



Konseling Edukasi

Journal of Guidance and Counseling

https://journal.iainkudus.ac.id/index.php/Konseling_Edukasi

E-ISSN : 2580-9008

Vol. 8 No. 2 Tahun 2024 | 228 – 244

DOI: 10.21043/konseling.v8i2.29090

The Effectiveness of Group Guidance Services with Symbolic Modeling Techniques to Increase Empathy of Santri at Ma'had Al-Khoirot MAN 2 Jember

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Abstract

The Effectiveness of Group Guidance Services with Symbolic Modeling Techniques to Increase Empathy of Santri at Ma'had Al-Khoirot MAN 2 Jember. The study examined the effectiveness of group guidance services using symbolic modeling techniques to foster empathy in santri of Al-Khoirot Islamic Boarding School MAN 2 Jember. This study is important because it offers an innovative approach to improving empathy in students through group guidance with symbolic modeling techniques. The research approach uses a quantitative method with a pre-experimental design methodology of the one group pretest-posttest type. The data collection method used was the Wilcoxon Test. The population of the study was santri of Al-Khoirot Islamic Boarding School MAN 2 Jember with a total of 39 students, with a sample of 6 students. The results of this study indicate that group guidance services using symbolic modeling techniques are effective in improving empathy in santri of Al-Khoirot Islamic Boarding School MAN 2 Jember. Before being given treatment, the level of empathy in students had an average of 229.5, but after being given treatment and posttest 4 times, there was a significant increase of 282.5. Analysis

using the Wilcoxon test produced an Asymp value. Sig. (2-tailed) of 0.028, shows a significant influence between pretest and post-test, so that the research hypothesis can be accepted. The conclusion is that the symbolic modeling method is able to foster empathy in santri of Al-Khoirot Islamic Boarding School MAN 2 Jember, so that this therapy can be used as an alternative guidance strategy for developing empathy characters in Islamic boarding schools.

Keywords: *Group Guidance, Symbolic Modeling Techniques, Empathy Santri*

A. Introduction

Empathy involves the ability to imagine the thoughts, emotions, and actions of others. Empathy is an important component of social-emotional development that influences an individual's behavior towards others, allowing individuals to resonate emotionally with the feelings of others (Utamy et al., 2021). Meanwhile, a scientist argues that empathy is passed down from parents to their offspring. In addition, the environment greatly influences the formation and development of empathy in a person (Purdiani, 2018).

Based on field observations, researchers found a phenomenon, namely the empathy of students who are still classified as moderate or concerning. This also happened to students of the Al-Khoirot MAN 2 Jember Islamic Boarding School, for example, prioritizing themselves without prioritizing others, not wanting to give in, calculating in helping each other and often noisy during recess. This can hinder the interaction of individual students of the Al-Khoirot MAN 2 Jember Islamic Boarding School in empathizing. Regarding this phenomenon, actions are needed to increase empathy in social interactions by facilitating self-recognition of individuals, thereby fostering self-awareness and a tendency to help and lighten the burden of others. Taringan (In Fitriyanti et al., 2020) explains that empathy is the foundation of all social behavior, therefore it plays an important role for students during adolescence both in personal and societal contexts.

Increasing and growing empathy in a person can be achieved through various methods, one of which is by implementing group guidance using the symbolic modeling method. This can be a means of providing support to students. In this case, the researcher wants to increase empathy by using group guidance dynamics through symbolic modeling techniques with the aim that students do not get bored when participating in group guidance activities (Haryati et al., 2017, Damayanti & Azmi, 2022).

Empathy is a person's capacity to position themselves and be able to feel the condition of another individual so that empathy will be seen if the individual is able to feel what the other individual feels (Bastomi, 2020). In this case, empathy can form relationships that can foster closeness between people, feel comfortable if this closeness is embedded in a person so that they feel light in helping others, then awareness is needed in the individual that empathy is an important thing (Bastomi, 2021). The ability to empathize can make it easier to understand each other, understand feelings, emotions, be able to position themselves towards others and can motivate someone to change their selfish mindset to be more flexible and tolerant, this aims to make it easier for someone in Taufik's social life (Andriati et al., 2019).

Social diversity requires understanding and respect for individual differences, allowing everyone to engage in interactions that foster the development of identity and social relationships, ultimately fostering self-acceptance and the formation of positive and healthy relationships. The socialization process is influenced by several aspects, one of which is empathy, so it is important for effective interactions.(Haryati et al., 2017).

