the other baby seems driven to react the same. It shows Empathy, although it is still in the most basic form. In Titchener's theory, said that Empathy comes from a kind of physical imitation at the expense of others, which then causes similar feelings in a person.

3. METHODS

The method used in this research is descriptive survey type. This method aims to obtain facts from existing symptoms regarding the level of student empathy. The results of this study describe a picture of the level of understanding of vocational students. This research was conducted at Al-Mashturiyah Sukabumi Vocational School, located at Jl Tipar RT 47 RW 10 Cibolang Kaler, Kec Cisaat Sukabumi Regency, West Java.

The research subjects in this study were all students of Al-Mashturiyah Vocational School Academic Year 2019/2020 and as many as 103 students with a range of ages between 15-18 years. The sample used in this study was obtained by simple random sampling technique. Then the instrument used in this study was the interpersonal reactivity index or IRI developed by Davis in 1983. The initial scale of 28 statement items was divided into four subscales: fantasy, perspective-taking, empathy concern, and personal distress, each of which amounted to 7 items per subscale. IRI has five answer choices in the form of a Liker scale, which consists of not very describing myself to very describing myself.

Furthermore, the validity test results are known from 28 items, resulting in 25 valid and three drop items; items No. 7, 19, and 27, with the instrument's reliability of 0.908, means that the instrument has a very high level of reliability.

4. RESULT AND DISCUSSION

Descriptive statistical analysis was performed using the IBM SPSS Statistics 24 for windows program. The results of this research can be seen from the table below.

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		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	33	32,0	32,0	32,0
	Moderate	40	38,8	38,8	70,9
	High	30	29,1	29,1	100,0
	Total	103	100,0	100,0	

Based on the output table above it is known that students who are in the low empathy category are around 32%, meaning that 32% of students lack understanding of the perspectives of others and lack understanding of the views of others in certain conditions, then students are less able to identify a character or character who in books, films, novels and dramas, students still lack warm feelings, affection and compassion for what is suffered by others, and students are less able to feel anxiety and discomfort like others.

Then those who are in the category of empathy are around 38.8%, meaning that approximately 38.8% of students still tend to hesitate in understanding the perspectives of others and are still confused in understanding the views of others in certain conditions. Students tend to wait to identify a character or character in fictional stories, students also have feelings of warmth, compassion, and compassion towards the suffering of others, and students can feel the anxiety and discomfort of others.

Furthermore, those included in the high empathy category were 29.1%, meaning that around 29.1% of students were very capable of understanding the perspectives of others and were

very capable of understanding the views of others. Students were also very capable of identifying a character or character in fictitious stories. Students also have a very warm feeling, affection, and compassion towards those suffered by others, and students are very capable of feeling the anxiety and discomfort of others.

Looking at the explanation above, we can find out that the majority of Al-Mashturiyah Vocational School students in Sukabumi are in the category of moderate empathy level while students who are in the low and high categories are almost equal. The findings of the study indicate that the lack of empathy still felt in Al-Mashturiyah Vocational School. From the task of development, adolescence is a transition or transition period from childhood to adulthood. At this time, the rapid growth and development of both physical and mental. Alex Sobur (2003, p. 134) In the early adolescent phase with an age range of 13-17 years, there are many very rapid changes. There are imbalance and instability in many ways, including patterns of social relations (Terresna, 2002 p. 17). Hall further said that adolescence is a time of upheaval filled with conflict in which thoughts, feelings, and actions move in the range between arrogance and humility, kindness and temptation, and happiness and sadness.

Furthermore, based on previous research, it was said that children generally have less empathy than teenagers and fewer adolescents than adults (Ellis, 1982; Lennon & Eisenberg, 1987; VanVugt et al., 2011). Empathy ability increases from childhood to adolescence and is mostly stable in adulthood (Eysenck et al., 1985; Grühn et al., 2008). Therefore, we need a service that can be applied in developing student empathy at Al-Mashturiyah Vocational School, one of which is a reference for guidance and counseling teachers in providing services. Of course, this should be an essential concern for other teachers as well as all school stakeholders to provide services to students so that a pleasant, safe, and peaceful learning atmosphere is created.

CONCLUSION

The lack of empathy in vocational students is still a topic of issues that need to be developed. Therefore identification of the level of empathy of vocational students needs to be identified as a basis for teacher guidance and counseling in providing services to students. The findings in this study indicate that the level of empathy of Al-Mashturiyah Vocational School students is as follows: the low category is 32%, the medium category is 38.8%, and the high category is 29.1%. It means that the average student in Al-Mashturiyah Vocational School is in the medium category, which means students are still inclined to understand others' perspectives and are still confused in understanding others' views in certain conditions. Students also tend to hesitate in identifying a character or character in fictional stories, students also have warm feelings, affection, and compassion for the suffering of others, and students can feel the anxiety and discomfort of others.

Based on these results, the guidance and counseling teacher should design a guidance and counseling service in developing student empathy. It is also necessary to support all school components so that services can run optimally and optimally.

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