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Development Of The Feeling Voice Box Media To Train Student Empathy In Group Guidance Services

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Abstract

Empathy is an essential social skill enabling students to understand others' feelings and respond appropriately to their conditions. This Research and Development study, using the ADDIE model, aimed to describe the results of the student and media needs analysis, develop the Feeling Voice Box Media (KSP) to train empathy in group guidance services, and test its validity and practicality. Subjects included one material expert, one media expert, one guidance and counseling teacher, and eleventh-grade students of SMA Swasta IT Daarul Istiqlal. Data were collected through observation, interviews, and questionnaires, then analyzed descriptively. The needs analysis showed that students required strengthening across Davis's three empathy dimensions (perspective taking, empathic concern, empathic response). The resulting product includes a stimulus video, feeling letters, the Feeling Voice Box, a private booth, and a facilitator's guidebook. Expert validation indicated a Very Valid category, while practicality tests by the counseling teacher and students indicated a Very Practical category. The KSP Media is considered valid and practical, although its effectiveness has not been experimentally tested.

Keywords: empathy; group guidance media; Feeling Voice Box; research and development; ADDIE model

INTRODUCTION

Education is essentially concerned not only with academic achievement but also with students' personal and social development. In everyday school life, students interact with many

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people who have different characters and circumstances, so they need the ability to understand themselves as well as others. One important ability in such social relationships is empathy, namely the ability to understand other people's conditions and feelings and to respond appropriately. Students who are able to understand their friends' circumstances find it easier to show attention, respect others' feelings, and determine the right attitude when facing a problem. However, empathic ability does not always develop well in every student; in school social life there are still students who find it difficult to understand their friends' points of view, show little concern when their friends have problems, or have not yet been able to give an appropriate response. For example, interview results with the guidance and counseling (BK) teacher showed that when a friend is sad or facing a problem, some students merely become onlookers and show no concern, such as not asking or offering support; some other students even choose to stay silent and only help when directly asked.

This study refers to Davis's (1980) theory, which divides empathy into three aspects, namely perspective taking (the ability to understand another person's point of view), empathic concern (concern for another person's condition or feelings), and empathic response (the ability to respond to a condition experienced by another person). These three dimensions form the basis for examining students' empathic condition as well as the foundation for developing the media in this study. This multidimensional approach is also in line with studies of empathy in the context of psychotherapy and counseling (Irarrázaval & Kalawski, 2022; Ratnawati, 2017). Well-developed empathic ability can help students build harmonious relationships, reduce conflict, and create a mutually respectful learning environment (Aprilyaningtiyas et al., 2025).

In guidance and counseling, empathic ability can be developed through group guidance services, which give students the opportunity to take part in joint activities, express opinions, listen to friends' experiences, and learn to understand differences within the group. However, group guidance activities carried out only through the delivery of material and discussion are considered insufficient; students need activities that directly involve them so that the material is easier to understand and to feel. Media in group guidance services play an important role in creating more engaging activities while also giving students real experiences (Sadiman et al., 2014), including the use of digital-based media in guidance and counseling services (Oktaviani, 2025).

Previous studies have shown various approaches to training student empathy, for example through the sociodrama technique (Andriati et al., 2019), games (Rayaginansih et al., 2023), role playing (Zainuddin et al., 2024), bibliotherapy (Widodo & Putra, 2024), and biblio-counseling

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(Setyoningsih et al., 2022), in addition to studies on empathy-based counselor–counselee relationships (Chotifa et al., 2024) and social guidance for developing adolescent empathy (Novianti et al., 2018). However, media specifically designed to train all three of Davis's empathy dimensions in an integrated manner within a single series of activities based on reflective writing and an anonymous exchange mechanism remain limited. This condition underlies the development of the Feeling Voice Box Media (KSP), a media tool supporting group guidance services that gives students the opportunity to recognize, express, understand, and respond to feelings through a series of activities: watching a stimulus video, writing a letter in the "Imagine You Are Me…" activity, anonymously placing the letter into the Feeling Voice Box, and reading and responding to letters in the Feeling Detective session.

Each part of the KSP Media is linked to one of Davis's empathy dimensions. The "Imagine You Are Me…" activity is directed at training perspective taking, the activity of recognizing and understanding a friend's feelings relates to empathic concern, while the activity of determining a response to a situation relates to empathic response. Before the media was developed, the researcher conducted a needs analysis to ensure that the media components designed matched students' real conditions, rather than being based solely on the researcher's assumptions. Based on the description above, this study aims to (1) describe the results of the student needs analysis and the needs analysis for the Feeling Voice Box media; (2) develop the Feeling Voice Box Media to train student empathy in group guidance services; and (3) describe the results of the feasibility (validity) and practicality test of the Feeling Voice Box Media.

