

IMPLEMENTATION OF GROUP GUIDANCE STRATEGY TOWARDS IMPROVING THE ABILITY TO EMPATHY INTERPERSONALLY OF GRADE X STUDENTS AT MA BIRRUL WALIDAIN NW RENSING

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Abstract

Learning to socialize and empathize with their surroundings is a continuous process in an individual's life. Students in high school are entering the adolescent developmental stage. The research question is how does the application of group guidance strategies improve students' interpersonal empathy at MA Birrul Walidain NW Rensing? The aim of this study was to determine the results of the application of group guidance strategies in improving the interpersonal empathy skills of class X students at MA Birrul Walidain NW Rensing. The research method used was classroom action research (CAR). The results showed that 1) Prior to the research, the results of the questionnaire instrumentation application showed that of the 12 10th-grade students, 58.3% fell into the moderate category and 41.7% fell into the low category. 2) After the research was conducted in Cycle I, which provided group guidance services and supporting services in the form of an instrumentation application and data collection, the questionnaire results showed changes: the high category increased from 0% to 33.3%, the medium category increased from 41.7% to 50%, and the low category decreased from 41.7% to 16.7%. 3) Then in the implementation of cycle II, the researcher showed that by following up on the results of cycle I, namely by maximizing the implementation of group guidance services and supporting services in the form of instrumentation applications and data sets so that the results of the instrument application in the form of a questionnaire showed a change, namely in the high category it increased from 33.3% to 75%, in the medium category it decreased from 50% to 33.3%, and in the low category it also decreased from 16% to 0%.

Keywords: Group Guidance Strategy, Empathy Interpersonally.

BACKGROUND OF STUDY

Guidance and counseling are assistance provided by guidance teachers to students, utilizing procedures, methods, and materials to enable individuals to become independent. The process of individual independence is inseparable from communication during the socialization process within the individual's environment. This ability to empathize plays a significant role in shaping an individual's personality. Through empathy, individuals can navigate their lives within the family, school, and community. In the school environment, students are required to empathize

effectively with the school community, including teachers, administrative staff, peers, and other school personnel.¹

Students with strong interpersonal empathy skills will socialize easily and gain understanding from teachers and learning resources at school. Learning to socialize and empathize with their surroundings is a continuous process in an individual's life. Students in high school are entering the adolescent developmental stage. Adolescence is a transitional period from childhood, which is full of dependency, to a period of developing responsibility. Adolescents are often considered neither children nor adults but are still on the threshold of adulthood. Changes that occur during adolescence will influence individual behavior depending on the individual's ability or willingness during adolescence to feel and express their concerns and anxieties to others, so that they can gain new and better perspectives.²

The changes that occur during adolescence will influence individual behavior, depending on the individual's ability or willingness to feel and express their concerns and anxieties to others, thereby gaining new and better perspectives.³ Empathy is an essential factor in building trusting relationships. He views empathy as the effort to delve into another person's feelings to feel and grasp their meaning. Empathy contributes to the creation of trusting relationships because it accurately communicates acceptance and understanding of others' feelings. This trait should dominate educators in their work. Empathetic educators can explore their students' feelings without becoming overwhelmed. Students are individuals with diverse characteristics, and throughout their development, they require support in developing positive interpersonal empathy within the family, school, and community. A lack of empathy can hinder personality development and self-actualization in life, particularly in achieving academic success, and is feared to lead to more complex problems.

Based on observations and information from the guidance counselor at MA Birrul Walidain NW Rensing, the author found that 30% of 40 tenth-grade students had low interpersonal empathy skills. This was discovered after conducting direct observations and administering questionnaires to the tenth-grade students at MA Birrul Walidain NW Rensing. The indication of low interpersonal empathy skills is suspected to be due to the suboptimal implementation of guidance and counseling services at MA Birrul Walidain NW Rensing, particularly the incomplete implementation of supporting activities for guidance and counseling services. Therefore, efforts to improve students' interpersonal communication behavior can be made by implementing activities that lead to improved interpersonal empathy skills.

If this issue is not addressed promptly, it will make it difficult for students to achieve interpersonal empathy, a skill they hope for, and ultimately, their happiness in life. Therefore, addressing this issue requires efforts to understand and develop it through corrective and

¹ Dhamas (2009)

² Arum (2008)

³ Arum (2008)

enhancement actions. An alternative solution to this problem is to optimize the roles and functions of all parties responsible for achieving student empathy. To optimize the roles and functions of all parties, guidance and counseling services and support units are implemented. Thus, students' interpersonal empathy can be achieved because all parties, including students, parents, and all personnel, are working as intended to improve students' interpersonal empathy.

