

The Effect of Basic Skills Counseling as Vital Skills in Peer Counseling to Indonesian Students

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Abstract This study aims to investigate the effect of basic skills counseling in peer counseling for adolescent students in studied Indonesian school. Peer facilitator program becomes a necessity for the students to have a good friend. Seeing the importance of the program for students, guidance and counseling teachers need to reach more students through peer counseling program in schools. The research method used a pre-test and post-test model with Wilcoxon Signed Two Rank Test on 14 students Youth Information and Counseling Center in representative high school. A significant change has been detected at attending skills, summarizing skills, questioning skills, behave genuinely skills, behave assertive skills, confrontation skills and problem-solving skills parameters but not at empathizing skills when the pre-test and post-test were compared. These results supported the observation to the checklist and interviews, which showed that adolescent students could do a peer counseling with other friends. This research is then beneficial for guidance and counseling teacher in conducting peer counseling services at Indonesia schools.

Keywords Training, Basic Skills, Counseling, Adolescent

1. Introduction

Counseling skills is one of the important aspects that influence the success of the counseling process developed by the counselor [1]. Counseling is a largely private activity, conducted in conditions of confidentiality [2]. The pros and cons in the provision of basic skills counseling for adolescent students, according to Depdiknas [3], refers to the notion counselor (Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 27 of 2008 on Standards of Academic Qualifications and Counselors Competencies), who are

professional educators and have completed academic education at bachelor degree courses on guidance and counseling, and professional education program. The counselor did come from professionals or therapists, but in this case, Suwarjo [4] stated that the peer counselors, not a professional counselor or therapist. "Counselors" are the students of the same age (adolescents), which assist other students under the guidance of expert counselors. In essence, peer counseling is counseling through peers. Thus, it remains important basic skills counseling for adolescent being trained by peer counselors, because of its positive impact on the success of the peer counseling process. The lack happens when persons act as peer counselors use basic skills counseling, but they still need the guidance of an expert counselor. Note that those are not graduated from undergraduate degree guidance and counseling program. According to Volungis and Goodman [5], teachers should be consistent in their social interactions to students in a variety of school-related context. If these skills remain a consistent expectation, school counselors can provide follow-up training and supervision for sustainable feedback. School counselors need students who would help them to reach more pupils at the school. They need them by running any selection through peer counselors who should have be academically good at academic. It is needed because those are expected to help other students with low-level of anxiety. Students who have high-level anxiety achieve low academic performance [6].

Adolescents need friends who can accompany the development tasks well and resolve their problems together through peers. Peer facilitator program becomes a necessity for the youth to have a good friend. The program facilitator is very important peers developed by guidance and counseling teacher in schools to reach students at largely. On this case, a peer helper program takes role for in organizing and coordinating services for school counselors to reach a wider audience called [7].

Peer counseling provides the functionality for school counselors in reaching a wider audience through social

support from peers. Peers have a positive function to encourage young people to take new roles and responsibilities so that they are not always being dependent on their families. Peers make the sense of self-esteem increasing because they feel comfortable or happy to get together with their peers. As outlined by Rosenqvist [8], students are more likely to conform to their in-group peers, so that schools need to set up the establishment of counseling peers to provide counseling assistance, which is done through the peer counselors and further counseling services can reach out to all students in school. According to Li, et al [9], social support can help to enhance students' self-esteem and thus help them obtain better academic achievement and protect them from emotional exhaustion, which indicates the fostering to supportive environments could be useful in promoting university students' quality of life.

Peer helper programs that have been developed by National Population and Family Planning Board in the form of Youth Information and Counseling Center into a breakthrough was able to assist in the implementation of the tasks of guidance and counseling services in schools against peer tutoring services. Youth Information and Counseling Center is a container activity "genre" program in the framework of the preparation of life for adolescents. It was run by and for youths to provide information and counseling on the planning of life for adolescents and other supporting activities [10]. Youth Information and Counseling Center was important as the developed program by the guidance and counseling teacher, the students who appointed a peer counselor had to have good basic skills counseling to provide counseling for their peers. Lester [12] stated that counseling centers would begin to treat whole groups by empowering motivation and caring students with a belief that the presence would significantly exist in the lives of other students.