RESEARCH METHOD

This study used a Research and Development (R&D) approach with the ADDIE development model, which consists of five stages: Analyze, Design, Develop, Implement, and Evaluate. The ADDIE model was chosen because it suits the study's aim, namely to produce the Feeling Voice Box Media while also obtaining information on its feasibility and practicality. In addition, the ADDIE model is systematic and linear, with formative evaluation embedded at every stage rather than only at the end, allowing gradual product improvement from the Design stage through the Develop stage before it is tried out. This characteristic suits the needs of a study focused on developing a single BK-service-support media product on a limited scale, without requiring a large-scale field trial or a mass dissemination stage as in the 4D model (Rayanto & Sugianti, 2020). The Implement stage in this study was limited to a small-scale try-out, while the Evaluate stage was carried out formatively based on the results of expert validation and the

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practicality test. This study did not test the media's effectiveness through an experimental or pretest-posttest design.

The study was conducted at SMA Swasta IT Daarul Istiqlal, Patumbak Subdistrict, Deli Serdang Regency, North Sumatra Province, in the 2025/2026 academic year. Validation by the material and media experts was carried out on 12 May 2026, while the product try-out was carried out on 21 May 2026. The research subjects consisted of a material expert (Dr. Ahmad Syarqawi, M.Pd., a lecturer in the Islamic Guidance and Counseling Education Study Program), a media expert (Fitria Umami, M.Pd., a lecturer and staff member of the Islamic Guidance and Counseling Education Study Program), a guidance and counseling teacher (Vina Andini, S.Pd.), and 12 eleventh-grade students of SMA Swasta IT Daarul Istiqlal as respondents using the media, who were at the late-adolescence developmental stage (Suryana, 2022).

Data were collected through observation of the implementation of group guidance services, interviews with the BK teacher, a student needs-analysis questionnaire developed based on Davis's three empathy dimensions, material- and media-expert validation sheets, and practicality-response questionnaires from the BK teacher and students. The data analysis technique used quantitative descriptive analysis to process the scores from the needs analysis, expert validation, and practicality-response questionnaires, presented in the form of scores, percentages, and assessment categories, as well as qualitative descriptive analysis to describe the critiques, suggestions, and input from the material expert, media expert, BK teacher, and students as the basis for product revision, following the descriptive analysis procedure used in development research (Ibrahim et al., 2018).

The feasibility and practicality percentages were calculated using the formula P = (score obtained ÷ maximum score) × 100%, then interpreted based on the criteria in Table 1 (Riduwan, 2003).

Table 1. Criteria for Interpreting Validity and Practicality Scores

No.	Percentage (%)	Validity Category	Practicality Category
1	81–100	Very Valid	Very Practical
2	61–80	Valid	Practical
3	41–60	Fairly Valid	Fairly Practical
4	21–40	Less Valid	Less Practical
5	0–20	Very Invalid	Very Impractical

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RESULTS AND DISCUSSION

Needs Analysis Results

The initial observation results showed that the empathic ability of students at SMA IT Daarul Istiqlal still needs to be developed. Some students still find it difficult to understand a friend's feelings and point of view, show little concern when a friend is having difficulty, and have not yet given an appropriate response or action. Interview results with the BK teacher, Mrs. Vina Andini, S.Pd., reinforced these findings: the BK services carried out so far (discussion, question-and-answer, delivery of material, simple PPT/video) were considered not yet varied and interactive enough to train all three of Davis's empathy dimensions in an integrated way, so more engaging media that actively involve students are needed.

A needs-analysis questionnaire was distributed to 12 eleventh-grade students based on Davis's three empathy dimensions. The full results are presented in Table 2.

Table 2. Results of the Student Needs Analysis

No	Analysis Dimension	Aspect	Indicator	Answer Choice	%
1	Perspective Taking	Understanding a Friend's Feelings through Writing	Students' ability to understand a friend's point of view and feelings through letters/writing they read, and to imagine the friend's position when experiencing a problem.	Strongly Agree	0
				Agree	0
				Undecided	33
				Disagree	50
				Strongly Disagree	17
2	Perspective Taking	Need for Media to Train Perspective-Taking	Students' need for learning media that trains the ability to imagine oneself in another person's position in order to better understand their feelings.	Strongly Agree	0
				Agree	64
				Undecided	36
				Disagree	0
				Strongly	0

