

THE DEVELOPMENT OF EMPATHY SKILLS FOR GUIDANCE AND COUNSELING TEACHER CANDIDATES

Fanny Nishfiyati Iqlima¹, Nandang Budiman², Yusi Riksa Yustiana³,
Dodi Suryana⁴

¹²³⁴ Universitas Pendidikan Indonesia, Indonesia

*Corresponding Author: fannyiqlima@upi.edu

ABSTRACT

This study was motivated by the low personal quality of the counselor teachers resulting in the unwillingness of the counselee to consult. The purpose of the study was to show a description of the development of empathy skills possessed by prospective guidance and counseling teachers candidates. The participants in this study were 156 students of the Department of Educational Psychology and Guidance at the Faculty of Education, Universitas Pendidikan Indonesia. The data were collected through a self-report questionnaire to measure empathy. The results showed that the development of empathy was mostly in the medium category with a proportion of 35.25%, meaning that Guidance and Counseling Teacher candidates tend to be confused and hesitant to understand the views of others in a condition, sometimes unable to position themselves imaginatively towards fictional feelings and actions, lack feelings of warmth, affection, and care for the suffering of others, and sometimes unable to feel discomfort like others because of being influenced by several factors such as closeness and experience. The analysis of perspective-taking indicator was a low category; also, the development of female empathy was higher than that of men, so the empathy skills possessed by the Guidance and Counseling candidates had not to reach a holistic counselor personally.

Keywords: Guidance and Counseling; Empathy Skills; Counselor

INTRODUCTION

The importance of the empathy skills is positive attitudes shown by the counselor towards the counselee, in the form of the counselor's willingness to put himself in the counselee's position, so that the counselor can see reality from the counselee's way, point of view, understanding, and personal emotional experience (Barkham & Shapiro, 1986; Bayne & Jangha, 2016). Empathy skills can occur if the counselor can accept the counselee as he is, does not make judgments, does not mean understanding others objectively, but instead trying to understand the thoughts and feelings of others by the way other people think and feel or see themselves (Duchesne et al., 2012; Greason & Cashwell, 2009).

Empathy illustrates an individual's capacity to recognize and respond to emotions or unique experiences from another individual (Plotkin & Shochet, 2018). Empathy is an internal frame of reference to understand others based on others' perceptions and feelings. Even the results of Carkhuff's study explain "without empathy there is no basis for helping," representing empathy as a basis for counselors to help counselees provided through guidance and counseling services (Bodenhorn, n.d.; Carkhuff, 2008). It is appropriate that the personal quality of professional counselors can support skills of acceptance, congruence, empathy, emotional stability, flexibility, openness, interest in people, authenticity, trustworthiness, beliefs, and sensitivity (Bradley & Brasel, 2008; Hojat et al., 2002; C. R. Rogers & Ph, 1975; Spencer & Spencer, 2015). Even the skills that need to be possessed by a counselor that are congruence, unconditional positive regard, and empathy and counselor need to have the skills to empathize, warmth, and authenticity (Duchesne et al., 2012; C. R. Rogers & Ph, 1975; Ziff et al., 2017).

The empathy response can be shown when the counselee seems to need the attention and support of the counselor, both positive and negative emotions. Empathy responses can be made in verbal support sentences and nonverbal forms of physical touch (Bayne & Jangha, 2016; Stebnicki, 2007). With an empathy response, the counselee will capture the impression and know that the counselor gives full attention and is ready to provide assistance in alleviating the problem and be able to feel and understand the personal world of others, but without losing awareness of oneself or being carried away by the thoughts and feelings of others (Depue & Lambie, 2015; Peabody & Gelso, 1982).

Rogers's (1975) study explains the quality of empathy possessed by the counselor, as follows (1) Counselors and therapists from various approaches agree that the effort to understand someone sensitively and thoroughly by reviewing it from the view of the person concerned is the essential element for a counselor or effective therapist. (2) the counselor has high empathy, gives rise to effective counseling of the counselee, (3) The counselor shows empathy skills can free the counselee from self-isolation, feel valued, cared for and accepted as they are, (4) The ability to diagnose and interpret is not something to do with empathy. True empathy is based on acceptance and attitude non-judgmental.

The life of the counselee world is a secret that is difficult to penetrate; even the situation is so layered. Counselors faced by counselors often appear only on the surface and rarely display the world in the counselee, except for trusted people (Ikiz, 2009; Ziff et al., 2017). People who are authorized by the counselee understand and can feel the feelings, experiences, and thoughts of the counselee. Counselors who empathize quickly enter the world in the counselee to be touched by the counselor's attitude (Barkham & Shapiro, 1986; Lyons & Hazier, 2002; Robinson et al., 1982).

These studies explain that the personal quality of counselors is not always sufficient because most guidance and counseling/counselor teachers are still weak in developing practical nature. The study on the personal quality of counselors conducted on 2730 counselors in the United States indicates that aspects of self-control and identity integration have good qualities. However, in the elements of relationships, intimacy, endurance, and understanding of feelings in building relationships that are helpful to have a category low, this condition affects students/counsees who do not want to come back to the counseling room at the next session (Ziff et al., 2017).

In the context of education, the counselor must be a good model for students (counselee), and the counselor must be more psychologically healthier than the counselee. Good psychological health will underlie understanding behavior and skills and will, in turn, develop a positive power in Guidance and Counseling services. The results of the study that (Bodenhorn, n.d.; Shallcross et al., 2014; Smith-Hanen, 1977) conducted explained in the Guidance and Counseling the personal quality of the counselor became a determining factor for the achievement of effective services.