The research question is how does the application of group guidance strategies improve students' interpersonal empathy at MA Birrul Walidain NW Rensing? The aim of this study was to determine the results of the application of group guidance strategies in improving the interpersonal empathy skills of class X students at MA Birrul Walidain NW Rensing.

LITERATURE REVIEW

Group Guidance

Group guidance activities will be more vibrant if they incorporate group dynamics. Group dynamics are an effective medium for group members to develop positive aspects when communicating interpersonally with others. Group guidance is an activity carried out by a group of people utilizing group dynamics. This means that all participants in group activities interact with each other, freely expressing opinions, responding, providing suggestions, and so on; all discussions are beneficial for the participants themselves and for each other.⁴

Group guidance is assistance provided to individuals in a group setting. Group guidance can take the form of providing information or group activities discussing educational, work, personal, and social issues.⁵ Group guidance services are intended to enable students to collectively obtain various materials from resource persons (especially the guidance teacher) that are beneficial for their daily lives, both as individuals and as students, family members, and the community.⁶

The Purpose of Group Guidance

Group guidance services are intended to enable students to collectively acquire various materials from resource persons (especially the supervising teacher) that are beneficial for their daily lives, both as individuals and as students, family members, and as members of the community.

Group guidance services are a self-development tool for practicing speaking, responding, and accepting the opinions of others, fostering normative attitudes and behaviors, and other positive aspects. This, in turn, allows individuals to develop their potential and improve their interpersonal communication skills.⁷

⁴ Prayitno (1995: 178)

⁵ Nurihzan (2007:23)

⁶ (Sukardi, 2003: 48)

⁷ (Sukardi, 2003: 48)

Methods for Implementing Group Guidance

1. Each group member in group guidance freely and voluntarily speaks, asks questions, expresses opinions, ideas, attitudes, suggestions, and feelings they are experiencing at that moment.
2. Listen carefully when group members speak. Each group member provides feedback, and the other group members pay attention. This attention facilitates mutual response, fostering group dynamics within the group guidance activity.
3. Follow the rules established by the group during group guidance. This means that during the implementation of group guidance, an agreement is made between the group leader and group members, ensuring that the activities proceed as expected by both parties.
4. Conduct an evaluation after the group guidance activity concludes. This evaluation is conducted by the group leader at the end of each meeting and by an overall evaluation of each group meeting.

Evaluation of Group Guidance Services

Assessment or evaluation of group guidance services is oriented towards the personal development of students and what members find useful. Assessment of group guidance activities can be conducted in writing, either through essays, checklists, or simple questionnaires. At the end of each meeting, the group leader asks group members to express their feelings, opinions, interests, and attitudes about what they have done during the group activity (both content and process). In addition, group members are asked to express their most valuable and least enjoyable aspects of the activity.

The assessment or evaluation and results of group guidance services are not based on "right or wrong" criteria, but are instead development-oriented, namely recognizing the progress or positive developments that have occurred within the group members. Suggests that assessment of group guidance services is more of an "in-progress" approach; this can be done through:

1. Observe participant participation and activities during the activity.
2. Reveal participants' understanding of the material discussed.
3. Reveal the usefulness of the service for group members and the gains members have made because of their participation.
4. Reveal group members' interests and attitudes regarding possible follow-up activities.
5. Reveal the smooth running of the service process and atmosphere.

Service Support

These support activities are generally carried out without direct contact with the subjects/targets of guidance and counseling services. The service units and support units for guidance and counseling are all interrelated and mutually supportive, both directly and indirectly. The purpose of these support units is to assist and support the implementation of several support activities, the

failure of which must not disrupt or reduce the frequency and intensity of the implementation of the more important guidance and counseling services, as discussed above, in group guidance.

From the definition above, it can be concluded that supporting guidance and counseling services are activities that support the implementation of guidance and counseling services to help facilitate the provision of various types of guidance and counseling services. The supporting service activities used in this study include instrumentation applications and data collection.

The Importance of Supporting Guidance and Counseling Services

While supporting guidance and counseling services remain essential, their implementation will contribute to the more effective and efficient implementation of a number of guidance and counseling services. The implementation of these supporting services will facilitate service delivery.

