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STUDENTS PERCEPTION OF INTEGRATED EMPATHY COUNSELOR PERSONALITY IN SENIOR HIGH SCHOOL IN KEDIRI CITY: A QUALITATIVE DESCRIPTIVE STUDY

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Abstrak

Penelitian ini dilaksanakan saat menjadi pembimbing praktik kerja lapangan di salah satu sekolah menengah atas di Kota Kediri ada sebageian siswa yang menyatakan tentang Konselor tidak memiliki rasa empati yang dibuktikan dari perilaku dan mimic wajah dari konselor. Oleh karena itu, sesuai fakta di lapangan, fokus penelitian yang diambil yaitu “bagaimana Persepsi Siswa tentang Kepribadi Konselor Terintegrasi Empati di sekolah menengah atas di Kota Kediri?”. Pendekatan penelitian menggunakan pendekatan kualitatif tipe deskriptif kualitatif. Dengan subjek sebanyak 5 orang siswa. Prosedur pengumpulan data menggunakan panduan *depth interview*, panduan observasi dan dokumentasi lapangan. Hasil penelitian terdapat 3 aspek integrasi empati yakni: (1) peka perasaan, (2) menjadi pendengar yang baik dan (3) penguasaan bahasa non-verbal. Kesimpulannya, bahwa Konselor secara komprehensif mengaplikasikan empati sesuai dengan prosedur empati. Saran yang dianjurkan: (1) Konselor tetap konsisten dalam peningkatan empati, (2) sikap keterbukaan membuat siswa lebih percaya dengan konselor, (3) memfasilitasi konselor dalam hal pelatihan empati, (4) riset lanjutan, ada peneliti yang mengembangkan pelatihan terkait empati bagi konselor.

Kata Kunci: persepsi siswa, pribadi konselor, empati

Abstract

This research was conducted while becoming a field work practice supervisor at one of the senior high schools in Kediri City, some students stated that the Counselor did not have empathy as evidenced by the behavior and facial expressions of the counselor. Therefore, according to the facts in the field, the focus of the research taken was "how is the Student Perception of the Empathy Integrated Counselor Personality in high schools in Kediri City?" The research approach used a qualitative descriptive qualitative approach. With 5 students as subjects. The data collection procedure used a depth interview guide, observation guide and field documentation. The results of the study contained 3 aspects of empathy integration, namely: (1) sensitive feelings, (2) being a good listener and (3) mastery of non-verbal language.

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The conclusion is that the Counselor comprehensively applies empathy according to the empathy procedure. Suggestions recommended: (1) Counselors remain consistent in increasing empathy, (2) an open attitude makes students more trusting of counselors, (3) facilitating counselors in terms of empathy training, (4) further research, there are researchers who develop training related to empathy for counselors.

Keywords: student perception, counselor personality, empathy

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INTRODUCTION

Guidance and counseling is an important service part of education, considering that it is a profession of assistance provided to students in schools in fulfilling developmental tasks (Huda & Wibowo, 2023). Guidance and Counseling as a vital service unit in schools that students need in self-development. The role of the Counselor as a protector is very much needed if there are students who experience problems, both micro and macro. Counselors as a helping profession are present among students in helping to optimize the potential that exists within students, especially in personal, social, learning & career aspects (Clarck, 2010; Griffiths & Kuss, 2012). The personal qualities of a counselor are determined in the provision of services related to existing issues, namely: knowledge, skills and personality.

The personality of a counselor is the identity of a helping profession who serves students full-time and without discrimination (Sedayana, 2014). The counselor's personality forms a professional self-image in the form of excellent service without showing violence so as not to be labeled by students as school police (Pramono & Ayub, 2023). Counselors are said to be professional, one of which is having an empathetic attitude towards students (Sedayana, 2014). Empathy as a form of counselor concern when serving students so that students feel comfortable and there is no awkwardness when in the guidance and counseling room (Sedayana, 2014).