Understanding empathy is the most important element for developing the climate of acceptance and trust needed in Guidance and Counseling services (Clark, 2010; Trusty et al., 2005). Experiences can be one of the processes of practicing empathy, and the ability to empathize is obtained through mastery of powerful interpersonal or self-management skills and communication that requires strong interpersonal skills (Hindiarto et al., 2020; Yamada et al., 2018). Their ability to recognize and empathize with parents becomes very important (Shao et al., 2018). By requiring the right attitude, empathy is a skill that can be developed, and it is a skill that needs to be developed to be an effective counselor.

Based on the problems and study results, this study seeks to identify more about the quality of empathy for guidance and counseling students who are prospective Guidance and Counseling Teachers candidates. This study is one of the initial explorations aimed at finding out the development of empathy behavior of Guidance and Counseling students. The results of this study are expected to be one of the results of evaluation inputs on the student's personality and the comparator (benchmark) for program management study to assess the success rate of the learning process.

METHOD

Study Design and Approach

This study used a quantitative approach with a descriptive research design, aiming to portray participants' characteristics and the actual conditions of the phenomenon under study through systematic data collection, organization, and interpretation (Creswell, 2009). The descriptive design was selected because the study did not intend to manipulate variables or test treatment effects, but rather to summarize and describe empirical conditions as they naturally occurred in the research setting.

Research Setting and Timeframe

The research was conducted in the Department of Educational Psychology and Guidance Study Program during the 2015–2016 academic year. Data collection and analysis were carried out following standardized procedures to ensure consistency across participant clusters.

Population

The population consisted of all students registered in the Department of Educational Psychology and Guidance Study Program who belonged to the 2012–2015 academic cohorts (i.e., cohorts actively represented in the program during the 2015–2016 academic year). The population distribution by cohort and gender is presented in Table 1.

Sampling Technique

Sampling was performed using cluster sampling, where naturally occurring groups (clusters) were defined based on academic cohort/year (2012, 2013, 2014, and 2015). The cluster approach was applied because the population was already organized administratively by cohort, enabling efficient sampling while maintaining representation across groups. The sampling procedure followed these steps:

1. Identify clusters: each academic cohort (2012–2015) was treated as one cluster.
2. Determine sample allocation per cluster: participants were selected from each cluster to ensure all cohorts were represented.
3. Select participants within clusters: within each cohort cluster, participants were chosen using an appropriate selection method (e.g., random selection from the cohort list) to minimize selection bias.
4. Finalize sample: the total sample size was 156 students, distributed across cohorts as shown in Table 1.

Participants

Table 1 presents the population composition (male/female) for each cohort and the number of participants included in the study sample.

Table 1. Participants

Academic Year	Population (M)	Population (F)	Population (Total)	Sample (n)
2012	16	82	98	32
2013	25	78	103	42
2014	13	100	113	46
2015	32	72	104	36
Total	86	332	418	156

Data Handling and Management

All collected data were checked for completeness, then coded and tabulated according to cohort and gender categories. Data were compiled into a single dataset to enable consistent descriptive processing and to reduce entry and classification errors.

Data Analysis

Data were analyzed using descriptive statistical techniques, such as: frequency and percentage distributions (e.g., by cohort and gender), measures of central tendency (mean/median) when applicable, and variability indicators (standard deviation/range) when needed to summarize participant responses. These analyses were used to provide a clear profile of the sample and to describe patterns relevant to the study's objectives.

Ethical Considerations

Participation was voluntary. Participants were informed about the purpose of the study, and confidentiality was maintained by using anonymous coding and restricting data access to the research team. Any reporting of results was presented in aggregated form to prevent identification of individual participants.

RESULTS AND DISCUSSION

The Development of Empathy for Guidance and Counseling Teacher Candidates

The results of the study examined empirical data about the development of empathy for prospective Guidance and Counseling Teacher candidates, as can be seen in Table 2.

Table 2. The Development of Empathy for Guidance and Counseling Teacher Candidates

Category	Frequency	Proportion
Very high	6	3,84
High	45	28,84
Medium	55	35,25
Low	38	24,35
Very Low	12	7,69
Total	156	100

Table 2 shows that the level of empathy development of prospective Guidance and Counseling Teachers candidates is mostly at a medium level (35.25%), meaning that Guidance and Counseling Teacher candidates tend to be confused and hesitant to understand the views of others in a condition, sometimes unable to position oneself imaginatively towards fictional feelings and actions, lack feelings of warmth, affection and care for the suffering of others, and sometimes unable to feel discomfort like others because of being influenced by several factors such as closeness and experience that are not the same as others.

The Development of Empathy for Guidance and Counseling Teacher Candidates Based on Indicators

The empirical data about empathy for prospective Guidance and Counseling Teachers can be seen in Table 3.

Table 3. The Development of Empathy for Guidance and Counseling Teacher Candidates Based On Indicators

Indicator	INF	VH	H	M	L	VL
Perspective Taking	F	14	34	49	51	8
	%	8,97	21,79	31,41	32,69	5,12
Fantasy	F	7	45	55	37	12
	%	4,48	28,84	35,25	23,71	7,69
Empathy Concern	F	7	45	63	29	12
	%	4,48	28,48	40,38	18,58	7,69
Personal Distress	F	8	47	59	27	15
	%	5,12	30,12	37,82	17,30	9,61

Table 3 shows that the development of empathy skills for prospective Guidance and Counseling Teacher candidates can be seen from the percentage of each indicator, spreading to each of the four indicators in the order of *empathy concern*, *personal distress*, *fantasy*, and *perspective-taking*.