Supporting activities are generally not aimed directly at solving or alleviating client problems, but rather at enabling the acquisition of data and other information, as well as facilitating and ensuring commitment to ensure the smooth and successful delivery of services to students.⁸ Supporting activities are considered the most reliable tools and equipment a counselor possesses to carry out their service duties, namely the word of mouth and various communication skills, both verbal and nonverbal. However, the content of communication encompasses such a broad and multidimensional perspective and must be consistent with data and facts pertaining to the subjects discussed, particularly the client and their environment.⁹

Looking at the statements above, all of this shows the importance of implementing supporting guidance and counseling services to obtain data and information about the client which is useful in implementing guidance and counseling services such as the services above in helping students achieve optimal development.

Interpersonal Empathy

The term empathy comes from the word "*Empathie*," used by a German psychologist; it literally means "*feeling within*." The initial English translation of empathy comes from the Greek word "*empatheia*," meaning "*to share in feeling*," a term originally used by aesthetic theorists to describe the ability to understand another person's subjective experience.

Empathy means entering someone's inner self and seeing from their perspective, as if they were that person. A person is said to have empathy if they can experience another person's emotional state and can see external circumstances from that person's perspective, and communicate their understanding of that person's feelings, behavior, and experiences personally.¹⁰

⁸ (Prayitno, 1997:37)

⁹ (Prayitno and Erman Amti, 1994: 315)

¹⁰ (C Asri Budiningsih, 2004:47)

METHODOLOGY

The research took place at MA Birrul Walidain NW Rensing, Sakra Barat District, East Lombok Regency. The subjects were 12 tenth-grade students. The reason for selecting this research subject was that the class is still in the introductory phase. Therefore, their empathy skills are still low. Therefore, class X was deemed the most suitable sample compared to other classes. The 12 students were selected because effective group guidance is typically 10-15 students; the researcher selected the middle of this range.

The research method used was classroom action research (CAR). Research design is a necessary process in planning and implementing research, depending on the type of research. This type of research is classroom action research. This collaborative research is based on problems that arise in students' interpersonal empathy tendencies. Classroom action research is a careful examination of learning activities in the form of actions that are intentionally initiated and occur simultaneously in a class.¹¹

RESEARCH RESULTS AND DISCUSSION

Description of Subjects' Initial Conditions before Treatment

The achievement of interpersonal empathy skills of grade X students of MA Birrul Walidain NW Rensing before the treatment was administered was observed. The average class score was still in the moderate category. Individually, as follows:

- a. 5 students were in the low category (41.7%),
- b. 7 students were in the medium category (58.3%), and
- c. No students were in the high category out of 12 students.

The achievement categories in the interpersonal empathy skills aspect above are the result of descriptive statistics calculations made by the researcher using score calculations. To determine the level of interpersonal empathy skills of grade X students of MA Birrul Walidain NW Rensing before the treatment, the researcher created 18 test items. With the highest weight being 3 and the lowest weight being 1. So, the highest score that students will obtain in the interpersonal empathy ability aspect is 54 and the lowest score is 18. The descriptive statistics calculation uses 3 (three) categories as follows:

- Maximum scores ideal (Smi) = Total item X Maximum scores
= 18 X 3
= 54
- Minimum scores ideal (SM!) = Total Item X Minimum scores

¹¹ (Suharsimi Arikunto, Suhardjono, Supardi, 2008:3)

	=	18	X	1
	=	18		
• Mean scores Ideal (Mi)	=	$\frac{1}{2}$	X	$(S_{Mi} + SM!)$
	=	$\frac{1}{2}$	X	$(54 + 18)$
	=	$\frac{1}{2}$	X	(72)
	=	36		
• Standart Deviasion Ideal (SDi)	=	1/6	X	$(S_{Mi} - SM!)$
	=	1/6	X	$(54 - 18)$
	=	1/6	X	(36)
	=	6		

Then, according to the level of students' interpersonal empathy abilities, the results are divided into 3 categories, namely:

Mi + 1SDi	s/d	Mi + 3SDi	
36 + 1(6)	s/d	36 + 3(6)	
36 + 6	s/d	36 + 18	
42	s/d	54	(High score category)
Mi - 1SDi	s/d	Mi + 1SDi	
36 - 1(6)	s/d	36 + 1(6)	
36 - 6	s/d	36 + 6	
30	s/d	< 42	(Middle score category)
Mi - 3SDi	s/d	Mi - 1SDi	
36 - 3(6)	s/d	36 - 1(6)	
36 - 18	s/d	36 - 6	
18	s/d	< 30	(Low score category)

The following presents the results of descriptive statistical calculations regarding the percentage of implementation of Guidance and Counseling and Guidance:

Table 1
 Percentage of service implementation
 and support for guidance and counseling services in cycle 1

No	Action	Score	%
1	Group Guidance	15	62,5
3	Instrumentation Applications	9	81,8
4	Data Setting	7	63,6

1. Percentage of implementation of group guidance services:
 Skor Maksimal = 24
 Skor Minimal = 0

$$\begin{aligned}
 &= \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 \\
 &= \frac{15}{24} \times 100 \\
 &= 62,5\%
 \end{aligned}$$

Based on the percentage results above, the implementation of group guidance services reached 62.5%, so it can be said that the implementation of group guidance services is not yet optimal.