Carl Rogers is a figure who initiated the attitude of empathy in the counseling process and is very important for counselors to use when carrying out counseling services (Cameron, Hutcherson, Ferguson, Scheffer, Hadjiandreou & Inzlicht, 2019). Empathy is related to emotions and behavior in a way that prioritizes the interests of others over personal interests (Diswantika, Kartadinata, & Supriatna, 2022). A counselor must realize that empathy can actually control students' emotions and understand the psychological conditions of the students they are helping (Lam, Kolomitro & Alamparambil, 2011). Sedayana (2014) several indicators of empathy are:

- a. Sensitivity to students' feelings, namely prioritizing students' interests over personal interests and understanding students' verbal language.
 - b. A good and wise listener, namely being able to be a friend to students and listening to stories comprehensively.
 - c. Non-verbal language skills, namely understanding non-verbal language during the counseling process
 - d. On Becoming a Leader, namely becoming a leader in formulating alternative solutions to student problems
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- e. Self Control, being able to control emotions when listening to student stories and helping to formulate alternative solutions to problems

Information was obtained when the researcher guided the field work practice at one of the high schools in Kediri City. Some students said "I was counseling but the teacher was indifferent" (DW/RO/September 14, 2023/09.00). In addition, there were also those who said "when I met the Counselor, I was scolded and ignored" (DW/BG/September 20, 2023/08.00). From the results of the interview above, it can be seen that the Counselor or counselor at his school lacks empathy. Therefore, based on pre-field data, the title of the research is **Students' Perception of Integrated Empathy Counselor Personality in Senior High School in Kediri City: A Qualitative Descriptive Study**.

METHODS

The approach in this study is a qualitative descriptive qualitative approach. Bogdan & Taylor (in Moleong, 2018) define qualitative research as a procedure for collecting real data in the form of descriptive data through interviews and observations in the form of written words or oral speech from people observed as research subjects. This research approach is also referred to as a holistic approach because the main instrument is the researcher with the term naturalistic inquiry. Sugiyono (2020) qualitative descriptive research is a research method centered on the subjectivity of the researcher because the researcher is the key instrument that carries out the data collection in its entirety including interviews, observations & documentation. Observations were carried out directly in the field at one of the Kediri City High Schools with 5 students as research subjects. By carrying out observations, researchers know the real conditions in the field. The interviews used were unstructured interviews without using a systematic interview guide, although the statements conveyed were not far from the focus of the research. In the documentation section, the results of observations, interview recordings and photographs of research activities were collected as empirical evidence of the results of data collection in the field.

RESULTS AND DISCUSSION

A. Result

Table 1.1 Overall Research Results Aspects

No.	Subjects	Aspects Asked	Interview Excerpts	Conclusion
1.	NFT	1. Sensitive to other people's feelings. How would your school counselor describe this?	It was found that NFT explained, Emm... I think the counselor at my school, ma'am... is always sensitive to the students' feelings. If a student tells a story about his/her condition, whether it is sad or happy, the counselor feels what the student feels, ma'am.	It can be concluded that NFT considers the Counselor at his school to be very able to feel what other people feel, especially his students. Seen when students tell about their situation, whether sad or happy, the Counselor can feel the student's feelings.
		2. Listening well to other people's conversations. How does your school counselor describe this?	It was found that NFT explained, In my opinion, the counselor at my school is always a loyal listener for her students, ma'am. And..... the counselor patiently listens to the complaints from the stories of her students who have certain problems, ma'am.	Judging from NFT's statement, he feels that the counselor at his school is always a loyal listener to his students and patiently listens to stories from his students with various problems.
		3. Be sensitive to non-verbal language (touch, smiles, etc.). How would your school counselor describe this?	The counselor at my school is very sensitive to non-verbal language too, ma'am... for example... when a student tells a story to the counselor. If what is told is a serious or minor problem, the counselor usually always provides	The argument statement above can be concluded that NFT feels that the Counselor has sensitivity to non-verbal language when students tell about problems. The Counselor provides feedback in the form