The Development of Empathy for Guidance and Counseling Teacher Candidates Based on Gender

An explanation of the empathy of prospective Guidance and Counseling Teachers candidates based on gender can be seen in table 4.

Table 4. The Development of Empathy for Guidance and Counseling Teacher Candidates Based on Gender

Dimension	Mean Rank		P	
	Male	Female	1-tailed	2-tailed
Cognitive	23.25	16.02	0.05	0.571
Affective	32.50	16.48	0.05	0.000
Empathy	55.76	16.90	0.05	0.000

Based on the Mann-Whitney test result in the development of the cognitive dimension calculation value $\mu_2 = 0.571$ because the value of $\mu_1 > 0.05$, H_0 is accepted, thus the development dimension of empathy that women have a higher than men. Besides, the cognitive dimension development is the lowest dimension

possessed by prospective Guidance and Counseling Teacher candidates. The development of empathy indicators based on gender can be seen in Table 5.

Table 5. Development of Indicators Empathy for Guidance and Counseling Teacher Candidates

Dimension	Mean Rank		P	
	Male	Female	1-tailed	2-tailed
Perspective Taking	10.55	10.56	0.05	0.978
Fantasy	12.70	13.24	0.05	0.445
Empathy Concern	21.01	22.97	0.05	0.012
Personal Distress	11.48	14.92	0.05	0.000

Table 5 shows that the calculation of empathy development based on the Mann-Whitney test on the indicator *perspective taking* are $\mu_2 = 0.978$ because $\mu_1 > 0.05$, then H_0 is accepted, representing the indicator *perspective-taking* lowest possessed by prospective Teachers and Counseling Teacher candidates.

Differences in the Development of Empathy for Guidance and Counseling Teacher Candidates Based on Academic Year

Explanation of empathy for prospective Guidance and Counseling Teacher candidates based on academic year is illustrated through the average score, which can be seen in table 6. Based on the average score, which can be seen from table 6.

Table 6. The Development of Empathy for Guidance and Counseling Teacher Candidates Based on Academic Year

Academic Year		Cognitive	Affective	Empathy
2012	Mean	24.2171	36.2072	60.4243
	N	32	32	32
	Std. Deviation	4.84094	5.23239	7.96007
	Std. Error of Mean	.85577	.92497	1.40715
2013	Mean	22.4469	36.7586	59.2055
	N	42	42	42
	Std. Deviation	4.85966	5.69100	8.83055
	Std. Error of Mean	.74986	.87814	1.36258
2014	Mean	23.5482	36.7335	60.2817
	N	46	46	46
	Std. Deviation	4.11715	5.41735	6.86888
	Std. Error of Mean	.60704	.79874	1.01276
2015	Mean	24.9614	38.0259	62.9873
	N	36	36	36
	Std. Deviation	4.79546	5.42120	8.03518
	Std. Error of Mean	.79924	.90353	1.33920
Total	Mean	23.7150	36.9306	60.6456
	N	156	156	156
	Std. Deviation	4.68024	5.44109	7.96624
	Std. Error of Mean	.37472	.43564	.63781

Table 6 shows the average empathy score of each generation which shows differences between generations. The average score of empathy development in the academic year of 2012 was higher (60.42)

than the average score of empathy development in 2013 (59.20). However, when compared to the academic year of 2014, the average score of empathy development in the academic year of 2014 was higher (60, 28) compared to the academic year of 2013, and for the average score of empathy development for the academic year of 2015 was higher (62.98) compared to the academic year of 2012, 2013 and 2014.

When viewed from the average score on the cognitive aspects of each generation showed differences in average scores on average, the academic year of 2012 had a higher average score (24.21) compared to the average score of 2013 (22.44), while the academic year of 2014 had a lower average score (23.54) compared to the average 2015 academic year score (24.96).

In the affective aspect, the average score of the academic year of 2012, 2013, and 2014 did not show any difference. The average score of the affective aspect of the academic year of 2012 (36.20), the average score of the affective part of the academic year of 2013 (36.75), and the average score of affective aspects of the academic year of 2014 (36.73), whereas for the average score of the affective aspects of the academic year of 2015 showed a difference compared to the other three classes, the average score of the affective aspects of the academic year of 2015 was higher than that of the above generation (38.02). Thus, it can be concluded that the highest average score both from overall empathy development and aspects is the academic year of 2015, while the lowest average score is the academic year of 2013.

The Development of Empathy for Guidance and Counseling Teacher Candidates

The development of empathy deals with their views in the condition and feelings of others. This included cognitive aspects consisting of perspective-taking and fantasy and affective aspects consisting of empathic concern and personal distress.

The findings of empathy development for prospective Guidance and Counseling Teachers, in general, have empathy development in the category of good enough (medium). This means that prospective Guidance and Counseling Teachers have had moderate development in every aspect that tends to be confused and hesitant to understand the views of others in a condition, sometimes unable to position themselves imaginatively towards fictional feelings and actions, lacking feelings of warmth, compassion and caring for the suffering of others, and sometimes unable to feel discomfort like others because it is influenced by several factors such as closeness and experience.