The students who become peer counselors in schools will be trained in having basic skills of counseling such as attending skills, empathy skills, summarizing skills, questioning skills, behave genuine skills, behave assertively skills, confrontation skills, and problem-solving skills [1]. The eight basic skills counseling must be owned by peer counselors and they need to have knowledge and insight in to implementing peer counseling. From the perspective of career counseling of teen process, according to Brown [13], such skills have the potential to set young people on courses that will benefit them to face their working lives.

Some previous studies on the basic skills counseling have been done by Ayu, Filiani, Marjo [14] stated that the understanding of the basic skills counseling owned by the students of Department of Guidance and Counseling class of 2011 had a high level of understanding of the basic skills counseling (65%), which meant that the student were able to understand the basic skills counseling with better ability

to understand, analyze, describe, assess, and to provide minimum impulse responses, provide feedback, reflect on the meaning, express themselves, and were able to create a closed question. Kusmaryani [15] stated that in the implementation of counseling, there were only partially tutor (47%) who used counseling skills optimally, some teachers supervising the other (53%) have not been able to use counseling skills optimally. Another study conducted by Mahadhita and Kurniawan [16] stated that there was a significant correlation between the basic skills counseling and the interest of the students to follow individual counseling services on basic skills counseling with a high category (75.49%) and the interest of students attending individual counseling services was also on a high category (79.31%).

Based on some prior research on basic skills counseling which still focused on the issue of the teacher and student in undergraduate degree of guidance and counseling, it considered any understanding of it as well as a significant relationship of high basic skills counseling to be more attractive for students to take their counseling to teachers. Research on basic skills counseling by using young students as peer counselors for counseling is still very few. Public do not know much about the use of the basic skills counseling (conducted by adolescent students who become peer counselors). Based on that fact, the effect of basic skills counseling on peer counseling has been explored in this study. For this purpose, the answer has been searched for by the following question: **"Does the basic skills counseling can significantly increase peer counseling through training?"**

2. Literature Review

The research object is the basic skills counseling which consist of eight skills. They are attending, empathy, summarizing, questioning, behave genuinely, behave assertive, confrontation and problem-solving.

Attending skills have indicators such as relax, counselor sit in front of counselee, counselor look at the eye of counselee, hands flexible in top of knee, distance between counselor and counselee are 90-100 centimeter, counselor give a response when talk to counselee with head, shoulders not leaning in chair, counsellor do not cross legs and arms, counselor don't tap fingers, don't make a sound "crack" on fingers, sit down and calm, counselor keep do not cross the legs in counseling session, counselor do not play the legs, counselor do not response through their body or head to the others people, counselor do not doing disrupt something in counseling process, counselor do not doing other activities except counseling.

Empathizing skills have indicators such as patting the counselee's shoulder, giving face expression that corresponds with the emotion counselees, saying words of empathy to the counselee, keeping the values and norms

that apply.

Summarize skills have indicators such as help provide awareness of a new problem that is experienced, identify the thoughts and feelings of importance that are expressed by counselees, provide feedback for counselee's on thoughts, feelings, and problems are important, clarify description of the problem that is being experienced by the counselee, concentrate on a series of ideas that have been put forward by the counselee, do not judge the counselee at the conclusion of the problems they experienced.

Indicator of questioning skills use open questions to explore the problems, use the questions covered that are adequate, and do not interrupt the counselee's conversation.

Indicator of behave genuinely are being honest and open to the thoughts and feelings of the counselee, counselors have strong life values and norms that held, and do not aggressive.

Indicator of behave assertive are acting behavior decisively to strengthen the price and the dignity of the themselves as well strengthen the price and the dignity of the others, do not impose the will, the desire, and the need for self alone, last, and do not use violence.

Confrontation has an indicator for making sure the thoughts and feelings are actually being experienced by the counselee (do not have a double message or contradiction between the contents of the statement and how to say), provide feedback that is specialized and limited to counselees' behavior which is indicated not being consistent between what is desirable and what is done by counselees, not as long as giving accusations, judgment and problem-solving from the counselee's dual message.

In problem-solving skill, there is an indicator, ensure counselee problems, brainstorming, sharing the idea between counselor and counselee, counselors provide as an alternative solution to solve the problems, counselor help counselee to choose the best idea, counselor help counselee to responsible to implementing alternative choices, and counselor give a spirit to counselee to make idea into real action.

