

Social Application of Empathy in Serat Wedharaga to Strengthen the Character of Professional Counselor Candidates Based on Cased Method Learning

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Abstrak. Fakta di lapangan menunjukkan masih lemahnya kemampuan empati yang dimiliki calon konselor dalam memahami konselinya, khususnya pada aspek empati belum terinternalisasi secara komprehensif. Penelitian ini memiliki tiga tujuan khusus (1) mengembangkan panduan model pembelajaran *case method* berbasis nilai *serat wedharaga* untuk meningkatkan empati calon konselor; (2) model yang dikembangkan teruji secara teoritis melalui validasi ahli materi, media, dan calon pengguna; (3) model teruji secara empiris bahwa model pembelajaran *case method* berbasis nilai *serat wedharaga* untuk meningkatkan empati calon konselor. Pelaksanaan penelitian ini menggunakan metode pengembangan dengan desain ADDIE. Hasil pengembangan berupa panduan pembelajaran yang mencakup enam belas pertemuan, berisi materi, media, dan alat evaluasi. Model pembelajaran yang dikembangkan terbukti layak secara teoretis dan efektif secara praktis, ditunjukkan melalui uji *paired t-test* dengan nilai Sig. (2-tailed) = 0,000, yang mengindikasikan peningkatan signifikan antara pretest dan *posttest*. Dengan demikian, pembelajaran berbasis nilai *serat wedharaga* efektif dalam meningkatkan empati calon konselor. Saran bagi peneliti selanjutnya untuk melakukan kajian lanjutan terkait pengembangan model pembelajaran lain untuk memperkuat karakter profesional calon konselor.

Abstract. Facts in the field show that the empathy skills that prospective counselors have in understanding their counseling, especially in the aspect of empathy have not been comprehensively internalized. This research has three specific objectives (1) to develop a *case method* learning model guide based on *serat wedharaga* values to increase the empathy of prospective counselors; (2) the developed model is theoretically tested through the validation of material experts, media, and potential users; (3) The model is empirically tested that the *case method* learning model is based on the value of *serat wedharagas* to increase the empathy of prospective counselors. The implementation of this research uses the development method with ADDIE design. The results of the development are in the form of a learning guide that includes sixteen meetings, containing materials, media, and evaluation tools. The developed learning model proved to be theoretically feasible and practically effective, demonstrated through a *paired t-test* with a value of Sig. (2-tailed) = 0.000, indicating a significant improvement between pretest and *posttest*. Thus, *serat wedharaga* value-based learning is effective in increasing the empathy of prospective counselors. Suggestions for the next researcher to conduct follow-up studies related to the development of other learning models to strengthen the professional character of prospective counselors.

Key word: Empathy; Prospective Counselor; *Serat Wedharaga*; Cased Method.

INTRODUCTION

The low empathy shown by counselors in providing counseling services is an issue that is often discussed today (Amalia, 2019; Bastomi, 2020). Counseling services performed by counselors with a lack of empathy levels can result in discomfort and unwillingness from counselors to share their problems. Empathy is a very essential ability for counselors to be able to pay attention to counselors during the counseling process. Not only in the aspect of feelings, Indreswari et al. (2021) stated that empathy also shows understanding of the aspect of the counselor's mind. A complete empathy will describe the counselor's expertise to carry out effective counseling services (Amalia, 2019; Indreswari et al, 2024). Malakcioglu (2022) states that the three main aspects of empathy are social interaction, cognitive behavior, and emotional identification.

Along with the times, the emphasis on building empathy capacity has become a major focus in the realm of education, especially in the Bachelor (S1) Guidance and Counseling program (Rahmawati et al., 2019). Lecturers of the S1 Guidance and Counseling Study Program consistently emphasize the essence of empathy skills in the context of counseling and daily life, allowing students to internalize and experience firsthand the perspectives and feelings experienced by counseling. Furthermore, empathy skills play a key role for prospective counselors in the dynamics of their interaction with the surrounding social environment (Hernisawati et al., 2022). Through strong empathy skills, a counselor is able to build positive relationships with students, provide attentive listening, and provide the necessary support (Ningsih et al., 2022).

Previous studies have shown that the empathy skills possessed by prospective counselors can be strengthened through a number of interventions, such as the use of modeling techniques, peer counseling, and counseling practices (Rahayu & Susilarningsih, 2019; Sari & Hartini, 2022). However, the apparent weakness of previous studies is the lack of recognition of the cultural factors that influence prospective counselors, so that the values of empathy have not been fully embedded in them. To overcome existing weaknesses, integrating the learning of Javanese cultural values in prospective counselors can be done by paying attention to the cultural aspects that prevail in the area (Hernisawati et al., 2022).