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No	Analysis Dimension	Aspect	Indicator	Answer Choice	%
				Disagree	
3	Empathic Concern	Emotional Concern for Friends	Students' ability to show concern, share the feeling, and not disregard the feelings of a friend who is experiencing a problem.	Strongly Agree	0
				Agree	33
				Undecided	0
				Disagree	50
				Strongly Disagree	17
4	Empathic Concern	Need for Activities to Train Emotional Sensitivity	Students' need for activities that train sensitivity to other people's feelings, such as reading and responding to a friend's story/feelings anonymously.	Strongly Agree	8
				Agree	42
				Undecided	50
				Disagree	0
				Strongly Disagree	0
5	Empathic Response	Empathic Response and Action	Students' ability to give help, comfort, and respond actively when a friend shares a story about their problem.	Strongly Agree	0
				Agree	42
				Undecided	17
				Disagree	42
				Strongly Disagree	0
6	Empathic Response	Need for Media to Train Empathic	Students' need for learning media that trains	Strongly Agree	33
				Agree	50

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No	Analysis Dimension	Aspect	Indicator	Answer Choice	%
		Response	the ability to respond to a friend's feelings anonymously and reflectively.	Undecided	17
				Disagree	0
				Strongly Disagree	0

On the perspective-taking dimension, 33% of students answered undecided, 50% disagreed, and 17% strongly disagreed regarding the ability to understand a friend's point of view through writing, while 64% of students agreed on the need for activities that train the ability to imagine oneself in another person's position. On the empathic-concern dimension, 50% of students disagreed and 17% strongly disagreed regarding the ability to show concern for a friend with a problem, while 50% were undecided and 42% agreed on the need for activities to train emotional sensitivity. On the empathic-response dimension, 42% of students agreed and 42% disagreed regarding the ability to give help and respond actively, while 50% of students agreed on the need for media that trains empathic response anonymously and reflectively.

The media-needs questionnaire in Table 3 confirms that students need expressive learning media based on writing activities and anonymous sharing of feelings.

Table 3. Results of the Media Needs Analysis Questionnaire

No	Analysis Dimension	Aspect	Indicator	Answer Choice	%
1	Media Need	Type of Media	The need for expressive learning media (such as writing activities and anonymously sharing feelings) that can help students train empathy appropriately.	Strongly Agree	50
				Agree	50
				Undecided	0
				Disagree	0
				Strongly	0

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No	Analysis Dimension	Aspect	Indicator	Answer Choice	%
				Disagree	
2	Student Characteristics	Learning Style	Students' interest in activities involving writing, reading a friend's story/feelings, and group interaction to train empathy.	Strongly Agree	42
				Agree	58
				Undecided	0
				Disagree	0
				Strongly Disagree	0
3	Media Availability	Facilities and Infrastructure	Use of simple media or tools (a box, paper, stationery, or visual media) in group guidance services to train student empathy safely and anonymously.	Strongly Agree	33
				Agree	67
				Undecided	0
				Disagree	0
				Strongly Disagree	0
4	Learning Motivation	Interest	Students' interest in group guidance activities designed to train concern, communication, and empathy-based social interaction.	Strongly Agree	42
				Agree	58
				Undecided	0
				Disagree	0
				Strongly Disagree	0

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Overall, the needs analysis results showed a percentage of 63.51% across the three empathy dimensions, with perspective taking at 58.03%, empathic concern at 60.83%, and empathic response at 71.67%. Perspective taking was the dimension with the relatively lowest percentage, making it the main focus in designing the “Imagine You Are Me…” activity. These needs findings were then translated directly into the design of the Feeling Voice Box Media (KSP), as illustrated in the study's conceptual framework (Figure 2): the need for perspective taking is addressed through the “Imagine You Are Me…” activity, the need for empathic concern is facilitated through the activity of reading and understanding feeling letters, while the need for empathic response is facilitated through the activity of giving responses to letters in the Feeling Detective session.

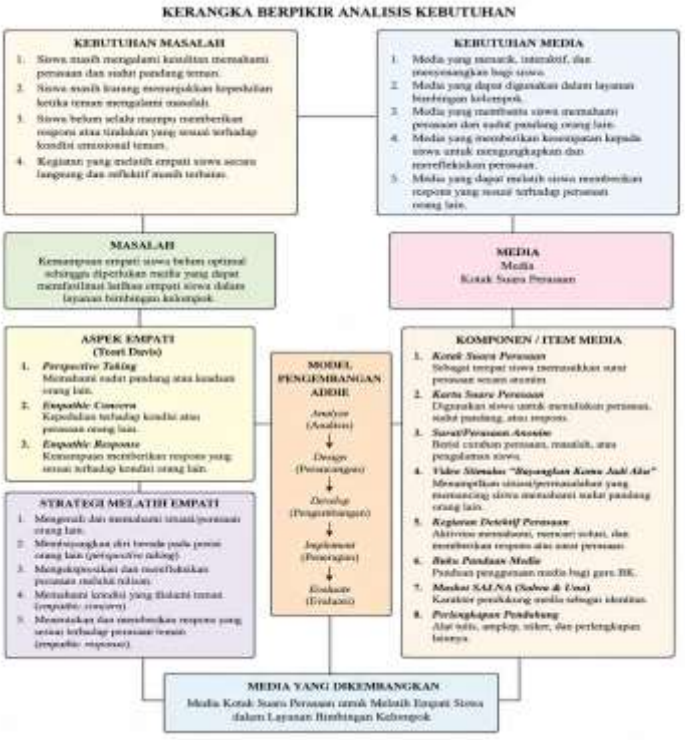


Figure 1. Research Conceptual Framework

Design and Development of the Feeling Voice Box Media

Based on the needs analysis results, the development of the Feeling Voice Box Media (KSP) was designed by taking into account students' empathic condition in their everyday school life. The observation and interview results showed that there are still students who find it difficult to