3. Materials and Methods

3.1. Research Design

This study aims to investigate the basic skills counseling of students in counseling their peers in school. To answer the question, "*Does the basic skills counseling can significantly increase peer counseling through training?*"

According to some considerations on subject, sampling technique and data, this research used Wilcoxon Signed Two Rank Test.

The study outlines the form of basic skills counseling training for peer counselors through reading, discussion activities, and activity practices.

3.2. Participants

There were 14 high school students adolescents (15-16 years old) including 8 female and 6 male who had been appointed as caretaker peer counselors from Youth Information and Counseling Center at high school in Yogyakarta City.

3.3. Measures

3.3.1. Technical Data and Research Instruments

Data collection technique during the research was observation (see observation guidelines – Table 1) and interview (see interview guide – Table 2).

Table 1. Observation Guidelines

Variable	Aspects	Sum of Indicator
Basic skills counseling	Attending	16 items
	Empathy	4 items
	Summarizing	6 items
	Questioning	3 items
	Behave genuinely	3 items
	Behave assertively	3 items
	Confrontation	3 items
	Problem-solving	7 items

Table 2. Interview Guide

No.	Aspects	Principal Question
1	Basic Skills Counseling	Students while giving a feeling of counseling services on another friend
		Interest to help a friend after doing peer counseling action

3.3.2. Data Analysis Technique

The obtained data of this study consist of quantitative data which is the main data. Those were obtained from the checklist and qualitative data as supportive data from the data entry field. Then, SPSS 17 program was used to analyze the data from Observation Guidelines as a descriptive statistic.

3.4. Procedure

The procedure of this research was conducted by the phase-in basic skills counseling training includes reading activities, discussion activities, and activity practices.

3.4.1. Reading Activities

It begins with guidance and counseling teacher's giving assignments to students to read a basic skills counseling module and search for a thought of every material outside training activities. Each student conveys the point of thought that they have read to guidance and counseling teacher.

3.4.2. Discussion Activities

Students discuss the basic thoughts of every kind of basic skills counseling obtained from reading activities in following subjects by group. Each group writes the results of the discussion and presents the results to plenary classroom. Then, they conclude them.

3.4.3. Practicing Activities

Each student takes turn in practicing peers counseling. The counseling practice time is 3-5 minutes. The practicing activities are reading activities and group discussion activities.

Furthermore, the stage of action and observation, that the implementing measures and observation is a guidance and counseling teacher as coach of the activities program of peer counseling. The implementation stage consists of an introduction and warm-up, activity-based training modules, lectures and ends the session. Before reading, discussion activities and practice activities, there is a guidance on how to be a good friend to build rapport (relationship) as the introduction of a peer counseling program. According to Table 3, basic skills counseling training has been made to several actions, to the 8 skills and time allocation on each action and with three form activities.

4. Results

Basic skills counseling like attending skills, empathizing skills, summarizing skills, questioning skills, behave genuinely skills, behave assertively skills, confrontation skills, problem-solving skills of peer counseling training have been detected before and after the training activities with reading activities, discussion group activities and practicing activities (Table 4). Results of interviews with students on the post-test showed that students' feeling when providing counseling to other friend was 10. The students said they were "happy", 1 student said "not feeling happy or unhappy", 2 students said "shy" and 1 student said "afraid". There are 12 students "interested" in helping other friends, 2 students said "not interested" but they said need to see the problem before helping, after to do peer counseling with eight basic skills counseling.

The difference between the pre-test post-test of attending skills, summarizing skills, questioning skills, behave genuinely skills, behave assertively skills, confrontation skills, problem-solving skills has been significantly detected (Table 4, $p < 0.05$). However, empathizing skills has been detected insignificantly (Table 4, $p > 0.05$).

Table 3. Basic Skills Counseling Training

No	Action	Topic Discussion	Time Allocation	Shape Activity
1	1	Attending Skills, Empathizing Skills, Summarizing Skills, Questioning Skills, Behave Genuine Skills, Behave Assertively Skills, Confrontation Skills, Problem-Solving Skills	2 hours (including out of hours activities)	Reading activity
2	2	Attending Skills, Empathizing Skills, Summarizing Skills, Questioning Skills, Behave Genuine Skills, Behave Assertively Skills, Confrontation Skills, Problem-Solving Skills	2 hours (including outside activities)	Discussion Group activity
3	3	Attending Skills, Empathizing Skills, Summarizing Skills, Questioning Skills, Behave Genuine Skills, Behave Assertively Skills, Confrontation Skills, Problem-Solving Skills	8 hours (including out of hours activity)	Practicing activity