			encouragement through a touch of the hand or with a smile and sometimes a light hug to add to the impression of being more enthusiastic and feeling calmer. So that the student does not continue to be sad.	of encouragement and smiles so that students feel comfortable and calm.
2.	VCT	1. Sensitive to other people's feelings. How would your school counselor describe this?	In my opinion, the counselors at my school, ma'am... have not paid attention to each student one by one, as if they have not been able to approach students when there is a problem, so when students have problems, they feel afraid to consult a counselor, ma'am, as far as I know.	The argument statement above can be concluded that VCT sees that the Counselors at the school have not been able to pay attention to and approach their students, so when there is a problem, students feel afraid to consult
		2. Listening well to other people's conversations. How does your school counselor describe this?	It was found that VCT explained, The counselor at my school had listened well enough at that time if I'm not mistaken when I was in the BK room and there were students who were consulting ma'am, but the drawback was that the teacher was not close enough to the students so if the students had problems they were a bit hesitant and afraid when consulting.	It can be concluded that VCT assesses that counselors at their school when they are in the BK room when students are consulting with the counselor, they can listen well when students consult with the counselor, but according to VCT, the counselor is not yet close to the students, so students are still hesitant to tell their problems.

		3. Be sensitive to non-verbal language (touch, smiles, etc.). How would your school counselor describe this?	It was found that VCT was quite friendly when students consulted and immediately addressed and helped solve the problem.	Judging from the information, VCT assessed that the Counselor was quite friendly when students came for consultation.
3.	FRM	1. Sensitive to other people's feelings. How would your school counselor describe this?	It was found that FRM explained, um... it seems like by accepting students' complaints/confessions and providing solutions or advice to students.	Judging from FRM's statement, he saw that the counselor at his school was sensitive to his students. According to him, by accepting the students' complaints, it can be said that they can feel other people.
		2. Listening well to other people's conversations. How does your school counselor describe this?	It was found that FRM explained, It is not necessarily possible because, each person's hearing and comprehension are different, the meaning of what we are talking about may not necessarily be heard and understood by the person we are talking to.	The argument statement above can be concluded that FRM assesses that the Counselor has not been able to grasp what the student is talking about.
		3. Be sensitive to non-verbal language (touch, smiles, etc.). How would your school counselor describe this?	It was found that FRM explained, With non-verbal language, some Counselors may accept it and some may not, by smiling or greeting the Counselor, it is possible to be friendlier and can invite students to talk about the problems they are facing.	It can be concluded that FRM assesses that not all Counselors in their schools are sensitive to non-verbal language. FRM suggests that Counselors be friendlier to students
4.	BGS	1. Sensitive to other	It was found that BGS	It can be concluded

		people's feelings. How would your school counselor describe this?	showed that they were very caring and sensitive to their students in their own way of teaching.	that BGS assesses that Counselors are very caring and sensitive to students in their own way.
		2. Listening well to other people's conversations. How does your school counselor describe this?	It was found that BGS explained, yes, the teacher can listen well, ma'am... what problems are faced by students that are told to the Counselor.	Judging from the statement, BGS assessed that the counselors at his school were able to listen well, especially to student problems.
		3. Be sensitive to non-verbal language (touch, smiles, etc.). How would your school counselor describe this?	It was found that language explains, if a student smiles, sometimes they smile, ma'am. But if the student is naughty, they look angry, ma'am.	The argument statement above can be concluded that BGS assesses that the Counselor at his school sometimes smiles at his students.
5.	DVA	1. Sensitive to other people's feelings. How would your school counselor describe this?	It was found that DVA explained that in my opinion, the counselors at this school can feel what other people are feeling, for example, if a student is sharing their sad feelings, it can be seen from the counselor's facial expression, who is also sad.	The argument statement above can be concluded that DVA assesses that the Counselor at his school can feel what other people feel, especially towards his students, as can be seen from the Counselor's facial expression.
		2. Listening well to other people's conversations. How does your school counselor describe this?	It was found that DVA explained that when listening to students' conversations, the Counselor always listened seriously, Ma'am, and focused on the student's story.	It can be concluded that DVA assesses the Counselor at his school when students are telling stories. The Counselor listens with focus.
		3. Be sensitive to non-verbal language	It was found that He explained, it seems	Judging from the statement, DVA