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understand a friend's point of view and feelings, show little concern when a friend has a problem, and have not yet been able to give an appropriate response or action. This condition shows that students' empathic ability needs to be trained through activities that provide not only theoretical understanding but also direct experience in understanding, feeling, and responding to other people's conditions.

On this basis, the KSP Media was designed as a media tool supporting group guidance services that enables students to practice empathy through activities close to their social experience at school. The media development strategy refers to Davis's three empathy dimensions, namely perspective taking, empathic concern, and empathic response. These three dimensions were translated into a series of interrelated activities so that students not only know the meaning of empathy but also practice it in situations that resemble everyday social experience.

On the perspective-taking dimension, the strategy used is the “Imagine You Are Me…” activity. Through this activity, students are directed to imagine themselves in another person's position and to understand the feelings or circumstances that person may be experiencing. This strategy was chosen because the needs analysis results showed that perspective taking was the dimension with the relatively lowest percentage, 58.03%, making it the main focus in designing the activity.

Next, the empathic-concern dimension is trained through the activity of writing and reading the Feeling Voice Letter. Students are given the opportunity to express their experiences or feelings through writing anonymously. The letters are then read by other students so that they can recognize and understand another person's emotional condition without knowing the writer's identity. The anonymous strategy is used to create a safer and more comfortable atmosphere for expressing feelings while also encouraging students to pay attention to other people's experiences.

Meanwhile, the empathic-response dimension is trained through the Feeling Detective activity. At this stage, students read a letter they receive and then decide on a response or form of support that suits the condition described in the letter. This activity is directed so that students do not stop at understanding another person's feelings but are able to translate that understanding into an appropriate response. Thus, the media development strategy follows a flow of understanding a point of view, fostering concern, and giving a response to another person's condition.

The KSP Media is then realized through several components that support this strategy,

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namely a stimulus video, the Feeling Voice Letter, the Feeling Voice Box, a private booth or area, stationery, supporting equipment, and a facilitation guidebook. The stimulus video is used as a trigger to give a concrete picture of an emotional situation and experience, while the activities of writing, anonymously placing letters, reading letters, giving responses, and reflecting form the main series of activities in training students' empathy.

Thus, the design of the KSP Media is oriented not only toward the media's physical form but also toward its strategy of use in group guidance services. Each component is designed to have a function that supports the achievement of a particular empathy dimension, so that the media can be used as a means of direct experience for students to understand other people's feelings, show concern, and give an appropriate response.

Based on this development strategy, the final product was realized in the form of the Feeling Voice Box Media, consisting of a physical voice box, feeling letters, a stimulus video, a private booth, stationery, supporting equipment, and a facilitation guidebook. The final product of the Feeling Voice Box Media is presented in Figure 3



Figure 2. Final Product of the Feeling Voice Box Media

After being revised, the KSP Media was tried out in a group guidance service through a series of activities, comprising the Feeling Election Campaign (screening of the stimulus video), the “Imagine You Are Me…” activity (writing a feeling letter), placing the letter into the Feeling Voice Box, the Feeling Detective session (randomly reading letters and giving an empathic response), reinforcement of meaning, reflection questions, and finally an emotional closing, as shown in Figure 3.

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(a) Feeling Election Campaign



(b) Writing a Feeling Letter



(c) Placing the Letter into the Voice Box



(d) Feeling Detective Session



(e) Meaning Reinforcement



(f) Reflection Questions

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(g) Emotional Closing

Figure 5. Sequence of Activities in Using the Feeling Voice Box Media

The final research product is the Feeling Voice Box Media, consisting of a physical voice box, feeling-letter sheets, a learning video, a private booth/area, stationery, supporting equipment, a facilitation guidebook, and the SALNA mascot (a blend of the names Salwa and Una). The guidebook contains the objectives, benefits, target users, terms unique to the media (Feeling Election Campaign, Mystery Feeling Figure, Feeling Detective), media components, time allocation, implementation steps, facilitator narration scripts, reflection questions, as well as tips and anticipated situations for facilitators, following the usual structure for developing group-guidance implementation guidebooks (Oktavia et al., 2022).

