

Increasing Empathy Through Digital Business Group Guidance as an Effort to Prevent Bullying Behavior for Fostered Adolescents at LPKA Class II A Bengkulu

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Abstract; Bullying is one of the social problems that often occur in the foster child's environment, which can hurt their psychological and social development. This research aims to increase the empathy of fostered children through digital-based group guidance as one of the efforts to prevent bullying. The research method used is a quasi-experiment with a pretest-posttest design of one group. The subject of the study was 10 foster children at the Special Children's Development Institution (LPKA), which was selected using the purposive sampling technique. The intervention was done through digital-based group guidance activities for 8 activities with materials designed to increase the fostered children's awareness, understanding, and empathy ability in dealing with social situations. Data were collected using a questionnaire Likert scale model developed by Maria Ulfah & Mira Aliza Rachmawati with empathy indicators based on Davis theory (Gini, Albiero, Benelli; Altoe, 2006) and has been tested as valid with a total of 33 items declared valid. The results showed that there was a significant increase in the empathy score of the experimental group, namely, the mean before group guidance was 88.30, the mean after group guidance increased to 97.00, with an elementary school score of 8,557 in the pretest, and 10,914 in the posttest. The t-test results obtained a Sig value of 0.031, which shows that the digital-based group guidance approach effectively increases the empathy of fostered children. In addition, this activity also provides new insights for the fostered children about the adverse effects of bullying and the importance of maintaining positive social relationships. This study recommends applying similar programs more widely to create a more supportive and bullying-free social environment among foster children.

Keywords: empathy, foster children, digital, group guidance, bullying

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