One of the values that form empathy in Javanese culture is found in the teachings contained in the *serat wedharaga* (Fathurahman, 2022; Huda et al., 2019; Indreswari et al., 2023; Scott, 2021). This value contains the principles of good manners, self-introspection, and awareness of God's existence, which are in line with the components of empathy such as perspective taking, fantasy, empathic concern, and personal distress. However, research that explores the use of values *serat wedharaga* As a foundation in the learning process is still limited. Some studies have also shown that the learning method Cased Method and Project Based can improve empathy indicators (Muhorakeye & Biracyaza, 2021; Sari & Hartini, 2022; Zen et al., 2020). Research conducted previously by Indreswari, et al. (2023) through Gadamer's hermeneutic approach concluded that the integration of ethical and moral values from *serat wedharaga* into indicators of empathy can strengthen a person's ability to feel and understand the feelings and views of others better.

The values contained in *serat wedharaga* then adapted as guidance material in the training of prospective counselors using strategies Cased Method and Project Based. The cases presented to prospective counselors are designed in accordance with the values contained in the *serat wedharaga*. Learning incorporation Case Method with Project-based learning can enhance students' learning experiences and prepare them for future challenges. Use Case Method It can also help students to develop interpersonal skills, such as the ability to communicate well, work together in groups, and lead discussions (Simon et al., 1995; Sobri et al., 2021; Vahlepi et al., 2021; Widiastuti et al., 2022). During the learning process, individuals are faced with situations that require cooperation and collaboration (Hua & Ren, 2020; Jamila et al., 2023; Putri et al., 2023). Students will learn to work with others and lead discussions well. The case method can be an effective learning approach in developing students' critical and analytical thinking skills, as well as students' interpersonal skills (Syam, 2022).

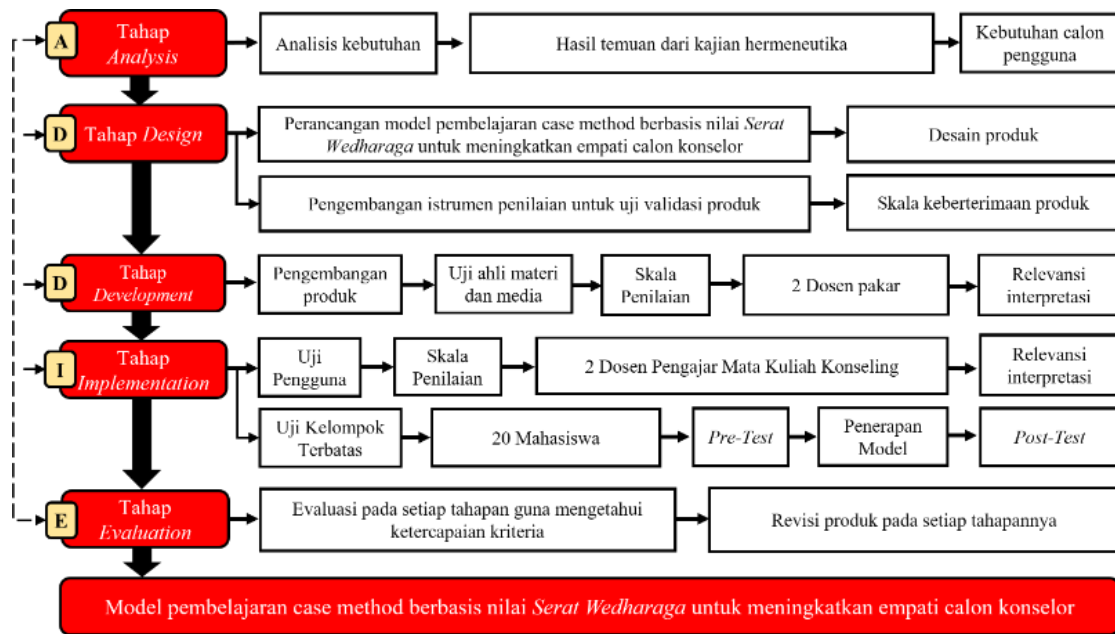
Various research results refer to the use of strategies Case Method and Project Based can partially improve aspects of the empathy component. Case Method is a learning approach that utilizes real or hypothetical case situations to encourage students to think critically and make informed decisions (Sobri et al., 2021; Widiastuti et al., 2022). Use Case Method in learning can help improve students' critical and analytical thinking

skills, interpersonal skills, and problem-solving skills (Syam, 2022; Vahlepi et al., 2021). Moreover Project Based will confront students with real or hypothetical situations and be asked to identify problems, analyze situations, and formulate appropriate solutions (Wibawaningsih et al., 2022).