Media Feasibility (Validity) Test Results

Media-expert validation of the KSP Media's appearance, writing, and implementability is presented in Table 5.

Table 5. Media Expert Validation Results

Assessment Aspect	Score	Max Score	Percentage	Category
Media Appearance	27	30	90,00%	Media Writing
Penulisan Media	23	25	92,00%	Media Implementability

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Keterlaksanaan Media	26	30	86,67%	Total
Total	**76**	**85**	**89,41%**	**All three aspects obtained a Very Valid category, with the highest score on the media-writing aspect (92.00%), indicating that the text in the guidebook and letter sheets was judged clear and consistent, while the lowest score was on the media-implementability aspect (86.67%), which became one basis for the validator's input regarding the practicality of the physical components.**

Material-expert validation of content feasibility, presentation, depth of material, and language is presented in Table 6.

Table 6. Material Expert Validation Results

				Assessment Aspect
Score	**Max Score**	**Percentage**	**Category**	**Content Feasibility**
Kelayakan Isi	17	20	85,00%	Material Presentation
Penyajian Materi	18	20	90,00%	Depth of Material
Kedalaman Materi	19	20	95,00%	Language
Kebahasaan	17	20	85,00%	Total
Total	**71**	**80**	**88,75%**	**The highest score, on the depth-of-material aspect (95.00%), shows that the media content adequately**

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				represents all three of Davis's empathy dimensions, while the content-feasibility and language aspects, which both obtained 85.00%, indicate some room for minor improvement in the clarity of instructions and word choice.

Table 7. Combined Recapitulation of Expert Validation Results

Score/Max Score	**Percentage**	**Category**	**Validator** **Fitria Umami, M.Pd. (Media Expert)**
Fitria Umami, M.Pd. (Ahli Media)	76 / 85	89,41%	Dr. Ahmad Syarqawi, M.Pd. (Material Expert)
Dr. Ahmad Syarqawi, M.Pd. (Ahli Materi)	71 / 80	88,75%	Combined Mean
–	–	89,08%	Sangat Valid

The combined mean of the two validators reached 89.08% in the Very Valid category. The Feeling Voice Box Media is therefore declared valid for use in guidance and counseling services, with the proviso that improvements be made in accordance with both validators' recommendations, as described in Table 4.

Media Practicality Test Results

After being declared valid and revised, the KSP Media was tried out with the BK teacher and 12 students on 21 May 2026. The practicality assessment results from the BK teacher are presented in Table 8.

Table 8. Practicality Test Results from the Guidance and Counseling Teacher

Assessment Aspect	**Score**	**Max Score**	**Percentage**	**Category**
Appearance and Design	14	15	93,33%	Sangat Praktis

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Ease of Use	9	10	90,00%	Sangat Praktis
Media Usefulness	22	25	88,00%	Sangat Praktis
Content Suitability and Feasibility	24	25	96,00%	Sangat Praktis
Total	69	75	92,00%	Sangat Praktis

The BK teacher gave the highest rating to the content-suitability-and-feasibility aspect (96.00%), followed by appearance and design (93.33%) and ease of use (90.00%), indicating that the media could be directly understood and operated according to the guidebook without significant technical obstacles, while the lowest score, on the media-usefulness aspect (88.00%), was still in the Very Practical category.

The results of the 12 students' responses on media practicality are presented in Table 9.

Table 9. Student Response Results on Media Practicality

Student Code	Total Score	Percentage	Category
AE	40	80,00%	Practical
SR	40	80,00%	Practical
CA	45	90,00%	Very Practical
SF	44	88,00%	Very Practical
NA	45	90,00%	Very Practical
IA	49	98,00%	Very Practical
RA	41	82,00%	Very Practical
BA	49	98,00%	Very Practical
WL	47	94,00%	Very Practical
MR	49	98,00%	Very Practical
MWK	49	98,00%	Very Practical
RMN	49	98,00%	Very Practical

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Total	547 / 600	91,17%	Very Practical

Ten of the twelve students gave responses in the Very Practical category, while two students (AE and SR) were in the Practical category (80.00%). Overall, the students' responses reached 91.17% in the Very Practical category, indicating that the media is easy to understand, engaging to use, and provides a positive learning experience.

DISCUSSION

The following discussion interprets the study's findings by relating them to Davis's multidimensional theory of empathy (1980, 1983), the theory of group guidance services (Prayitno, 2017), media theory in guidance and counseling (Sadiman et al., 2014), the ADDIE development model (Rayanto & Sugianti, 2020), and Nieveen's (1999) product-quality framework, and by positioning this study's results among previous relevant studies.

