

Compassionate Value and Waldorf Education in Student Services

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Abstract: Student services hold significant importance for an educational institution, as they ensure that students receive optimal support, fostering comfort and ultimately enabling them to develop positively for themselves and others. The essence of compassion is the ability to empathize with the pain of others and the desire to assist them. Waldorf education is an instructional approach that emphasizes the comprehensive development of children, encompassing their social, emotional, physical, and intellectual potential. This study seeks to ascertain the provision of services to kids imbued with compassionate principles within the framework of Waldorf education. This research employs a literature review methodology by gathering and analyzing journal articles and books. The findings from the literature review conducted by the researcher indicate that student services, through the application of compassionate values and Waldorf education, are interconnected. This relationship ultimately fosters individuals with a generous spirit, enabling them to cultivate a disposition of mutual assistance with their acquired knowledge, extending not only to peers, educators, and staff within the school but also to family members and the local community. Furthermore, this ethos encompasses care for other living entities, including pets and plants that receive attention and nurturing.

Keywords: Compassionate Value, Waldorf Education, Student Services.

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A. INTRODUCTION

The acquired convenience exerts an indirect influence on the present accelerated technical advancement. The number of mental health issues that teens in schools face is too great to be understated, according to (Mulawarman et al., 2023). According to (Mulawarman et al., 2023), this can occasionally be shown through deviant behavior, such as skipping class, smoking, taking friends' money or telephones, fighting, or having sex. In the meantime, the environment, peers, and inadequate socializing all impact this, according to (Kartika, 2017). Thus, the role of prudent parents is necessary in providing the ideal environment for their children, which can be achieved in several ways, including by selecting a school.

According to a study by (Khasanah et al., 2021), parents send their kids to school for various reasons, such as religious considerations, character education, school quality, potential development, and services. According to a study (Latif et al., 2023), parents also want their kids to go to school so negative influences won't readily sway them. One of the reasons parents send their kids to school is to help them grow up to be intelligent and valuable members of their nation, religion, and society, according to research (Yanuri, 2016). According to several studies, most parents want their kids to be good people who can reach their full potential and resist being swayed by negative influences. These issues can be resolved through character education that is supported by the school's embraced principles and an educational

philosophy that is structured to help students grow into future contributors to the nation. A value or concept of education created by school stakeholders is required to do this.

Education shapes a future generation that is socially, emotionally, and intellectually intelligent. In the face of ever-more complicated global issues, the educational system places equal emphasis on students' character, empathy, and life skills development as well as their academic performance. Waldorf education is one method that promotes kids' overall development. Rudolf Steiner, an Austrian philosopher, founded Waldorf education. Rudolf compared the idea to the hands, heart, and brain's contents (intelligence) (Rahma & Maemonah, 2021). For example, creating art, crafts, drama, music, and telling lovely tales. Students' potential can be explored both within and outside of the classroom. learning in class, followed by student services outside of the classroom.

Special and special student services are other names for student services, and they all refer to the same thing – helping students. Student services can implement character development in students, where schools give pupils the greatest care possible to foster a positive environment. Special student services establish the circumstances and conditions necessary for students to have a comfortable and enjoyable learning experience (Fitriani, 2023). Special school services aim to help students reach their learning objectives by offering guidance, support, and services (Rafsanjani et al., 2023). Schools typically provide a range of distinctive services, including educational, library, guidance, counseling, cafeteria, health, laboratory, cooperative, dormitory, and transportation services. (Ritman Hendra & Monadia Turrahmi, 2022).

When planning special services for kids, educational stakeholders – particularly school principals – must take a comprehensive approach (Anwar & Trihantoyo, 2021). These include the principles that schools will use to guide pupils. Researchers believe that compassion is an appropriate value for using special services. The psychological idea of compassion, which also refers to a person's capacity to empathise with the suffering of others and the desire to lessen or eradicate that suffering, is frequently contrasted with the value of compassion, according to (Oktawirawan et al., 2021). This concerns issues that frequently arise in the school setting, as pupils engage in disobedient behaviour. This needs to be fixed to prevent it from continuing, spreading to school-related activities, and harming more people. We are taught to be concerned about the circumstances surrounding us, and one way to demonstrate this is by offering support to people experiencing issues or challenges.