2. Percentage of instrumentation application implementation
 Maximum score = 11
 Minimum score = 0

$$\begin{aligned}
 &= \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 \\
 &= \frac{9}{11} \times 100 \\
 &= 81,8\%
 \end{aligned}$$

Based on the percentage results above, the implementation of instrumentation applications reached 81.8%, so it can be said that the implementation of instrumentation applications is quite good but not yet optimal.

3. 3) Percentage of Data Collection Implementation

Maximum Score = 8

Minimum Score = 0

$$= \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

7

$$= \frac{7}{8} \times 100$$

8

$$= 63,6\%$$

Based on the percentage results above, it is clear that the data collection process reached 63.6%. Therefore, it can be concluded that the data collection process was quite good but not optimal. Specifically, to determine the percentage of students' interpersonal empathy achievement, the results of a questionnaire created by the researcher were calculated using descriptive statistics. The data and information obtained during the observations will be evaluated for analysis, reflection, and subsequent action. The following shows the results of the instrument application, which consists of a questionnaire administered to students after receiving group guidance and support services (instrumentation application and data collection) in Cycle I.

Based on what was obtained after implementing cycle I, there was an increase in the achievement of students' interpersonal empathy abilities, namely from an average class score of 36.17 to 39.33. The details can be explained as follows:

1. Two students remain in the low category (16.7%), representing a 25% increase (three students) from the previous year.
2. Six students remain in the medium category (50%), representing a decrease of 8.3% (one student) from the previous year.
3. Four students remain in the high category (33.3%), representing a 33.3% increase (four students) from the previous year.

Analysis and Reflection

From the observations, the actions taken in Cycle I have been proven to improve students' interpersonal empathy skills. This means that the actions taken were appropriate. However, the results obtained were still very minimal because the actions were not implemented optimally. Based on the analysis and reflection, it can be concluded that the researcher has not succeeded in significantly improving students' interpersonal empathy skills. Therefore, corrective actions are needed to achieve better results.

Several weaknesses in Cycle I's actions resulted in low results. These weaknesses include less than optimal implementation of the actions and a lack of collaboration with the supervising teacher and subject teachers. The weakness in the implementation of the actions lies in the less-than-optimal implementation of group guidance.

Table 2
Percentage of Group Guidance and Guidance and Counseling Services
Implementation in Cycle II

No	Action	Score	%
1	Group Guidance	20	83,3
3	Instrumentation Applications	10	90,9
4	Data Setting	7	63,6

1. Percentage of group guidance service implementation

Maximum score = 24

Minimum score = 0

$$\begin{aligned}
 &= \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 \\
 &= \frac{20}{24} \times 100 \\
 &= 83,3\%
 \end{aligned}$$

Based on the percentage results above, the implementation of group guidance services reached 83.3%. Therefore, it can be said that the implementation of group guidance services is quite good but not yet optimal.

2. Percentage of implementation of instrumentation application

Maximum score = 11

Minimum score = 0

$$\begin{aligned}
 &= \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100 \\
 &= \frac{10}{11} \times 100 \\
 &= 90,9\%
 \end{aligned}$$

Based on the percentage results above, the implementation of instrumentation applications reached 90.9%. Therefore, it can be said that the implementation of instrumentation applications has increased somewhat but is not yet optimal.

3. Percentage of implementation of data collection

Maximum score = 8

Minimum score = 0

$$= \frac{\text{skor perolehan}}{\text{skor maksimal}} \times 100$$

$$= \frac{7}{8} \times 100 \\ = 63,3\%$$

Based on the percentage results above, the data collection process reached 63.6%. Therefore, it can be concluded that the data collection process has improved significantly, but not yet optimally, and there has been some improvement. Specifically, to determine the percentage of students' achievement in interpersonal empathy skills, the results of a questionnaire created by the researcher were calculated using descriptive statistics. The data and information obtained during the observations will be evaluated for analysis, reflection, and subsequent action. The following presents the results of the instrument application, which consists of a questionnaire administered to students after receiving group guidance and support services.

