
Developing Empathy for DEWI SARTIKA in Social Studies Learning in Indonesia

Erlina Wiyanarti

Indonesia University of Education

Abstract

This research is motivated by the findings in the field which indicate a trend of neglecting the learning of empathy awareness of learners in the learning process of Social Studies (SS) in schools. The problem formulated in this research is how SS learning can develop learner's empathy towards the heroes, especially Dewi Sartika at the elementary school level in West Java. The research objectives are (1) to find a program design model of SS to develop empathy awareness on the struggle of Indonesian heroes in 5th grade learners in elementary schools in Bandung, and (2) to test the effectiveness of the learning program. In its methodology, this study uses multi-method approach with the two-phase design. Phase 1 study is classroom action research with two stages of development test which is limited and broad, the second phase uses a quasi-experiment with 'Posttest Only Control-Group Design'. The test result is the output t value, where $t_{\text{count}} > t_{\text{table}}$ then H_0 is rejected and H_1 is accepted. In other words, the learning model shows that SS learning model by storytelling effectively develops empathy awareness of learners in all indicators. Based on the analysis and discussion as well as the findings of the research, it can be concluded that the empathy awareness learning model whose application is done through management plans and implementation of learning with storytelling has a fairly high degree of applicability and has good implications both theoretically and practically.

Background

Violence is a phenomenon that is inseparable from the history of mankind. The beginning of the 21st century is characterized by the weakening of humanity, the erosion of religious zeal, misorientation of religious morality

as well as blurry humanitarian values. This resulted in the rise violence, alienation, mental depression and the rise of tribalism or the mentality that favors one's own tribe or group. The culture of violence resulted in the loss of the nation's cultural identity. The period was marked by numerous bursts of violence fueled by ethnic, religious, cultural or regional strife (Miall, Ramsbotham and Woodhouse, 2000). The 21st century was the century of humanitarian crisis marked by violence and the outbreak of clashes that led to war. One thing that should be pursued by the community in rebuilding the culture in the 21st century is to reduce violence, disorder, and other disturbances that arise in times of social change. To realize such a society takes various efforts to improve the quality of life in many aspects, especially in education. As citizens of the world, Indonesian has an obligation to attempt to find the solution for such problems. Efforts must be taken by the people is to promote the importance of education on the awareness of humanitarian values.

Education with value approach is the education oriented on humanity and is able to foster awareness of the importance of respecting the subjectivity and relativity from and among persons as profiles that are independent, open, flexible, tolerant, empathic, strong and always looking for the right and good opportunity in the face of changes and obstacles in their daily life in the society (Rich, 1971; Copp, 2001; Mulyana, 2004).

The learning process of Social Studies (SS) in schools that have been developed are too concerned with the low level intellectual aspect and overlooked the affective aspects of the development and dissociated the learners from their surroundings. The learning process has hindered the process of forming empathic character. Exercises that develops value awareness and empathic behavior in schools is perceived as lacking. Referring to the Hasan's (1996) idea reinforced by Loomans and Loomans (2003), the weakness of the learning is constituted by the tendency of ignoring aspects of value that is able to raise awareness of the meaning behind social sciences in the daily lives of the young people. The learning of social sciences is dominated by memorizing facts and discussion of the theory that has never been associated with people's lives.

Dewi Sartika (1884-1947) was one of the heroines in Indonesia who fought in the field of education by establishing a special school for women, '*Sakola Istri*' in 1912. She was born on December 4, 1884 in Bandung as the daughter of Somanagara and Raden Raden Ayu Rajapermas. As a woman, her struggle was very impressive because women at that time was marginalized by the culture and the discriminated by colonial government. Values of Dewi Sartika's struggle for women's rights to have education are values that should

be internalized by learners. In addition, the dynamics of her struggle which is emotional can be a historical overview to foster empathy in learners. Based on the background, this research was developed as an effort to build empathy in elementary school students to the exemplary Indonesian heroine in the field of education, Dewi Sartika.

Research Problem

This research is directed toward the development of learning models to raise awareness of empathy in learners at elementary school level on the struggle of Indonesian heroes. The research questions are *“How is the effective instructional design for Social Studies in developing empathic awareness in 5th grade students in Bandung?”* The study also aims to find out *“Is there any difference of empathic awareness between the 5th grade students in the experimental classes and the 5th grade students in the control classes?”*

Theoretical Aspects of Empathy and Story Telling in Social Studies

Empathy is interpreted by Hoffman (1978) as a psychological phenomenon that is an integration of cognitive and affective aspects. The integration, according Krathwohl, Bloom and Massia (1964: 54) can be interpreted as emotional intelligence in the form of the ability to explore other people's feelings while still maintaining some distance (Gordon, 2009: 37). To empathize means to perceive what others are perceiving without losing self identity, to feel the emotional pain of others but without being in pain. One could feel the confusion, anger, fear, or love that others feel as if they were one's own feelings (Decety and Ickes, 2011). Thus, awareness of empathy can be defined as the ability to perceive things from an understanding of the thoughts and feelings of others by placing themselves into the psychological framework the other person.