The low empathy of students is influenced by several elements, namely: (1) socialization (2) parenting patterns (3) gender (4) emotional maturity (5) age (6) personality (7) communication and (8) language and mood and feeling. These factors have been strengthened by research from Solekha et al., which states that these factors are factors that can influence the formation of empathy in Mudarisatus Solekha children (Ulfa et al., 2022).

Based on the above problems, special actions are needed to increase empathy in students at the Al-Khoirot Islamic Boarding School, MAN 2 Jember. The assistance that will be provided by the researcher is group guidance using symbolic modeling techniques to strengthen students' empathy. Symbolic modeling techniques through group guidance are focused on a group of individuals, which allows each group to design data and information with the aim of developing it in everyday life (Ulfa et al., 2022).

The topic of the effectiveness of group guidance services with symbolic modeling techniques to increase empathy in students is important in the context of previous research because more and more studies have shown that empathy is one of the key aspects in adolescent social-emotional development. According to Syamsu & Wibowo (2021), empathy plays an important role in encouraging prosocial behavior and reducing interpersonal conflict, especially among developing adolescents. Previous research also shows that symbolic modeling techniques as part of guidance interventions can be effective in increasing empathy through observation and imitation of positive behavior (Santoso et al., 2020). Thus, the focus of this study is to apply this approach in the context of Islamic education, especially Islamic boarding schools, to provide further understanding of effective methods in shaping the character and social skills of adolescents in a religious educational environment.

Related research has also highlighted that group interventions in educational settings are very useful for improving empathy and other social skills, especially when the approach uses modeling techniques (Hidayati & Cahyadi, 2019). The context of Islamic boarding schools, which have a different educational approach from public schools, requires special strategies in guidance and counseling services. Therefore, this study makes an important contribution by examining the effectiveness of symbolic modeling techniques in the unique context of Islamic boarding schools and filling the gap in the literature related to group guidance interventions that focus on developing empathy in Islamic education.

Based on the description above, empathy is crucial in several aspects of life, especially in schools. Empathy is based on self-awareness; the greater a person's openness to personal emotions, the more adept he or she is at interpreting the emotions of others. Empathy is the foundation of all human interaction, because it basically involves the ability to understand the emotional state of others.

This study aims to address the problem of low levels of empathy among students of Ma'had Al-khoirot MAN 2 Jember, which can have an impact on their interpersonal behavior and ability to build harmonious social relationships. Low empathy can hinder the development of positive character and result in negative behavior such as lack of concern for others, conflict between individuals, and lack of social awareness. Through group guidance services with symbolic modeling techniques, this study seeks to improve the empathy of students by strengthening their ability to understand and feel the feelings of others, as well as developing prosocial attitudes that support a more conducive and harmonious educational environment in Islamic boarding schools.

B. Method

The researcher applied the experimental research type. The experimental method is a quantitative research method used to determine the effect of independent treatment variables or treatments on dependent variables (results) under controlled conditions (Sugiyono, 2016). In this case, the researcher used a Quasi pre-experimental design type one group pretest and posttest. One group pretest-posttest design is a study that provides an initial test (pretest) before being given treatment, after being given treatment, the researcher gives a final test in the form of (posttest). The results of the pretest and posttest are compared to assess their effects. The One Group Pret-Test design table is as follows:

Table 1**Research Design**

<i>Time</i>									
S	O	X₁	O₁	X₂	O₂	X₃	O₃	X₄	O₄

Information :

S : Research Subject

O: Pre-test measurement to measure the empathy of students before being given symbolic modeling techniques.

X_n : Providing treatment using symbolic modeling techniques

O_n : Post-test measurement to measure students' empathy after being given symbolic modeling techniques.

The population of the study was santri of Al-Khoirot Islamic Boarding School MAN 2 Jember consisting of 39 students. Sampling techniques are basically divided into two parts, namely: Probability sampling and non-Probability sampling. In this study, the sample that the researcher will use is non-probability, non-probability sampling is a sampling technique that does not provide equal opportunities or chances for each member of the population to be selected as a sample. In this case, the research sample is 6 students.

Researchers choose a quantitative research form that requires precise and explicit data. Data collection is obtained from observation, interviews, documentation, and a combination of the three through triangulation (Sugiyono, 2020). Researchers use closed questionnaires, which allow respondents to choose from several available alternative answers and researchers use a Likert scale. The Likert scale is a measurement tool used to assess the attitudes, opinions, or perceptions of individuals or groups about an event or social phenomenon.