1. Needs Analysis Results as the Basis for Media Development

The needs analysis results showed an overall percentage of 63.51% across the three of Davis's empathy dimensions, with perspective taking as the lowest dimension (58.03%), followed by empathic concern (60.83%), and a relatively higher empathic response (71.67%). Referring to Davis's (1980, 1983) concept, perspective taking (Ayu et al., 2017) is a cognitive ability to understand a situation from another person's point of view, so the low score on this dimension indicates that students tend to judge a friend's situation from their own point of view before truly understanding the other person's position. This condition is in line with the BK teacher's interview results, which found a tendency among students to judge or blame friends without understanding their point of view, and is relevant to the findings of Aprilyaningtiyas et al. (2025) and Naelatus et al. (2023), which assert that the cognitive dimension of adolescent empathy needs to be deliberately facilitated and cannot develop through incidental social interaction alone.

The needs on the empathic-concern (emotional caring) and empathic-response (concrete action) dimensions show that students are not yet fully able to translate understanding into concern and concrete responses. In line with the empathy-training strategy used in this study – understanding another person's perspective, fostering concern, and giving an appropriate response – these needs findings were translated directly into the design of the KSP Media's activities: the need for perspective taking is addressed through the “Imagine You Are Me…” activity, which applies the perspective-taking technique; the need for empathic concern is

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facilitated through the expressive-writing technique in the Feeling Voice Letter and the activity of reading letters in the Feeling Detective session; while the need for empathic response is facilitated through discussion and reflection techniques as students decide on a response to a letter they receive. Thus, the media was developed not merely on the researcher's assumptions but based on the empirical gap found at the Analyze stage, in line with the principle of development research that places needs analysis as the foundation of product design (Rayanto & Sugianti, 2020).

2. Development of the Feeling Voice Box Media through the ADDIE Stages

The development of the KSP Media systematically followed all five ADDIE stages. At the Analyze stage, the researcher obtained a picture of the needs through observation, interviews, and questionnaires, as described in the previous section. At the Design stage, the needs findings were translated into a design of the concept, components, and flow of media activities, including the determination of the media's distinctive names (Feeling Election Campaign, Mystery Feeling Figure, Feeling Detective), which serve as metaphors close to adolescents' everyday life to increase engagement and enthusiasm.

At the Develop stage, the design was realized as a physical product in the form of a voice box, feeling-letter sheets, a stimulus video based on the SALNA character, a facilitation guidebook, and the SALNA mascot, which were then validated by the media expert and the material expert. The validation process produced six revision points (Table 4) covering both content aspects (completeness of identity, time allocation, notes columns, illustrations of activity steps) and physical-design aspects (the color of the mascot's costume, the size of the voice box's slot). These revisions show that the expert-validation process functioned not merely as a formality but substantively improved the product's quality before it was tried out on real users. At the Implement stage, the revised product was applied in a small-scale try-out with the BK teacher and 12 eleventh-grade students in a single group-guidance session that followed the stages of formation, transition, activity, and termination (Prayitno, 2017), while still observing the principles of confidentiality, voluntariness, and openness that are prerequisites for students' comfort in expressing their feelings. The Evaluate stage was carried out formatively by taking into account the results of expert validation and the practicality test, rather than as a summative evaluation of improvement in empathic ability.

3. Media Feasibility Based on Expert Validation

The results of the media-expert validation (89.41%) and material-expert validation

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(88.75%) produced a combined mean of 89.08% in the Very Valid category (Table 7). Referring to Nieveen's (1999) product-quality framework, validity covers two sides: content validity, namely the fit between the material and the theoretical foundation and development objectives, and construct validity, namely the consistency of the design across the media's components. The material expert's highest score, on the depth-of-material aspect (95.00%), shows that the validator judged the content of the KSP Media to consistently represent all three of Davis's empathy dimensions, so content validity was satisfied. Meanwhile, the media expert's highest score, on the writing aspect (92.00%), shows the consistency of the language in the guidebook and letter sheets, supporting construct validity from the standpoint of instructional clarity.

The relatively lower scores on the media-implementability aspect from the media expert (86.67%) and on the content-feasibility and language aspects from the material expert (85.00% each) – although still in the Very Valid category – indicate that the practical-operational element (how the media is actually run by the facilitator and understood by students) requires more attention than the conceptual element. This finding is consistent with the pattern found in other guidance-and-counseling media development studies, which likewise show that the implementability/operational aspect tends to receive a slightly lower validation score than the content aspect, for example in the development of the “Our Feelings” media (Muharammah et al., 2021) and the bullying-prevention guidance e-module (Nur, 2025), so revising the physical components (Table 4) was an appropriate step before the try-out was carried out.