The researcher is therefore interested in learning more about how Waldorf education and the qualities of compassion might support the seamless operation of student services. Are these issues pertinent to the current circumstances of students who require answers to their problems, and can student services take them seriously? The researcher wants to learn as much as possible about the values of Waldorf education and compassion used in student services in education, particularly in Indonesia. Prior studies on special student services, such as the one by (Fitriani, 2023), have frequently addressed special service administration. Subsequently, (Sari & Abubakar, 2018) conducted a study on the impact of educational service quality on student satisfaction. The application of exceptional student services in education is also covered in research by (Sembiring et al., 2023). Next, a study on the value of special services

in schools to enhance student learning was carried out by (Rafsanjani et al., 2023). Among these, the principles that serve as guidelines and the educational concept that would form the basis for the student service have not been highlighted. The researcher plans to conduct this research to ensure that student services are provided with ideals and conceptions that align with current issues and contemporary demands.

B. METHOD

The investigator employed a qualitative research design. According to (Nasution, 2023), the research design is broad, adaptable, evolving, and arises within the research process. This study will examine the application of Waldorf education and compassion values to student services. This can be adapted to the philosophy found in Waldorf education and compassion principles, and the demands of student services relevant to the times. Research subjects from written sources, including scientific journals, reference books, and other trustworthy sources in writing or pertinent digital formats pertaining to the theory of compassionate values, Waldorf education, and currently emerging student services, are used as part of the literature study data collection technique. Descriptive analysis is used in the data analysis method. This method describes or illustrates the gathered data in order to examine it. Lastly, the researcher examines how Waldorf education and student services with compassionate ideals would develop into a unique product that may be used in education or schools, particularly in Indonesia.

C. RESULTS AND DISCUSSION

Researchers gather information by performing literature reviews. They do the following data gathering tasks:

Table 1. Results of Data Collection

No	Resource	Results
1	(Sari & Abubakar, 2018)	The calibre of service rendered in educational institutions directly influences student happiness. This will foster a more fun, supportive, and successful educational atmosphere for pupils. Furthermore, it enhances learning motivation, student engagement, and academic performance.
2	(Sembiring et al., 2023)	The school offers various services, including Guidance and Counselling, a School Health Unit, a cafeteria, transportation, a library, extracurricular activities, and laboratory facilities.
3	(Manurung et al., 2023)	Special service management entails providing comfort to students through the establishment of tailored services within educational institutions, facilitating effective and efficient learning activities.
4	(Rafsanjani et al., 2023)	Specialised services are anticipated to cultivate students' interests, talents, and capabilities. They might also enhance the educational process in academic institutions. Consequently, schools will establish a secure and conducive environment.
5	(Fitriani, 2023)	Special services offered to students are often consistent throughout schools, including the Library, Health Unit, Dormitory, Guidance and Counselling, Cafeteria Services, Laboratory, Cooperative,

		Security, and School Parking. Nonetheless, management and utilisation processes are distinct.
6	(Mulawarman et al., 2023)	Students have the capability to be autonomous when faced with analogous challenges. Consequently, the trait of compassion will amplify in the future, serving as an indicator that pupils can recognise, comprehend, and embrace their true selves. Over the long term, students can effectively manage stress to maintain productivity in their daily lives.
7	(Pande et al., 2022)	The study revealed a weak correlation with a significant positive relationship between self-compassion and students' body image. Therefore, educating students on the need to cultivate self-compassion in adolescence is prudent.
8	(Pancasila et al., 2024)	It was determined that implementing the Pancasila Student Profile in schools aligns with K.H. Ahmad Dahlan's Character Education, namely the Ethics of Compassion. This can serve as a framework for executing the Pancasila Student Profile.
9	(Kusuma et al., 2020)	The educational curriculum incorporates peace principles, specifically empathy, independence, courage, problem-solving abilities, critical thinking, creativity, communication, and collaboration.
10	(Hidayati et al., 2018)	The implemented empathy learning paradigm for children has not markedly affected empathy development in youngsters. This research requires additional examination through many field evaluations.
11	(Aminah et al., 2021)	The Waldorf learning model is designed to release and cultivate children's potential, fostering their willingness, emotions, and cognitive abilities. During the planning phase, activities include singing, storytelling, unstructured play, and artistic endeavours. The implementation phase emphasises unstructured play and mimicry. Free play is permitted in educational activities, allowing participation in comprehensive play activities.
12	(Ali & Maemonah, 2021)	The findings of this study demonstrate that the implementation of Waldorf humanistic education includes life skills-based learning, problem-solving-oriented learning, experiential learning, open classroom environments, and a non-competitive approach.
13	(Rahma & Maemonah, 2021)	The behaviourism learning theory, endorsed by Waldorf educators, encompasses: (a) respect, enthusiasm, and protection; (b) the provision of a responsive learning environment; (c) children's engagement with sensory experiences; (d) collaboration with peers; (e) experiential learning; and (f) the cultivation of responsibility and self-regulation.