Data analysis method is a way of managing data that has been obtained from research results to draw conclusions. The study aims to assess how effective symbolic modeling techniques are in increasing empathy of students of Ma'had Al-

Khoirot MAN 2 Jember. The effectiveness is known from several differences in the results of the analysis of the empathy questionnaire values of the pretest and posttest in the form of a quasi-experimental time series group. The data analysis is by using non-parameter analysis by conducting the Wilcoxon signed rank test, namely the assistance of the SPSS 25.00 for Windows application.

In the santri of Al-Khoirot Islamic Boarding School MAN 2 Jember, the data analysis used is parametric statistics by testing the test formula, namely by comparing the results of the pre-test and post-test using the SPSS version 25.00 application. The reference standard for the analysis uses a significance level of 5% = 0.05 (Arikunto, 2010).

Wilcoxon test used is a non-parametric analysis technique. This is based on the assumption that the data to be analyzed is not normally distributed. The basis for decision making in the Wilcoxon test is as follows:

1. If the probability value of Asym.sig 2 tailed < 0.05 then there is a difference in the average of the data being tested.
2. If the probability value of Asym,sig 2 taileh > 0.05 then there is no difference in the average of the data being tested..

C. Results and Discussion

Before conducting group guidance service activities, the researcher first gave a questionnaire to all santri of Al-Khoirot Islamic Boarding School MAN 2 Jember with a total of 39 students. Based on the results of the pretest scores of students who will be given treatment, it is described in the table below:

Table 2
Pretest Results of Students' Empathy Level

No.	Name	Total Score	Categor
1.	AN	233	y Currentl y
2.	NA	220	Currentl y

3.	RA	209	Currentl y
4.	BRA	275	Tall
5.	SHR	329	Tall
6.	DV	251	Tall
7.	NH	311	Tall
8.	KP	261	Tall
9.	TAP	243	Currentl y
10.	SU	255	Tall
11.	MJ	299	Tall
12.	RANGE	292	Tall
13.	AAW	236	Currentl y
14.	KNR	303	Tall
15.	SM	267	Tall
16.	NAC	268	Tall
17.	QNR	295	Tall
18.	EN	282	Tall
19.	SM	295	Tall
20.	LAM	248	Tall
21.	AYN	295	Tall
22.	NRZ	278	Tall
23.	HT	288	Tall
24.	RM	290	Tall
25.	AR	258	Tall
26.	NNJ	268	Tall
27.	NFA	325	Tall
28.	FCA	284	Tall
29.	DH	236	Currentl y
30.	ASR	288	Tall
31.	KMZ	251	Tall
32.	APF	335	Tall

33.	NH	255	Tall
34.	SOP	268	Tall
35.	DA	304	Tall
36.	A A	263	Tall
37.	VDH	309	Tall
38.	KMK	290	Tall
39.	NM	257	Tall

Based on the pre-test results, it was proven that out of 39 students who took the pre-test, 6 of them showed moderate empathy, and 33 showed high empathy. Thus, the researcher applied a symbolic modeling strategy to 6 students who showed moderate levels of empathy. In this case, the treatment consists of empathy sessions, with a post-test given after each treatment with the aim of determining the progress value. The table below shows the pre-test values of the students who will receive treatment, namely:

Table 3
Hasil Pretest Tingkat Empati Santri

No.	Nama	Skor	Kategori
1.	RA	209	Sedang
2.	DH	236	Sedang
3.	AN	233	Sedang
4.	AAW	236	Sedang
5.	NA	220	Sedang
6.	TAP	243	Sedang
Rata-rata		229,5	

Based on the pretest results above, the santri of Al-Khoirot MAN 2 Jember Islamic Boarding School who have moderate empathy with a total of 6 students, then the researcher will provide treatment to students who have moderate empathy. While the provision of a posttest to several santri of Al-Khoirot MAN 2 Jember Islamic Boarding School is intended to see whether there

is a change in the level of empathy after being given treatment. The posttest results are as follows:

Tabel. 4**Posttest Results**

No.	Name	Score	Category
1.	RA	301	Tall
2.	DH	256	Tall
3.	AN	234	Currentl y
4.	AAW	284	Tall
5.	NA	222	Currentl y
6.	TAP	256	Tall
Average		258.8	