The development of empathy owned by Guidance and Counseling students is in the medium category. One of the competencies of learning outcomes that must be achieved by students in tertiary institutions is effective competency, in addition to cognitive competence (understanding) and psychomotor (skills) (Bodenhorn, n.d.; Mortenson, 2009). The purpose of increasing affective abilities is to help individuals master various life skills important through structured programs organized in groups. Through the group approach, individuals not only learn to master the material cognitively, but also they can learn to improve the social skills needed for personality development.

According to (Bohecker et al., 2016; Christov-moore et al., 2014; Davids et al., 2017; Peabody & Gelso, 1982), to achieve these affective goals, educators need a revolution and transformation in the field of mental health. The mental health revolution and transformation in question is a preventive and extensive effort to help citizens, including citizens, learn to improve the ability to carry out life tasks at an increasingly high level, especially through mastering a variety of life skills hared, interpersonal communication, and growth personally (Barkham & Shapiro, 1986; Fiorentine & Hillhouse, 1999; Ikiz, 2009; Robinson et al., 1982). The psychological skills in question are life skills, namely listening and understanding empathically, delivering messages; expressing thoughts and feelings, conflict resolution, strategic planning, and problem-solving, decision making, coping with various stressors, undergoing multiple life transitions and developments successfully, and adjusting to life in schools and colleges (Duan & Kivlighan, 2012; Kokkinos & Kipritsi, 2012; Trusty et al., 2005). The relationship of findings regarding empathy with positive social behavior and social competence of individuals (Spencer & Spencer, 2015).

Empathy happens if someone feels like someone else. One's capacity in responding to other people's situations certainly requires an adequate understanding of the thoughts and feelings of others. In the context of counseling and psychotherapy client-centered, this condition is termed an internal frame of reference of another, namely an empathetic understanding of the counselor on the client's internal frame of reference (Hall & Lindsey, 1978, p. 67).

The Development of Empathy for Guidance and Counseling Teacher Candidates of the Cognitive Aspects

Development of empathy in cognitive aspects shows the majority of prospective Guidance and Counseling Teachers are in the medium category achievement. Eisenberg & Strayer (Taufik, 2012) that one of the most fundamental in the process of empathy is understanding the differences between individuals (perceivers) and others. In connection with this component, it characterizes that an empathic person has skills related to communication problems, perspectives, and sensitivity in the socio-emotional understanding of others. The cognitive aspects of empathy generally include agreement with other people's conditions (Ang & Goh, 2010; Gibson, 2007; Morrison & Borgen, 2010; Moyers & Miller, 2013). There are several levels in cognitive processes: 1) Differentiation of the self from others, according to Piaget, in the first year, the children have not been able to distinguish between themselves and others; 2) The differentiation of emotional states, the ability to recognize and remember different forms of emotions based on both effective and situational cues; 3) Social referencing and personal meaning explain that parents' emotional expressions are guides or examples of children's behavior in several different situations, including interacting with others; 4) Labeling different emotional states, regarding basic emotional conditions, has been suggested that children at four to five years of age have accurate thinking. At these ages, they have begun to distinguish or understand differences in expression; and 5) Cognitive role-taking ability, the ability to place oneself in the situation of others to know precisely the thoughts and feelings of that person (Barak, 1990; A. Rogers et al., 2010; C. R. Rogers & Ph, 1975; Völlm et al., 2010).

The Development of Empathy for Guidance and Counseling Teacher Candidates of the Affective Aspects

Development of empathy in the affective aspect shows that the majority of prospective Guidance and Counseling Teachers are in the medium category achievement. According to the principle of empathy is an affective experience, vicarious emotional response (emotional responses that seem to occur on oneself) is the center of empathy experiences and cognitive empathy processes to support or lead to affective experiences.

Empathy as an affective aspect refers to the ability to align emotional experiences with others. This empathy aspect consists of sympathy, sensitivity, and sharing of suffering experienced by others, such as a close feeling towards the difficulties of others who are imagined as if they were experienced by themselves (Abassary & Goodrich, 2014). Furthermore, affective empathy is a condition in which a person's emotional experience is the same as a personal experience that is being felt by another person, or a feeling of experiencing together with another person (Elliott et al., 1982; Evans, 2007; Trusty et al., 2005).

The results of studies use the concept of perspective-taking. He defines perspective-taking as a multidimensional construct that can be arranged conceptually and methodically into three categories: cognitive, affective, and perceptual. Perspective-taking consists of two categories: cognitive perspective-taking and affective perspective-taking. Cognitive perspective-taking is defined as the ability to identify and understand the thoughts or feelings of others (Egan, 2010; C. R. Rogers & Ph, 1975).

The Development of Empathy for Guidance and Counseling Teacher Candidates of the Perspective Taking

Development of empathy in the indicator perspective-taking shows that the majority of prospective Guidance and Counseling Teacher candidates are in the low category achievement. Perspective-taking measures the development of individuals to take the psychological views of others spontaneously in daily life. Davis confirmed the importance of perspective-taking for non-behavior egocentric, that is, abilities that are not oriented to one's interests, but the interests of others. Perspective-taking is related to emotional reactions and helpful behavior in adolescents. Perspective-taking in empathy includes the process of self-identification and self-positioning. Self-identification directs individuals to touch their awareness through the perspectives of others, while self-positioning guides individuals to position themselves in the situations and conditions of others to then help solve their problems (Kokkinos & Kipritsi, 2012; Völlm et al., 2010).