Table 4. The Result of the Wilcoxon Signed Two Rank test of the Basic Skills Counseling

Sub-dimensions	Post-test Pre-test	n	Mean Rank	Sum of Ranks	Z	p
Attending	Negative Ranks	0	0.00 7.00	0.00 91.00	-3.185	.001
	Positive Ranks	13				
	Ties	1				
Empathy	Negative Ranks	2	2.50 5.17	5.00 31.00	-1.848	.065
	Positive Ranks	6				
	Ties	6				
Summarizing	Negative Ranks	1	4.00 5.67	4.00 51.00	-2.400	.016
	Positive Ranks	9				
	Ties	4				
Questioning	Negative Ranks	1	7.50 5.85	7.50 58.50	-2.313	.021
	Positive Ranks	10				
	Ties	3				
Behave Genuinely	Negative Ranks	2	4.75 6.85	9.50 68.50	-2.352	.019
	Positive Ranks	10				
	Ties	2				
Behave Assertively	Negative Ranks	1	2.00 6.40	2.00 64.00	-2.812	.005
	Positive Ranks	10				
	Ties	3				
Confrontation	Negative Ranks	1	1.50 6.45	1.50 65.50	-2.845	.004
	Positive Ranks	10				
	Ties	3				
Problem Solving	Negative Ranks	1	1.50 6.95	1.50 76.50	-2.950	.003
	Positive Ranks	11				
	Ties	2				

Table 5. Descriptive Statistic of Pre-test and Post-test of Eight Basic Skills Counseling Result

Indicator	Test	N	Average	Minimum	Maximum	SD
Attending	Pre-test	14	41.7143	25.00	69.00	10.62239
	Post-test		77.4286	44.00	94.00	19.40545
Empathy	Pre-test	14	44.6429	0.00	100.00	24.37403
	Post-test		62.5000	25.00	100.00	18.98886
Summarizing	Pre-test	14	36.9286	0.00	83.00	25.43306
	Post-test		64.2857	17.00	100.00	26.82544
Questioning	Pre-test	14	57.2143	33.00	10.00	20.62179
	Post-test		85.7143	33.00	100.00	25.26606
Behave Genuinely	Pre-test	14	47.6429	0.00	67.00	21.80193
	Post-test		78.6429	0.00	100.00	30.95806
Behave Assertive	Pre-test	14	33.2143	0.00	67.00	22.76022
	Post-test		78.5714	0.00	100.00	33.65827
Confrontation	Pre-test	14	14.1429	0.00	33.00	16.94724
	Post-test		66.6429	0.00	100.00	47.15866
Problem Solving	Pre-test	14	28.5714	14.00	57.00	15.95047
	Post-test		67.3571	14.00	100.00	30.98289

There are significant increase between the pre-test and post-test of attending (pre-test=41.7143, post-test=77.4286), empathy (pre-test=44.6429, post-test=62.5000), summarizing (pre-test=36.9286, post-test=64.2857), questioning (pre-test=57.2143, post-test=85.7143), behave genuinely (pre-test=47.6429, post-test=78.6429), behave assertively (pre-test=33.2143, post-test=78.5714), confrontation (pre-test=14.1429, post-test=66.6429) and problem-solving (pre-test=28.5714, post-test=67.3571). The increases are statistically significant only in attending, summarizing, questioning, behave genuinely, behave assertively, confrontation and problem-solving skills in basic skills counseling, but not for empathy skills.

5. Discussion

This research proved that all affected factors were attending, summarizing, questioning, behave genuinely, behave assertively, confrontation and problem-solving skills parameters, but only one, the empathy skills, was not. The effect of basic skills counseling on peer counseling training with reading activities, discussion activities and practicing activities has been studied in this study. Pre-test and post-test model has been applied to this study too. They gained statistically significant differences between the pre-tests and post-tests.