		(touch, smiles, etc.). How would your school counselor describe this?	quite sensitive ma'am because when the students were at the door they were greeted by the Counselor to immediately sit down and asked what their needs were.	assessed that the Counselor at his school was quite sensitive to non-verbal language, especially when he was greeted warmly at the door by the Counselor.
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B. Discussion

Table 1.2 Sensitive Feelings

No.	Subjects	Coding	Interpretation	Discussion
1.	NFT	DW/NFT/June15, 2024/10.15	Judging from NFT's statement, he thinks that the counselor at his school can really feel what other people are feeling.	Understanding feelings and reading verbal and non-verbal language (Fitriatun, Nopita, & Mulyani, 2018; Harisah & Ramdhani, 2018; Wulandari, Setyowani & Mugiarto, 2012).
2.	VCT	DW/VCT/June15, 2024/10.30	It can be concluded that VCT saw that the counselors at the school were not yet able to pay attention to and approach their students.	Accepting other people's perspectives, meaning that individuals are able to view problems from other people's perspectives, which will create tolerance and the ability to accept differences (Julius, Nurlatifah, Alfaiz & Nadya, 2022; Lail, Muwakhidah, Rofikho, Wahyungtiyas, Zamzami & Salsabila, 2024; Wati

				& Afandi, 2021).
3.	FRM	DW/FRM/June15, 2024/12.05	Judging from FRM's statement, he saw that the counselors at his school were sensitive to their students.	Understanding feelings and reading verbal & non-verbal language (Fitriatun, Nopita, & Muliyani, 2018; Harisah & Ramdhani, 2018; Wulandari, Setyowani & Mugiarto, 2012).
4.	BGS	DW/BGS/June19, 2024/10.00	The argument statement can be concluded that BGS assesses that Counselors are very caring and sensitive to students.	Understanding feelings and reading verbal & non-verbal language (Fitriatun, Nopita, & Muliyani, 2018; Harisah & Ramdhani, 2018; Wulandari, Setyowani & Mugiarto, 2012).
5.	DVA	DW/DVA/June19, 2024/10.20	It can be concluded that DVA assesses that the counselors at his school are able to feel what other people feel.	Understanding feelings and reading verbal & non-verbal language (Fitriatun, Nopita, & Muliyani, 2018; Harisah & Ramdhani, 2018; Wulandari, Setyowani & Mugiarto, 2012).

Table 1.3 Being a good listener

No.	Subjects	Coding	Interpretation	Discussion
1.	NFT	DW/NFT/June15, 2024/10.15	It can be concluded that NFT feels that the counselors at his school are always loyal listeners to his students.	Able to pay attention and be a good listener to all problems that other people express to him (Qoyyimah, Noorrizki, Sa'id, Apriliana & Isqy, 2021; Rismi,

				Neviyarni, Marjohan, Afdal & Ifdil, 2022)
2.	VCT	DW/VCT/June15, 2024/10.30	Judging from the information, VCT assessed the Counselor at his school when he was able to listen well when students consulted with the Counselor.	Able to pay attention and be a good listener to all problems that other people express to him (Qoyyimah, Noorrizki, Sa'id, Apriliana & Isqy, 2021; Rismi, Neviyarni, Marjohan, Afdal & Ifdil, 2022)
3.	FRM	DW/FRM/June15, 2024/12.05	The argument statement can be concluded that FRM assesses that the Counselor has not been able to grasp what the student is talking about.	Listen carefully to what other people are telling, how they feel, what is happening to them (Vanlaere, Coucke, & Gastmans, 2010; Griffiths, & Kuss, 2012; Julius, Nurlatifah, Alfaiz, & Nadya, 2022).
4.	BGS	DW/BGS/June19, 2024/10.00	Judging from the statement, BGS assessed that the counselor at his school was able to listen well.	Able to pay attention and be a good listener to all problems that other people express to him (Qoyyimah, Noorrizki, Sa'id, Apriliana & Isqy, 2021; Rismi, Neviyarni, Marjohan, Afdal & Ifdil, 2022)
5.	DVA	DW/DVA/June19, 2024/10.20	It can be concluded that DVA assesses the Counselor at his school when students	Able to pay attention and be a good listener to all problems that other