The Development of Empathy for Guidance and Counseling Teacher Candidates of the Indicators Fantasy

Development of empathy in indicators *fantasy* shows that the majority of prospective Guidance and Counseling Teachers are in the medium category achievement. *Fantasy* measures the development of individuals to put themselves imaginatively against fictional feelings and actions. Davis suggests that fantasy is a dimension that influences other people's emotional reactions and results in helpful behavior. When experiencing fantasy, a person will be stimulated to convey the feelings and perceptions of an event or process that states changes in attitudes/behavior of others. Fantasy greatly influences the intensity of one's empathy, concrete examples such as asking others to tell coherent problems as a media problem solving for the problem (Chen et al., 2019; C. R. Rogers & Ph, 1975).

The Development of Empathy for Guidance and Counseling Teacher Candidates of the Empathic Concern

Development indicators for the Empathic Concern show that most prospective Guidance and Counseling Teachers are in the medium category. Empathic concern measures the development of individuals to feel feelings of warmth, affection, and care for the suffering of others (Bayne & Hays, 2017; Bayne & Jangha, 2016; Bodenhorn, n.d.). Feelings of sympathy that are oriented towards others and attention to the misfortune of others. This dimension is also a reflection of a feeling of warmth closely related to sensitivity and concern for others. The attention that arises in someone also reflects the level of emotional maturity and empathy of the person. Someone who has matured his emotional level also has a greater likelihood of controlling empathy well. Attention can be given either implicitly or explicitly, depending on the situation and conditions (Burnard, 1999; Dennin & Ellis, 2003; Depue & Lambie, 2014).

With fantasy, individuals can be carried away in sadness, happiness, and other feelings experienced by people around them. When individuals can get swept up in the emotions of those around them, then individuals can care, sympathize, and full of warmth in others; then, this is called empathic concern.

The Development of Empathy for Guidance and Counseling Teacher Candidates of the Indicators Personal Distress

Development of empathy for indicators of personal distress shows that the majority of prospective Guidance and Counseling Teachers are in the medium category achievement. Emotional distress measures the development of individuals to feel discomfort and anxiety when seeing the suffering of others, as a concern for self-discomfort in the face of difficulties of others and motivates to reduce the discomfort. The reactions that are considered to reflect this are fear, anxiety, anxiety, worry if it is not helpful, disturbed, and shocked or confused in the face of others who have difficulties (Giordano et al., 2015; Hornby et al., 2003; Inskip, 1996; Manthei, n.d.; March-smith, n.d.).

The Development of Empathy for Guidance and Counseling Teacher Candidates Based on Gender

Empathy development based on gender shows that female candidates for Guidance and Counseling Teacher candidates have higher empathy development than male perspective Guidance and Counseling Teacher candidates. The development of empathy based on gender in the cognitive aspect shows that female perspective Guidance and Counseling Teachers candidates and male Guidance and Counseling Teacher candidates do not have a significant difference, and the affective elements indicate that female perspective Guidance and Counseling Teachers candidates have higher affective development compared to prospective male Guidance and Counseling Teachers candidates.

Empathy development based on gender in indicator perspective-taking shows that the prospective female Guidance and Counseling Teacher candidates and the male Guidance and Counseling Teacher candidates do not have a significant difference. The indicator fantasy shows that the prospective Guidance and Counseling Teacher candidates have a higher development than the prospective Guidance and Counseling Teachers of men, on the indicator empathic concern shows that prospective Guidance and Counseling Teachers have a higher development than male perspective Guidance and Counseling Teachers, the personal indicator distress shows that prospective female Guidance and Counseling Teacher candidates

have the development which is higher than the prospective male Guidance and Counseling Teacher candidates.

The findings are following the results that girls have higher empathic abilities than boys. Whereas in terms of emotional sensitivity, girls are also more sensitive than boys (Renaud-Dubé et al., 2015; Wouters et al., 2017). The results of the study that at an early age, the development of boys shows more empathy than girls. But along with its development, women show more compassion than men (Toussaint & Webb, n.d.; Yang et al., 2008).

Women have a higher level of empathy than men, this perception is based on the belief that women are more *nurturance* and more interpersonal oriented than men, and empathetic responses of women are more empathic in responding verbally to other people's distress (Brock-utne, 2009; Katz, 2017; Schulte-rüther et al., 2008).

According to Hoffman (1977), Schulte-rüther et al. (2008), Yang et al., (2008), Ziff et al. (2017), here are similarities that men and women have in empathy, namely the response to a brain scan to investigate a reaction to a touching) when seeing someone who is experiencing feelings of pleasure or sadness. The ability to empathize will increase with increasing age. The older a person is, the better his empathic ability is.

The Development of Empathy for Guidance and Counseling Teacher Candidates Based on Academic Year

General description of the research results in the academic year shows that there are differences in the development of empathy in each generation, but the disparities shown are not significant. The highest empathy development is the academic year of 2015 and the lowest development of the academic year of 2013.