Based on the results obtained after the first cycle, there has been an increase in students' achievement in interpersonal empathy skills, from a class average score of 39.33 to 43.33. The details are as follows:

1. There are no students who are still in the low category (0%), so there is an increase of 16.7% (2 students) from cycle I.
2. There are 4 students who are in the medium category (33.3%), so there is a decrease of 16.7% (2 students) from cycle I.
3. There are 9 students who are in the high category (75%), so there is an increase of 41.7% (5 students) from cycle I.

Reflection

From the observations, the actions taken in Cycle II have been proven to improve students' interpersonal empathy skills. This means that the actions taken were appropriate, and more effective implementation would have yielded better results. However, the results obtained were still very minimal due to suboptimal implementation. From the analysis and reflection, it can be concluded that significant improvements were seen in some students. However, further efforts are

needed to improve results. There are still weaknesses in Cycle II, namely the suboptimal implementation of the actions, particularly in the group guidance services, which include:

1. Discuss the problem thoroughly.
2. Confirm the commitment of members whose problems have been discussed.
3. Group members share their impressions and assess each other's progress.
4. Discussion and responses from group members.

Therefore, researchers need to provide a plan for future actions, particularly to maximize the implementation of actions in the form of group guidance services, data collection, and instrumentation applications. Researchers collaborate with the supervising teacher to plan the implementation and refine the actions to be taken next.

DISCUSSION

Classroom action research has been proven effective in improving students' interpersonal empathy skills, as the results are quite significant. Improvement is always seen in each cycle, although not yet optimal. This classroom action research utilizes group guidance and support services to improve the interpersonal empathy skills of tenth-grade students at MA Birrul Walidain NW Rensing. Prior to the implementation of the action research cycles I and II, initial assessments indicated that students' interpersonal empathy skills were achieved.

These results indicate that the achievement of interpersonal empathy skills among tenth-grade students at MA Birrul Walidain NW Rensing is very low. Therefore, the researchers implemented group guidance and support services, including instrumentation and data collection, in Cycles I and II. After the interventions implemented in Cycle I, several students experienced improvements in their interpersonal empathy skills. These improvements were as follows: 1) Four students reached the first level, which is high (33.3%), representing a 33.3% increase (4 students) from the previous level. 2) Six students reached the second category, namely the medium category. Two students reached the third level, namely the low category (16.7%).

Then, through the implementation of Cycle II, the researcher maximized actions by collaborating with the supervising teacher to improve students' interpersonal empathy skills. Therefore, students' interpersonal empathy skills can improve compared to the results of the implementation of Cycle I, namely: 1) Nine students reached the first level, namely the high category (75%). 2) Four students reached the second level, namely the medium category (33.3%). 3) No one reached the third level, namely the low category (0%).

CONCLUSION

1. Prior to the research, the results of the questionnaire instrumentation application showed that of the 12 10th-grade students, 58.3% fell into the moderate category and 41.7% into the low category.

2. After the research was conducted in Cycle I, which provided group guidance services and supporting services in the form of an instrumentation application and data collection, the questionnaire results showed changes: the high category increased from 0% to 33.3%, the medium category increased from 41.7% to 50%, and the low category decreased from 41.7% to 16.7%.
3. Then in the implementation of cycle II, the researcher showed that by following up on the results of cycle I, namely by maximizing the implementation of group guidance services and supporting services in the form of instrumentation applications and data sets so that the results of the instrument application in the form of a questionnaire showed a change, namely in the high category it increased from 33.3% to 75%, in the medium category it decreased from 50% to 33.3%, and in the low category it also decreased from 16% to 0%.

SUGGESTIONS

1. Supervisory teachers should continuously improve their professionalism and develop their skills by continuously monitoring and improving competencies to enhance students' interpersonal empathy skills at school, thereby fulfilling their obligations in pursuing knowledge.
2. The Principal of MA Birrul Walidain NW Rensing should use the results of this study as a guideline to motivate teachers to innovate in learning strategies and guidance in various areas of student development to achieve optimal student development.
3. Students are expected to improve their interpersonal empathy skills to shape their character, enabling them to become individuals with noble morals.
4. Other researchers are expected to explore other factors that have not yet been identified in efforts to increase student attendance at school. This will improve the results of this study by identifying various data factors more thoroughly and comprehensively.

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