4. Media Practicality Based on Responses from the Guidance Teacher and Students

The practicality test results from the BK teacher (92.00%) show that the KSP Media is not only conceptually valid but also applicable, that is, it can be implemented under real service conditions – one of Nieveen's (1999) product-quality criteria. The highest score, on the content-suitability-and-feasibility aspect (96.00%), followed by appearance and design (93.33%) and ease of use (90.00%), shows that the facilitation guidebook successfully translated the conceptual design into a procedure the BK teacher could carry out without technical obstacles, covering the facilitator's narration script, a 90-minute time allocation (2 x 45 minutes) adjusted to the class period, and guidance for anticipating situations. The slightly lower score on the media-usefulness aspect (88.00%), while still Very Practical, leaves room for continuous improvement if the media is used routinely in the school's guidance and counseling program.

The response results from the 12 students reached 91.17% in the Very Practical category; ten students were in the Very Practical category and two students (AE, SR) were in the Practical

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category (80.00%). This variation in individual scores is natural, given that students' ability to express feelings in writing or to respond to another person's letter can vary, as acknowledged as one of the media's limitations. Even so, not a single student fell below the Practical category, indicating that the series of activities – watching the video, writing a letter, anonymously placing the letter, reading and responding to another person's letter, and finally reflecting – could be consistently followed by all the eleventh-grade students who were the try-out subjects. This high practicality was also supported by the anonymity mechanism of the Feeling Voice Box, which creates a psychologically safer space for students to engage in self-disclosure of their experiences and feelings, in line with the principle of openness in adolescent interpersonal relationships (Hamzah & Ardiyanti, 2025; Pratiwi et al., 2024) as well as the principles of confidentiality and openness that are prerequisites for group guidance services (Prayitno, 2017).

5. The Relationship Between Media Activities and Davis's Empathy Dimensions

Each component of the KSP Media is designed to correspond directly to one or more of Davis's (1980, 1983) empathy dimensions, as well as to the empathy-training technique used. The SALNA-character stimulus video serves as a stimulus-video-screening technique that gives a concrete picture of the character's situation and emotional experience before students move into the core activity. The “Imagine You Are Me…” activity applies the perspective-taking technique, directing students to imagine themselves in the position of the character in the video, thereby directly training the perspective-taking dimension. The activity of writing the Feeling Voice Letter applies the expressive-writing technique (Anggraini, 2019), giving students room to put into words thoughts and feelings that may be hard to express verbally. Next, the mechanism of anonymously collecting letters into the Feeling Voice Box trains the empathic-concern dimension, because students who read another person's letter in the Feeling Detective session are directed to pay attention to and understand the emotional condition of the letter's writer without knowing their identity. Finally, the activity of giving a response to a letter received applies discussion and reflection techniques while also training the empathic-response dimension, because students are required to determine a form of concern or support that fits the content of the letter they read.
This correspondence confirms that the KSP Media does not treat empathy as a single ability but as a multidimensional construct, each dimension of which requires a different form of training, in line with Davis's (1980) approach. The sequence of media activities is also in line with the stages of group guidance services (Prayitno, 2017): the stimulus video and the “Imagine You Are Me…” activity take place during the initial activity stage, the Feeling Detective session becomes the peak

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of the core-activity stage that makes use of group dynamics, while the reinforcement of meaning and the reflection questions occur at the termination stage, which consolidates students' understanding of the importance of empathy in everyday life.

6. Positioning of This Study among Relevant Studies

Compared with Andriati et al.'s (2019) study, which trained junior-high-school students' empathy through the sociodrama technique in group guidance, this study shares the same aim but differs in the form of intervention: the KSP Media replaces role play with a series of reflective-writing activities and anonymous letter exchange through the "Imagine You Are Me…" activity and the Feeling Detective session. Compared with Mufiqoh et al. (2018), who used film media to train empathy and social interaction, this study also makes use of audiovisual media as a stimulus, but does not stop at the stage of watching a video; it combines this with the activities of writing letters, anonymous collection, and giving responses in a single structured sequence.

This study has the strongest conceptual closeness to Muharammah et al. (2021), who developed the "Our Feelings" media for internalizing junior-high-school students' empathy; both studies develop feelings-based media, but the KSP Media distinguishes itself through the combination of five components at once – the stimulus video, the "Imagine You Are Me…" activity, the Feeling Voice Letter, the Feeling Voice Box, and the Feeling Detective – within a single, sequential flow of activities. Compared with Rismi (2022), who focused on understanding the value of empathy for prosocial attitudes through group guidance without a specific media product, and Rayaginansih et al. (2023), who used a games technique, this study produces a physical media product that can be used repeatedly by the BK teacher, rather than merely a technique or service procedure. Likewise, compared with Zainuddin et al. (2024), who used the role-playing technique, the KSP Media offers a different approach that combines an audiovisual stimulus, written reflective activities, and an anonymous mechanism within a single integrated medium.

Overall, the novelty of this study lies in combining five media components within a single series of activities explicitly mapped onto Davis's three empathy dimensions, as well as in the anonymity mechanism through the Feeling Voice Box, which has not been widely found in previous group-guidance media development studies. This study therefore complements earlier research by offering an alternative medium that not only delivers material about empathy but also provides a structured experience for practicing all three dimensions sequentially and interrelatedly.