The first one, post-test results of the study, have shown a significant increasing compared to pre-test results. Each basic skills counseling indicated that the training based on reading activities, discussing and practicing activities with the module can be increased significantly on peer counseling. Basic skills counseling from a module as a tool for the three form activities in basic skills counseling training showed its role. Modules used in basic skills counseling training of eight basic skills are contained by appropriate counseling materials to be given to students (adolescent) in improving the basic skills counseling. This is in accordance with the opinion of Suwarjo [1], which stated that the module as a training aid in the form of written materials contains material and training tasks. The course materials are expected to develop interpersonal communication skills of the counselor who supports the provision of assistance to the counselee. Modules can be beneficial for improving the quality of counselor service at the school that will culminate in the achievement of optimum counselees' development. This fact is strengthened by their association according to a research by Abdillah [10] who says that the use of the module can improve learning outcomes. A teacher helps in student learning. The learning process depends on private students themselves, because the module has already been the present amount of knowledge that must be learned by the students. If the number of students who have the speed of learning are high, then the learning can be accomplished

quickly without having to wait for students who are learning slowly, as well as slow will not feel dragged by students who learn fast, so the learning process was assessed by the student and the student does not feel bored.

This module-based training is done through three activities, namely reading, group discussion activities and practice activities. Students looked excited when getting a module and were happy to read the basic skills counseling because they got the knowledge and experience to perform the basic skills counseling. This was also strengthened by their association with the study done by Fatimah [17] who stated that the useful strategy was through directional reading and the uplifting reading. All students are connected to background knowledge or experience they have already followed during the discussion based on certain topic. Something that is associated with the personal experience of the student will be understood easier. The implementation of strategic-targeted reading can improve student learning outcomes, especially reading comprehension.

Group discussion activities, students sharing information gained from reading to other students, and each member discuss about conclusion of every aspect of the basic skills counseling and together solve the problem in the discussion. This is confirmed by research conducted by Shidiq [18] who said that the effective group discussions to improve the understanding of the 11th grade-high school-adolescents' reproduction health of social science in Muhammadiyah 1 Senior High School, Sleman. Material of discussion is contained by the reproductive organs, pregnancy and conception, reproductive health and responsible sexual behavior risk which are delivered through small group discussions. Each group was set face to face, which make it easier for students to exchange information and views from every member of the group or individual so that it can draw conclusions and be able to solve problems together.

In practice activities, students were confident in the participating in the counseling to their peers for mastering the skills and knowledge, also got insight in to dealing with their real problems. It gained a supporting fact, Rasyidi [19] said that the activities of industrial work practices will provide the skills and knowledge as well as insight into the real working world. Students who never conducting industrial working practices and have a confident attitude would be easier to be able to prepare themselves for work.

Now we move to the second result. On the step in pre-test and post-test, this research found different basic skills counseling can affect peer counseling. According to the obtained results, it has been concluded that there are statistically significant results for attending, summarizing, questioning, behave genuinely, behave assertively, confrontation and problem-solving skills parameters but there is not any statistically significant result for empathy skills although its value is increasing. The effect of training activities and students addressed sympathy in the

practicing activities is a reason for this result.

Students were difficult to know empathy different than sympathy. Empathy tends biases from sympathy. According to Szanto & Krueger [20], empathy also entails a “care” for the affective state of the other, which brings it closer to what is usually called sympathy (although none of these authors hold that empathy thereby can be equated with sympathy). There is reason why students have some biases to express their feelings when they become a peer counselor in training. In a recent study, affective and cognitive empathy did predict the development of pro-social behavior across high school. Although effect sizes were relatively small, they nonetheless represent theoretically significant links across years of youth pro-social development [21]. However, empathy skills are important for pro-social youth development, for example an adolescent who to be a peer counselor in school.

From the results of data, eight basic skills counseling based on the module can affect students' have the ability of basic skills counseling and being effectively take role as a peer counselor in peer counseling through three activities (reading, discussion and practice). These eight basic skills are more important for students to develop their skills in the future. They can be a good friend and a good communicator. In recent study, as such, the module has been developed primarily to address the Career Developmental Learning component of the framework. It is functioned to make it possible to help students be ready to go to the job market, how to present themselves effectively to employers and how to make informed decisions about the future of their careers [22].

6. Conclusions

It has been concluded that the basic skills counseling training based on a module with three form activities can affect the skills of peer counseling on a peer counselor and can be a vital basic skill in peer counseling for Indonesian students in high school. These results are supported by the results of observation and interview checklist show that students can do peer counseling to other friends.

This study is recommended for guidance and counseling teachers to implement the program of peer counseling services in Indonesia schools. However, the empathizing skills should be investigated deeper for more comprehensive data in any further research.

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