One crucial aspect that needs to be further studied is the extent of differences in empathy for the Guidance and Counseling students when viewed from the difference in entry forces. This difference needs to be known to assess the affective competency profile of students both before entering the Guidance and Counseling study program or when actively involved in the process, and to the maximum extent possible if necessary there is a further study exploring the performance of Guidance and Counseling study program graduates not only cognitively and psychometrically, but also effective implementation. The researcher assumes that students from the higher entry forces (the academic year of 2012 and the previous generation) ideally have a better quality of empathy than the lower classes (2013, 2014 and 2015). This comparison is based on the impact of lectures and cognitive material achievement that should be directly proportional to the increasing affective sensitivity of students in dealing with problems faced by others. Meanwhile, for students included in the new generation, the description of empathy status should only describe effective input in the first years.

Studies conducted by Hojat et al. (2002) prove an increase in the quality of empathy of students in medical schools while attending an educational program for three years. This high rate of improvement compares the quality of empathy before and after attending an education program. Thus, this study confirms the previous assumption that educational programs are considered to have high effectiveness for forming and improving the quality of empathy for a prospective *helper*.

Duchesne et al. (2012), Hojat et al. (2002) have also intensively studied the rate of empathy-related to one's emotional intelligence; the study shows that the quality of empathy of a professional counselor is strongly influenced by his ability to manage positive and negative emotions effectively. The conclusion of the study confirms that individuals who can monitor and separate their emotions and the emotions of clients have a high quality of empathy. Therefore, Miville and colleagues suggest that in training or educating prospective counselors, program participants must truly be tested for their ability to distinguish themselves from others

CONCLUSION

The results of data collection, processing, and analysis regarding the empathy development of prospective Guidance and Counseling Teacher candidates, the following conclusions are obtained. a) In general, the development of empathy skills for prospective Guidance and Counseling Teachers candidates is in the medium category. This means that empathy skills possessed are not optimal, if empathy is

understood as a condition where a person can put himself in a situation experienced by others, then the empathy status of the Guidance and Counseling students is still in a state that needs to be improved again, b) In general the development of empathy skills in cognitive and affective aspects of prospective Guidance and Counseling Teacher candidates are in the medium category, meaning that the cognitive and affective aspects possessed are not optimal as a prospective Guidance and Counseling Teacher candidates, c) In general the development of empathy skills of Guidance and Counseling Teacher candidates in the indicator perspective-taking is at a low category, indicator fantasy in the medium category, indicators empathic concern in the medium category, and indicators personal distress in the medium category, d) Empathy development for female Guidance and Counseling Teacher candidates is higher than male perspective Guidance and Counseling Teachers candidates, e) There is no difference in the development of empathy skills between the classes of 2012, 2013, 2014 and 2015. This needs to be a common concern that the ideal picture of the higher level and achievement of individuals does not guarantee an increase in students' effective abilities.

ACKNOWLEDGMENTS

We are grateful to Universitas Pendidikan Indonesia, who has provided us with a grant to do this research. We are also thankful to all counselor candidates who have shared their voices and experiences with us.

REFERENCES

- Abassary, C., & Goodrich, K. M. (2014). Attending to Crisis-Based Supervision for Counselors : The CARE Model of Crisis- Based Supervision. February 2015, 37–41. <https://doi.org/10.1080/07325223.2014.918006>
- Ang, R. P., & Goh, D. H. (2010). Cyberbullying Among Adolescents : The Role of Affective and Cognitive Empathy , and Gender. 387–397. <https://doi.org/10.1007/s10578-010-0176-3>
- Barak, A. Z. Y. (1990). Counselor Training in Empathy by a Game Procedure. 29(March), 170–178.
- Barkham, M., & Shapiro, D. A. (1986). Counselor Verbal Response Modes and Experienced Empathy. 33(1), 3–10.
- Bayne, H. B., & Hays, D. G. (2017). Examining Conditions for Empathy in Counseling : An Exploratory Model. 56(April), 32–52. <https://doi.org/10.1002/johc.12043>
- Bayne, H. B., & Jangha, A. (2016). Utilizing Improvisation to Teach Empathy Skills in Counselor Education. 55(December), 250–262. <https://doi.org/10.1002/ceas.12052>
- Bodenhorn, N. (n.d.). Beyond Role-Playing : Increasing Counselor Empathy Through Theater Exercises. 1(2), 17–28. <https://doi.org/10.1300/J456v01n02>
- Bohecker, L., Horn, E. A. D., Bohecker, L., & Horn, E. A. D. (2016). The Journal for Specialists in Group Work Increasing Students ' Empathy and Counseling Self- Efficacy Through a Mindfulness Experiential Small Group Counseling Self-Efficacy Through a. The Journal for Specialists in Group Work, 00(00), 1–22. <https://doi.org/10.1080/01933922.2016.1232322>
- Bradley, C. T., & Brasel, K. J. (2008). Core competencies in palliative care for surgeons: Interpersonal and communication skills. American Journal of Hospice and Palliative Medicine, 24(6), 499–507. <https://doi.org/10.1177/1049909107310063>
- Brock-utne, B. (2009). A GENDER PERSPECTIVE ON PEACE EDUCATION AND THE WORK FOR PEACE. 205–220. <https://doi.org/10.1007/s11159-008-9122-z>
- Burnard, P. (1999). Practical Counselling and Helping. Routledge.
- Carkhuff, R. R. (2008). The Art of Helping (Ninth). Possibilities Publishing, Inc. <http://possibilitiesschools.com>
- Chen, F., Kim, J., Chen, K., Davis, W. E., Hicks, J. A., & Schlegel, R. J. (2019). Approaching the True Self : Promotion Focus Predicts the Experience of Authenticity Journal of Research in Personality Approaching the true self: Promotion focus predicts the experience of authenticity. Journal of Research in Personality, 78(January), 165–176. <https://doi.org/10.1016/j.jrp.2018.12.001>
- Christov-moore, L., Simpson, E. A., Coudé, G., Grigaityte, K., Iacoboni, M., & Francesco, P. (2014). Neuroscience and Biobehavioral Reviews Empathy: Gender effects in brain and behavior.