Use Case Method and Project Based It can also help students to develop interpersonal skills, such as the ability to communicate well, work together in groups, and lead discussions. During the learning process, individuals are faced with situations that require cooperation and collaboration (Bovill, 2020; Hua & Ren, 2020). Students will learn to work with others and lead discussions well. Case method and Project Based can be an effective learning approach in developing critical and analytical thinking skills, as well as students' interpersonal skills (Putri et al., 2023; Syam, 2022).

METHODS

The implementation of this research uses the ADDIE development method (Branch, 2009), which consists of stages (1) analysis, including: needs analysis based on the results of hermeneutic studies; (2) design, including: conceptual design of a case method learning model based on *serat wedharaga* values to increase the empathy of prospective counselors; (3) development, implementation of models and trials on material and media experts with an inter-rater-agreement model using product acceptance questionnaires (aspects of usability, convenience, accuracy, and attractiveness). The subject of the subject matter expert test is 2 guidance and counseling lecturers, 2 lecturers with Javanese cultural expertise, and two educational technology lecturers who have S3 educational qualifications; (4) Implementation, including: product testing to potential users using pre-test-post-test control group design with an empathy scale. The analysis was to determine the level of effectiveness using the SPSS 26-assisted T-Test test; (5) evaluation, including: improvement of each stage of research to determine the achievement of the criteria. The stages of the research are visualized in figure 1.



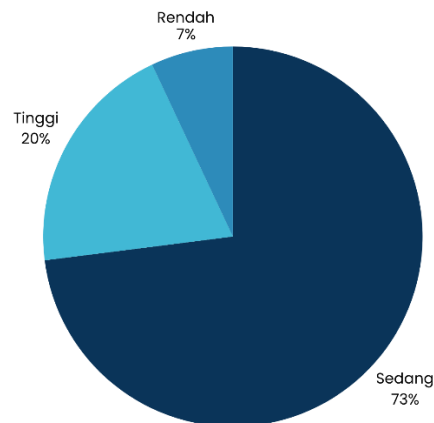
Picture 1. Research Stages

RESULT AND DISCUSSION

Empathy is an important aspect that a counselor needs to have, as the ability to understand and feel the feelings and experiences of counseling deeply will help in building a trusting relationship. This allows counselors to provide more effective and responsive support to the counselor's needs. The implementation of this research uses the development method with ADDIE (Analysis, Design, Development, Implementation and Evaluation) design. Through the ADDIE design, a case method learning model based on the *serat wedharaga* values will be obtained to increase the empathy of prospective counselors who have been tested for effectiveness.

Serat Wedharaga-Based Case Method Learning Model Guide to Increase Empathy of Prospective Counselors

The first stage is Analysis, which includes a needs analysis based on the results of hermeneutic studies. Data collection using an empathy scale adapted from Malakcioglu (2022), which has been tested for validity and reliability with the results of Cronbach's Alpha > 0.772 and Corrected Item-Total Correlation > 0.3. The following is a study of needs related to the level of empathy of guidance and counseling students at the State University of Malang.



Picture 2. Student's level of empathy

Based on the needs analysis above, it shows that the level of empathy of guidance and counseling students at the State University of Malang is 7% in the low category, 20% in the medium category, and 73% in the high category.

The second stage is design, which involves designing a case method learning model based on *serat wedharaga* values to increase the empathy of prospective counselors. The designed learning model consists of sixteen meetings, with a lecture design consisting of (1) a lecture contract; (2) twelve times of providing empathy strengthening material based on the values of *serat wedharaga*; (3) UTS; and (4) UAS. The material provided contains aspects of strengthening empathy, including aspects of social interaction, aspects of cognitive behavior, and aspects of emotional identification that are integrated with the values of *serat wedharaga*, including humility, honesty, enthusiasm for learning, responsibility, language manners, and manners. This learning model is outlined in the guide as follows.



Picture 3. Learning Guide to Strengthening Empathy Based on *Serat Wedharaga* Values

A Guide to Theoretically Tested Learning Models Through Validation of Subject Matter Experts, Media, and Potential Users

The third stage is Development, where the model was implemented and tested on two subject matter experts and two media experts using a product acceptance questionnaire. The results of the media expert's assessment are classified according to the validator's assessment classification (Guilford, 1942). Based on the results of the validator's assessment of the value-based learning model guideline based on *serat wedharaga* to improve empathy skills, prospective counselors have a score of 1 with a very high classification and are very qualified.

Serat Wedharaga Value-Based Case Method Learning Model Tested in Practice to Increase Empathy of Prospective Counselors

The fourth stage is implementation, which involves testing the product to potential users using an assessment of the pretest-posttest control group design approach with an empathy scale. The empathy scale used contains 12 statement items that have been tested for validity and reliability with the help of IBM SPSS 26. Of the initial 13 items, 1 item was dropped so that 12 items remained with Cronbach's Alpha > 0.772 and Corrected Item-Total Correlation > 0.3.