Based on the results of the post-test above, it shows that from 6 students as a sample, there was an increase in empathy. Then, after the treatment was implemented with the aim of finding out the value of the influence of the video to increase the empathy of students at the Al-Khoirot MA'had MAN 2 Jember, the difference data is shown in the following table.:

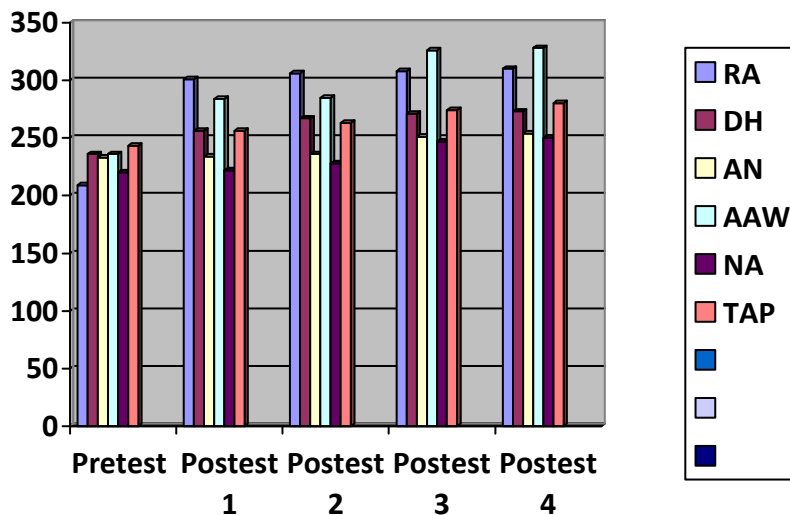
Table. 5
Comparison of Pre-test and Post-test Results of Santri Empathy

No.	Name	<i>Pre-test</i>		<i>Post-test</i>		Difference
		Score Value	Category	Score Value	Category	
1.	RA	209	Currentl y	310	Tall	+ 101
2.	DH	236	Currentl y	273	Tall	+ 37
3.	AN	233	Currentl y	254	Tall	+ 21
4.	AAW	236	Currentl y	328	Tall	+ 92

5.	NA	220	Currentl y	250	Tall	+ 30
6.	TAP	243	Currentl y	280	Tall	+ 37
Average		229.5		282.5		53

Based on the data, the empathy of 6 students increased, as evidenced by the pretest and post-test. Students who initially had a moderate level of empathy were then given treatment and post-test 4 times, the results showed that each student increased from moderate to high. The average from the pre-test was 229.5 and from the post-test 282.5.

Figure 1
Graph of Difference between Pretest and Posttest Results



Wilcoxon test intended to assess the significance of the difference in empathy before and after treatment. Based on the calculation, it is known that the pre-test value obtained an average data of 229.5 and the average post-test data was 282.5, which shows that the empathy of students increased after the treatment with symbolic modeling techniques. The following are the results of the Wilcoxon test.

Table 4.9
Wilcoxon Test Results

Wilcoxon Signed Ranks Test

		N	Mean Rank	Sum of Ranks
posttest - pretest	Negative Ranks	0 ^a	0,00	0,00
	Positive Ranks	6 ^b	3,50	21,00
	Ties	0 ^c		
	Total	6		
a. posttest < pretest				
b. posttest > pretest				
c. posttest = pretest				

Based on the data, the conclusion is that the negative rank is worth 0. This indicates that the value between the pretest and posttest does not decrease. Then the magnitude of the santri pretest indicates a strong difference in the magnitude of empathy, this assumption is proven by the value of 6 in the N value, while the average value is 3.50, and the sum of rank is 21.00. In this case, the ties value is 0, ties refer to the level of similarity between the pretest and posttest, meaning there is no similarity in the pretest and posttest.

Table 4.9
Statistics Test Results

	posttest - pretest
Z	-2.201 ^b
Asymp. Sig. (2-tailed)	,028
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Based on the research data, the conclusion is that the symbolic modeling technique is able to increase the empathy of students of the Al-Khoirot Islamic Boarding School, MAN 2 Jember. The above analysis produces an Asymp. Sig. (2-tailed) value of 0.028, indicating a significant influence between the pretest and post-test, so that the research hypothesis can be accepted. The conclusion is that the symbolic modeling method is able to foster empathy in students of the Al-Khoirot MAN 2 Jember Islamic Boarding School.