- Neuroscience and Biobehavioral Reviews, 46, 604–627.
<https://doi.org/10.1016/j.neubiorev.2014.09.001>
- Clark, A. J. (2010). Empathy : An Integral Model in the Counseling Process. 88, 348–356.
- Creswell W. John. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. In Sage (third). <https://doi.org/10.2307/1523157>
- Davids, E. L., Roman, N. V., & Kerchhoff, L. J. (2017). Adolescent goals and aspirations in search of psychological well-being: From the perspective of self-determination theory. *South African Journal of Psychology*, 47(1), 121–132. <https://doi.org/10.1177/0081246316653744>
- Dennin, M. K., & Ellis, M. V. (2003). Effects of a Method of Self-Supervision for Counselor Trainees. 50(1), 69–83. <https://doi.org/10.1037/0022-0167.50.1.69>
- Depue, M. K., & Lambie, G. W. (2014). Impact of a University-Based Practicum Experience on Counseling Students ' Levels of Empathy and Assessed Counseling Competencies. 5(2), 89–101. <https://doi.org/10.1177/2150137814548509>
- Depue, M. K., & Lambie, G. W. (2015). Impact of a University-Based Practicum Experience on Counseling Students ' Levels of Empathy and Assessed Counseling Competencies. 5(2), 89–101. <https://doi.org/10.1177/2150137814548509>
- Duan, C., & Kivlighan, D. M. (2012). Relationships among Therapist Pre-session Mood , Therapist Empathy , and Session Evaluation. November 2014, 37–41. <https://doi.org/10.1080/713869615>
- Duchesne, M., De Oliveira Falcone, E. M., De Freitas, S. R., D'Augustin, J. F., Marinho, V., & Appolinario, J. C. (2012). Assessment of interpersonal skills in obese women with binge eating disorder. *Journal of Health Psychology*, 17(7), 1065–1075. <https://doi.org/10.1177/1359105311432326>
- Egan, G. (2010). The skilled helper. www.cengage.com/premissions
- Elliott, R., Filipovich, H., Harrigan, L., Gaynor, J., Reimschuessel, C., & Zapadka, J. K. (1982). Measuring Response Empathy : The Development of a Multicomponent Rating Scale. 29(4), 379–387.
- Evans, G. (2007). *Counselling Skills For Dummies*. John Wiley & Sons.
- Fiorentine, R., & Hillhouse, M. P. (1999). CLIENT-COUNSELOR EMPATHY : EXPLORING THE EFFECTS OF GENDER AND ETHNIC. 29(1), 59–74.
- Gibson, D. M. (2007). Empathizing With Harry Potter : The Use of Popular Literature in Counselor Education. 46, 197–210.
- Giordano, A. L., Clarke, P. B., & Stare, B. G. (2015). CREATING SPACE FOR CONNECTION : CREATIVITY IN Overcoming Obstacles to Empathy : The Use of Experiential Learning in Addictions Counseling Courses. 100–113. <https://doi.org/10.1080/15401383.2014.947011>
- Greason, P. B., & Cashwell, C. S. (2009). Mindfulness and Counseling Self-Efficacy: The Mediating Role of Attention and Empathy. 49(September).
- Hindiarto, F., Hidayat, R., & Riyono, B. (2020). Is Training Effective to Develop Individual's Soft Skills in Organizations? Emphatic Communication Training on Friendly and Helpful Behavior in Private Hospital. *The Open Psychology Journal*, 13(1), 5–13. <https://doi.org/10.2174/1874350102013010005>
- Hoffman, M. L. (1977). Sex Differences in Empathy and Related Behaviors. 84(4), 712–722.
- Hojat, M., Gonnella, J. S., Mangione, S., Nasca, T. J., Veloski, J. J., Erdmann, J. B., & Callahan, C. A. (2002). Empathy in medical students as related to academic performance , clinical competence and gender. 522–527.
- Hornby, G., Hall, C., & Hall, E. (2003). *Counselling Pupils in Schools: Skills and Strategies for Teachers*. Routledge Falmer Taylor & Francis Group.
- Ikiz, F. E. (2009). Investigation of counselor empathy with respect to safe schools. 1, 2057–2062. <https://doi.org/10.1016/j.sbspro.2009.01.361>
- Inskipp, F. (1996). *Skills Training for Counselling*. Sage.
- Katz, I. (2017). In the Eye of the Beholder: Motivational Effects of Gender Differences in Perceptions of Teachers. *Journal of Experimental Education*, 85(1), 73–86. <https://doi.org/10.1080/00220973.2015.1101533>
- Kokkinos, C. M., & Kipritsi, E. (2012). The relationship between bullying , victimization , trait emotional intelligence , self-efficacy and empathy among preadolescents. 41–58. <https://doi.org/10.1007/s11218-011-9168-9>