7. Relationship Between the Research Findings and Nieveen's Product Quality Framework

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Referring to Nieveen's (1999) product-quality framework, a development product should ideally meet three criteria, namely validity, practicality, and effectiveness. This study's results show a coherent connection among the process of needs analysis, product development, validation, and practicality testing: the empathy gap found at the Analyze stage (63.51%) was translated into the media design at the Design stage, realized and validated at the Develop stage (89.08%, Very Valid), then tried out and judged practical at the Implement stage (92.00% from the BK teacher; 91.17% from students, both Very Practical). This sequence shows that the KSP Media has met two of Nieveen's three product-quality criteria, namely validity and practicality.

However, the third criterion – effectiveness, namely evidence that the product can genuinely change users' condition in line with the planned objectives – cannot yet be concluded from this study. This study was limited to testing the product's feasibility and practicality, so the high validity and practicality scores cannot be interpreted as empirical evidence that the KSP Media effectively improves students' empathy scores. Demonstrating effectiveness requires a further research design that measures students' empathic condition before and after using the media (pretest-posttest) or an experimental design with a comparison group, which lies outside the scope of this stage of Research and Development (R&D).

8. Strengths and Limitations of the Feeling Voice Box Media

The Feeling Voice Box Media has a number of strengths. First, the media actively involves students at every stage of the activity, rather than merely as listeners of material. Second, the use of a video based on the SALNA character provides a concrete stimulus before students carry out reflective activities, in line with the principle of audiovisual media in BK services (Sadiman et al., 2014). Third, the letter-writing activity gives students the opportunity to understand a problem in depth through a character's point of view, rather than only in passing. Fourth, the anonymous mechanism of the Feeling Voice Box creates a safer and more comfortable space for students to express their personal feelings. Fifth, the Feeling Detective activity gives students a concrete opportunity to read, understand, and respond to another person's experience within a supportive group atmosphere.

On the other hand, the KSP Media also has a number of limitations that need attention in its implementation. Running the media requires careful time management, since it consists of several sequential stages that cannot be shortened without reducing the meaningfulness of the activity. The BK teacher, as facilitator, also needs to give clear direction on the activity's objectives, rules, and ethics, particularly regarding the principle of confidentiality (Prayitno, 2017), so that

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students understand that the content of the letters they read is not to be shared further. In addition, students' ability to express feelings in writing and to respond to another person's letter can vary, as reflected in the variation in students' practicality scores (80.00%–98.00%). The facilitator's role therefore remains crucial in creating and maintaining a safe, comfortable, and non-judgmental atmosphere throughout the activity.

Overall, the results and discussion show that the Feeling Voice Box Media is a media tool supporting group guidance services, designed based on students' real needs and grounded in Davis's multidimensional theory of empathy, with a feasibility level in the Very Valid category (89.08%) and a practicality level in the Very Practical category (92.00% from the BK teacher; 91.17% from students). Further testing is still needed if a future study is to demonstrate this media's effectiveness in measurably improving students' empathy.

CONCLUSION

Based on the research and development that has been carried out, three conclusions can be drawn in line with the study's research questions. First, the needs analysis results show a need to develop students' empathic ability in the aspects of perspective taking, empathic concern, and empathic response (overall percentage 63.51%), as well as a need for a more interactive, safe, and anonymous group-guidance medium, which forms the basis for developing the Feeling Voice Box Media (KSP). Second, the Feeling Voice Box Media has been developed using the ADDIE model, comprising the Analyze, Design, Develop, Implement, and Evaluate stages, producing a product consisting of a learning video, feeling-letter paper, the Feeling Voice Box, a private booth or area, stationery, supporting equipment, and a media-use guidebook. Third, the feasibility test results show that the KSP Media is in the Very Valid category with a combined percentage of 89.08% based on the media and material experts' assessments, while the practicality test results show the Very Practical category, namely 92.00% based on the guidance and counseling teacher's response and 91.17% based on the responses of the 12 students.

The Feeling Voice Box Media has thus met the feasibility and practicality criteria as a media tool supporting group guidance services for training student empathy. This study is limited to testing feasibility and practicality and has not yet reached the stage of testing the media's effectiveness in measurably improving student empathy. For guidance and counseling teachers, the KSP Media can be used as an alternative medium in group guidance services while still observing the principles of confidentiality and students' comfort throughout the activity. For future researchers, it is recommended to test the effectiveness of the KSP Media with an

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appropriate research design (for example, pretest-posttest) on broader subjects and conditions, and to develop variations of the stimulus video, feeling situations, reflection activities, and forms of empathic response so that the media can be used more flexibly.

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