Research results on the effectiveness of group guidance services with symbolic modeling techniques in increasing empathy for students at Ma'had Al-Khoirot MAN 2 Jember showed a significant increase in empathy after the

intervention. This finding is in line with previous research by Hartati (2022), which showed that the use of modeling techniques in group guidance is effective in developing empathy in adolescents. This technique helps participants observe and imitate empathetic behavior displayed in group settings, which ultimately triggers changes in perception and attitudes towards others. This suggests that symbolic modeling can be a powerful tool in the process of developing social skills among adolescents, especially in educational contexts.

Another relevant study by Sutanti (2015) also supports this finding, where the results of their study showed that group guidance with a modeling approach was able to improve empathetic behavior in high school students. They emphasized that modeling techniques allow participants to learn through real examples of behavior, thereby strengthening the learning experience and facilitating the internalization of empathy values. The results of this study provide additional validation that the group guidance method with symbolic modeling techniques is effective in various educational contexts, not only in Islamic boarding schools but also in public schools, indicating the flexibility and usefulness of this method in improving social skills.

However, the findings of this study also reveal potential differences in the level of effectiveness based on the setting and culture of Islamic boarding schools. Salabi & Prasetyo (2022) emphasize that religious-based educational environments, such as Islamic boarding schools, provide a special context in which religious values can influence the empathy learning process. In this case, group guidance services with symbolic modeling techniques in Islamic boarding schools not only function as a tool for developing empathy, but also as a means of internalizing religious values that support prosocial behavior. Compared to other studies that focus on public schools, these findings show how the same guidance approach can have a greater or different impact depending on the cultural values and educational context in which the guidance service is implemented.

The implications of the application of the results of this study in the real world indicate that group guidance services with symbolic modeling techniques

can be implemented effectively in Islamic boarding schools and other schools to improve students' empathy and social skills. This approach can help counselors, educators, and Islamic boarding school caregivers to develop more structured and interactive guidance programs, utilizing observation and role-playing techniques to instill empathetic and prosocial behavior. The implementation of this program not only increases individual empathy but can also contribute to the creation of a more harmonious social environment, increase cooperation and tolerance among students, and support the formation of better character in accordance with the religious and moral values taught in Islamic boarding schools.

The limitation of this study lies in the sample used, which is only on students of Ma'had Al-khoirot MAN 2 Jember, so the generalization of the results of this study to a wider context, such as other Islamic boarding schools or different educational institutions, is limited. The unique characteristics of the Islamic boarding school environment, culture, and religious values embraced by students at Ma'had Al-khoirot can affect the effectiveness of symbolic modeling techniques in increasing empathy. Therefore, this study needs to be continued by involving more diverse samples from various educational and cultural settings so that the results can be applied more universally.

In addition, this study is also limited in terms of empathy measurement methods that may not fully capture comprehensive emotional and social development. Although the instruments used have met the standards of validity and reliability, empathy is a complex and multidimensional concept that may require a more diverse measurement approach, such as long-term observation or behavioral-based measures other than questionnaires. A more holistic approach to evaluating empathy changes may provide deeper insight into the effectiveness of group guidance services and symbolic modeling techniques in shaping the character of students.

D. Conclusion

Based on the results of the study on students of Ma'had Al-khoirot MAN 2 Jember, it shows that the symbolic modeling technique is able to foster empathy in students. Before being given treatment, the level of empathy of students had an average of 229.5, but after being given treatment and post-test 4 times, there was a significant increase of 282.5. Analysis using the Wilcoxon test produced an Asymp. Sig. (2-tailed) value of 0.028, indicating a significant influence between the pretest and post-test, so that the research hypothesis can be accepted. The conclusion is that the symbolic modeling method is able to foster empathy in students of Ma'had Al-khoirot MAN 2 Jember.

Implemented effectively in Islamic boarding school and other school environments to improve students' empathy and social skills. The results of the study are useful for subsequent research in order to expand the variables and research subjects for further research. For BK teachers and counselors, it is hoped that it can be used as insight to improve guidance and counseling services, provide a positive contribution in increasing the empathy of santri of Al-Khoirot Islamic Boarding School MAN 2 Jember and can be implemented effectively in Islamic boarding school environments and other schools to improve students' empathy and social skills. As for the students, it is expected that they can improve their empathy through symbolic modeling independently. Whereas the limitation of this study lies in the sample used, namely only students of Ma'had Al-Khoirot MAN 2 Jember, so that the generalization of the results of this study to a wider context, such as other Islamic boarding schools or different educational institutions, is limited.

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