The calibre of student services offered by the institution significantly impacts student happiness. Ultimately, educational stakeholders, educators, and personnel are accountable for delivering quality services, fostering the potential of all students, and providing effective support for them. These factors influence student motivation for studying, engagement in various school activities, and overall academic performance. There are numerous sorts of student services, of course, suited to students' demands. Student services encompass guidance

and counseling, health unit services, cafeteria provisions, transportation, library access, extracurricular activities, OSIS support, and laboratory services. The existence of student services facilitates the smooth learning process at school.

Typically, student services are offered outside of academic hours. Consequently, how can educational institutions effectively inspire students beyond the classroom to cultivate a compelling enthusiasm for learning within the school environment? School stakeholders, including teachers and staff, are accountable for ensuring students' comfort through student services that facilitate effective and efficient learning activities. Furthermore, student services must cultivate students' interests, talents, and abilities to foster a conducive environment. Cultivating the value of compassion in pupils is essential, enabling them to recognise, comprehend, and embrace their true selves. This is intricately connected to guidance, counseling services, and extracurricular activities, allowing pupils to identify their strengths and weaknesses, thus alleviating future confusion and worry over enduring disability. Numerous extant studies advocate for the cultivation of compassion. Kids can ultimately emulate this ideal as they see and replicate the behaviour of adults in the school environment.

The significance of compassion aligns with the execution of the Pancasila student profile ideals and the Character Education advocated by K.H. Ahmad Dahlan, a pioneer in the field of education. Incorporating these principles is likely to occur within student services and can be integrated into the methodology employed during student guidance and counselling sessions. Students are imbued with the ideals of compassion, specifically learning to empathise with others facing challenges, fostering independence, and developing the ability to collaborate on individual or group assignments. Exhibit courage, critical thinking, and effective communication while expressing viewpoints, acknowledging positive contributions, and demonstrating problem-solving skills in group discussions within academic or organisational settings.

This educational style, aligned with the principle of compassion, can emancipate and cultivate children's potential. This strategy can promote youngsters' willingness, emotional awareness, and cognitive development. In student services, it can be implemented in extracurricular music programs, specifically singing, storytelling, and arts and crafts activities. The phases emphasise unstructured play and mimicry. The Waldorf learning model emphasises life skills, equipping students with knowledge and readiness for future challenges through diverse extracurricular activities. For instance, activities that yield marketable products enable students to acquire insights into entrepreneurship. Equally significant, the Waldorf learning model encompasses additional elements such as cooperation, problem-solving, accountability, and self-regulation, which can be implemented in OSIS services.

D. CONCLUSIONS AND SUGGESTIONS

The principles of compassion and Waldorf education significantly impact the administration of student services in educational institutions. The principle of compassion can assist pupils in discovering their interests, talents, and abilities that may be directed towards extracurricular activities. The Waldorf learning paradigm can be implemented in diverse student programs, enabling students to harness their strengths independently and embody

life ideals in their future endeavours. As these elements can solely be executed within regular student services, not all qualities associated with compassion and the Waldorf educational philosophy can be specified. Consequently, additional research should investigate the principles of compassion and Waldorf from both perspectives of student services in greater detail.

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