Then the results of the study were carried out a T-Test to find out its effectiveness. The implementation was carried out to 40 S1 Guidance and Counseling students of the State University of Malang, there were sixteen meetings that began with the determination of lecture contracts and pretest work, then continued with the application of the case method. The application of the case method is carried out by presenting empathy strengthening material based on *serat wedharaga* and cases that must be solved by students, both individually and in groups. Evaluation is carried out through the preparation of essays, articles, and self-reflection forms. The posttest work was carried out at the sixteenth meeting. The following are the results of the pretest and posttest in this study.

Table 1. Pretest and Posttest Results

Yes	Respondents	Pretest	Category	Posttest	Category
1.	HWM	45	Medium	46	High
2.	IAM	43	Medium	43	Medium

3.	MHR	39	Medium	41	Medium
4.	GOLD	40	Medium	40	Medium
5.	RIGHT	48	High	49	High
6.	HEH	46	High	47	High
7.	KTR	46	High	47	High
8.	INA	42	Medium	46	High
9.	ILR	40	Medium	42	Medium
10.	HSD	42	Medium	44	Medium
11.	KH	45	Medium	47	High
12.	DAA	43	Medium	45	Medium
13.	FFN	41	Medium	45	Medium
14.	HHN	43	Medium	46	High
15.	HOOD	45	Medium	47	High
16.	MFM	42	Medium	43	Medium
17.	HNK	36	Low	44	Medium
18.	FES	38	Medium	39	Medium
19.	NA	43	Medium	44	High
20.	FSS	44	Medium	46	Medium
21.	DVF	35	Low	40	Medium
22.	LCS	48	High	50	High
23.	HAF	45	Medium	46	High
24.	YST	39	Medium	42	Medium
25.	FNH	46	High	47	High
26.	FAG	40	Medium	42	Medium
27.	FDA	40	Medium	44	Medium
28.	FK	42	Medium	44	Medium
29.	FAP	45	Medium	46	High
30.	RIGHTS	44	Medium	46	High
31.	VMY	38	Medium	42	Medium
32.	MFM	44	Medium	46	High
33.	FAF	40	Medium	41	Medium
34.	IKS	46	High	47	High
35.	STOMACH	49	High	50	High
36.	BRL	48	High	49	High
37.	BAA	40	Medium	43	Medium
38.	DSF	40	Medium	43	Medium
39.	STOMACH	33	Low	39	Medium
40.	AMZ	38	Medium	40	Medium

From the pretest and posttest data above, it can be seen that the average level of empathy of guidance and counseling students has increased. In the posttest results , there were 18 students who had a high level of empathy and 22 students who had a level of empathy in the medium category. Furthermore, the results were analyzed using the paired T test to find out if there was a difference between the pretest and posttest scores. The following are the results of the analysis of the paired T test.

Tabel 2. Results of Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	<i>Pre Test - Post Test</i>	-2.175	1.615	.255	-2.692	-1.658	-8.515	39	.000

The results of the Paired Samples Test showed a significant difference between pretest and posttest scores with an average difference of -2,175, $t(39) = -8,515$, and $p = .000$ ($p < 0.05$). This shows that there is a significant increase in posttest scores compared to pretest scores after the intervention is given, so it can be concluded that case method learning based on the value of *serat wedharaga* has been proven to be effective in increasing the empathy of prospective counselors.

The last stage is evaluation, which includes evaluation at each stage of the research. Based on the overall evaluation stage from the needs of the field to the development process of the model of applying empathy values in *serat wedharaga* to strengthen the character of prospective professional counselors based on case method learning, judging from the results of product acceptance, the results of the achievement were very good and very worthy of being tested in the field. Empirically, through the implementation of the values of *serat wedharaga* to improve the ability to go to the field, it has a significant effect on the development of the empathy ability of prospective counselors, as evidenced by the change in posttest scores from the previous pretest scores. The next recommendation is needed to conduct research to compare other cultures with *serat wedharagas* to improve the empathy skills of prospective counselors.

CONCLUSION

The results of the development of a learning guide model based on the value of *serat wedharagas* have proven to be effective in improving the empathy ability of prospective counselors who have been accepted theoretically through the results of expert validation. The guidelines have also been accepted practically through effectiveness tests. This is proven through the results of the analysis of the paired T-test,

it is stated that the *nilaing* Sig. (2-tailed) is 0.000, so there is an increase between the pretest and posttest results. It can be concluded that learning based on the value of *serat wedharaga* has proven to be effective in improving the empathy ability of prospective counselors. Suggestions for future researchers, in order to be able to compare other cultures with *serat wedharagas* to improve the empathy skills of prospective counselors.

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