			are telling stories. The Counselor listens with focus.	people express to him (Qoyyimah, Noorrizki, Sa'id, Apriliana & Isqy, 2021; Rismi, Neviyarni, Marjohan, Afdal & Ifdil, 2022)
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Table 1.4 Mastery of non-verbal language

No.	Subjects	Coding	Interpretation	Discussion
1.	NFT	DW/NFT/June15, 2024/10.15	The argument statement can be concluded that NFT feels that the Counselor at his school is very sensitive to non-verbal language through touch or smiles.	Able to perceive non-verbal language such as tone of voice, facial expressions, gestures and other body language displayed by others (Clarck, 2010; Lam, Kolomitro & Alamparambil, 2011; Riess, Kelley, Bailey, Dunn & Phillips, 2012).
2.	VCT	DW/VCT/June15, 2024/10.30	The argument statement can be concluded that VCT considers the Counselor to be quite friendly.	Able to perceive non-verbal language such as tone of voice, facial expressions, gestures and other body language displayed by others (Clarck, 2010; Lam, Kolomitro & Alamparambil, 2011; Riess, Kelley, Bailey, Dunn & Phillips, 2012).

3.	FRM	DW/FRM/June15, 2024/12.05	It can be concluded that FRM assesses that not all counselors at his school are sensitive to non-verbal language.	Understanding feelings and reading verbal & non-verbal language (Fitriatun, Nopita, & Mulyani, 2018; Harisah & Ramdhani, 2018; Wulandari, Setyowani & Mugiarto, 2012).
4.	BGS	DW/BGS/June19, 2024/10.00	Judging from the statement, BGS assessed that the counselor at his school sometimes smiled at students.	Able to perceive non-verbal language such as tone of voice, facial expressions, gestures and other body language displayed by others (Clarck, 2010; Lam, Kolomitro & Alamparambil, 2011; Riess, Kelley, Bailey, Dunn & Phillips, 2012).
5.	DVA	DW/DVA/June19, 2024/10.20	It can be concluded that DVA assessed that the Counselors at his school were quite sensitive to non-verbal language, especially when they were warmly welcomed by the Counselor at the door.	Able to perceive non-verbal language such as tone of voice, facial expressions, gestures and other body language displayed by others (Clarck, 2010; Lam, Kolomitro & Alamparambil, 2011; Riess, Kelley, Bailey, Dunn & Phillips, 2012).

SUMMARY

Conclusion

Counselors must be sensitive to the feelings of others, especially students 5 students in one of the high schools in Kediri City. Counselors must feel what students feel because as a professional helping profession in optimizing students. Counselors are also good listeners and focus on student problems and listen to each word conveyed by students. Sensitivity to verbal & non-verbal language is very important with the creation of pro-social relationships between counselors and students. Counselors are also on becoming a leader who helps students in formulating alternative solutions. In addition, counselors must also have good self-control in order to control emotions, not be carried away by excessive feelings and solve student problems well.

Recommendations

Counselors are more serious in applying and improving empathy. Students should have a positive and good perception of counselors in order to create a harmonious atmosphere between counselors and students. Schools facilitate all counselors to have empathy skills by participating in training/workshop/workshop activities related to empathy. Further researchers are expected to conduct research with a development or fundamental research scheme in order to become a new theory that is oriented towards Indonesia.

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