- Lyons, C., & Hazier, R. J. (2002). The Influence of Student Development Level on Improving Counselor Student Empathy. 42(December), 119–130.
- Manthei, R. (n.d.). Counselling: The Skills of Finding Solutions to Problems.
- March-smith, R. (n.d.). Counselling Skills for Complementary Therapists.
- Morrison, M., & Borgen, W. A. (2010). How Christian Spiritual and Religious Beliefs Help and Hinder Counselors' Empathy Toward Clients. 55(October), 25–45.
- Mortenson, S. T. (2009). Communication Research. <https://doi.org/10.1177/0093650208326460>
- Moyers, T. B., & Miller, W. R. (2013). Is Low Therapist Empathy Toxic? 27(3), 878–884. <https://doi.org/10.1037/a0030274>
- Peabody, S. A., & Gelso, C. J. (1982). Countertransference and Empathy : The Complex Relationship Between Two Divergent Concepts in Counseling. 29(3), 240–245.
- Plotkin, J. B., & Shochet, R. (2018). Beyond words: What can help first year medical students practice effective empathic communication? Patient Education and Counseling, 101(11), 2005–2010. <https://doi.org/10.1016/j.pec.2018.07.013>
- Renaud-Dubé, A., Guay, F., Talbot, D., Taylor, G., & Koestner, R. (2015). The relations between implicit intelligence beliefs, autonomous academic motivation, and school persistence intentions: a mediation model. Social Psychology of Education, 18(2), 255–272. <https://doi.org/10.1007/s11218-014-9288-0>
- Robinson, J. W., Herman, A., & Kaplan, B. J. (1982). Brief Reports Autonomic Responses Correlate With Counselor-Client Empathy. 29(2), 195–198.
- Rogers, A., Gately, C., Kennedy, A., Sanders, C., Rogers, A., Gately, C., Kennedy, A., & Sanders, C. (2010). Chronic Illness. <https://doi.org/10.1177/1742395309350384>
- Rogers, C. R., & Ph, D. (1975). Empathic : An Unappreciated Way of Being. 5(2).
- Schulte-rüther, M., Markowitsch, H. J., Shah, N. J., Fink, G. R., & Piefke, M. (2008). Gender differences in brain networks supporting empathy. 42, 393–403. <https://doi.org/10.1016/j.neuroimage.2008.04.180>
- Shallcross, S. L., Frazier, P. A., & Anders, S. L. (2014). Social Resources Mediate the Relations Between Attachment Dimensions and Distress Following Potentially Traumatic Events. July. <https://doi.org/10.1037/a0036583>
- Shao, Y. N., Sun, H. M., Huang, J. W., Li, M. L., Huang, R. R., & Li, N. (2018). Simulation-Based Empathy Training Improves the Communication Skills of Neonatal Nurses. Clinical Simulation in Nursing, 22, 32–42. <https://doi.org/10.1016/j.ecns.2018.07.003>
- Smith-hanen, S. S. (1977). Effects of Nonverbal Behaviors on Judged Levels of Counselor Warmth and Empathy. 24(2), 87–91.
- Spencer, A. C., & Spencer, A. C. (2015). Stories as Gift : Patient Narratives and the Development of Empathy. <https://doi.org/10.1007/s10897-015-9886-9>
- Stebnicki, M. (2007). Emphaty Fatigue : Healing the Mind , Body , and Spirit of Professional Counselors. 10(4), 317–338. <https://doi.org/10.1080/15487760701680570>
- Taufik. (2012). Sosial, Empati: pendekatan psikologi. Raja Grafindo.
- Toussaint, L., & Webb, J. R. (n.d.). The Journal of Social Gender Differences in the Relationship Between Empathy and Forgiveness. October 2014, 37–41. <https://doi.org/10.3200/SOCP.145.6.673-686>
- Trusty, J., Ng, K., & Watts, R. E. (2005). Model of Effects of Adult Attachment on Emotional Empathy of Counseling Students. 83, 66–77.
- Völlm, B. A., Corcoran, R., Drake, R., & Shryane, N. M. (2010). The QCAE : A Questionnaire of Cognitive and Affective Empathy The QCAE : A Questionnaire of Cognitive and Affective Empathy. August 2012, 37–41. <https://doi.org/10.1080/00223891.2010.528484>
- Wouters, A., Croiset, G., Schripsema, N. R., Cohen-Schotanus, J., Spaai, G. W. G., Hulsman, R. L., & Kusurkar, R. A. (2017). Students' approaches to medical school choice: relationship with students' characteristics and motivation. International Journal of Medical Education, 8, 217–226. <https://doi.org/10.5116/ijme.5921.5090>
- Yamada, Y., Fujimori, M., Shirai, Y., Ninomiya, H., Oka, T., & Uchitomi, Y. (2018). Changes in physicians' intrapersonal empathy after a communication skills training in Japan. Academic Medicine, 93(12), 1821–1826. <https://doi.org/10.1097/ACM.0000000000002426>

- Yang, C., Decety, J., Lee, S., Chen, C., & Cheng, Y. (2008). Gender differences in the mu rhythm during empathy for pain: An electroencephalographic study. *Brain Research*, 1251, 176–184. <https://doi.org/10.1016/j.brainres.2008.11.062>
- Ziff, K., Ivers, N., & Hutton, K. (2017). “There’s Beauty in Brokenness”: Teaching Empathy through Dialogue with Art. *Journal of Creativity in Mental Health*, 12(1), 1–15. <https://doi.org/10.1080/15401383.2016.1263587>