Awareness of empathy is a very important psychological symptoms of the human's life skills that has plural dimensions. Empathy is the ability to understand oneself and others that involves deep emotions to be able to take prosocial moral action, with the aim of building a harmonious intrapersonal and interpersonal relation. Thus empathy is a blend of understanding and feelings toward others sensitively and precisely yet maintaining the separateness from the other person.

The learning of Social Studies can be effective with the use of narrative or storytelling method and it can help learners to observe the social situation or issues both in contemporary and historical settings or in the past (NCSS, 1994: 9). Traditionally, storytelling is viewed as entertainment for

leisure time. However, it is also considered as an important teaching tool because this strategy has been used by cultures around the world for centuries (Armstrong, 2002). Stories can give a tremendous impact on learning in ways that are related to 'directing' children, which is related to beliefs and personal values (Doddington and Hilton, 201: 125). Learning with storytelling fosters authentic engagement pursued by teachers and learners in the activity, as well as the thoughts and actions that encourages the possibilities for the sharing of feelings and authentic experience, improve and develop what is really important for children. Stories has an important role in the formation of children's personality and learning (Semiawan 2008: 34), because it can *penetrate* into the appreciation of its practice. Storytelling method provides a great opportunity for emotional, understanding and mental connections between the teacher and the students. Therefore, two-sided experience is created between the storyteller and the listeners.

In Elementary school, SS learning approaches that are imaginative and creative are effective in helping the understanding of in the teaching of history. With children's powerful imagination, Egan (1988: 2) stated that learning strategies with storytelling method can attract and enable students to understand and feel the feelings of a historical figure. Storytelling in history teaching has an important role, and even said to be the *heart of the history teaching* (Hoodless: 1998). Using storytelling method, the teacher, as revealed by Aan Farmer and Christine Cooper (Hoodless: 44), can encourage children's understanding of the facts of history. In other words, the storytelling method has strength and real role in how students understand history and searching for the answer why some events become very dramatic (Lee, 1991: 54). The role of teachers in the development of storytelling method is as a storyteller. Story telling is the transfer of a story to the listener. Storytelling is a natural art before becoming a skill. Teachers should train themselves as reminded by Husband (1996: 92) that one should not disregard the role of teachers in the methods of storytelling in history learning because the method is the way teachers describe the past is a powerful element in the way the learners construct reviews their own images of the past.

Research Methodology

Based on the purpose, the research was conducted by a multi-method approach with a two-phase design model (Creswell, 1994) or dual research strategy (Burgess in Brannen, 2002). The flow of the research that I used consist of 3 main steps, namely: a. Preliminary studies, b. Development phase with classroom action research, and c. Product testing through experimental stage.

Based on the description of the experimental group and the control group, the experimental design of the test is 'Posttest Only Control-Group Design' (Gall, Gall and Borg, 2003: 395), using the *paired sample t-test* hypothesis test in SPSS 17.0 software. This statistical test aims to test the researcher hypothesis by comparing t_{count} with t_{table} values. If the $t_{\text{count}} > t_{\text{table}}$ then H_0 is rejected and H_1 accepted, and vice versa. For N-1 df = 89 with a significant level: alpha (α) = 0,05. In the classroom action research strage, the method that was used to build the empathy for Dewi Sartika, the fighters for education in West Java, was the narrative method (storytelling).

Results of Model Development

Results of the questionnaire analysis and discussion of the first phase of the study showed that teachers have acknowledged that humanitarian value based learning of SS in elementary school in Bandung that build empathy in learners is important. Based on analysis on the responses in the questionnaire, it can be concluded that teachers realize that the learning with value awareness can be developed through SS learning. In the first step, it was agreed that developing empathy needs a collaboration between researchers, teachers and learners. This collaboration is done in the preparation of lesson plans to develop learners' empathy.

The trainings that has been carried out on teachers have increased their understanding of the importance of empathy awareness education. Other results of teacher training are as follows: 1) SS learning is a learning that can build awareness of social and humanitarian values and social skills; 2) Teacher training has raised their confidence as research partners to cooperate in the implementation of this study. The results of class orientation, the study of lesson plan documents, and the learning process in the classroom showed that awareness of values, especially empathy has not been developed. SS learning so far has been oriented only on learners' low-level cognitive development.

Based on the analysis and discussion on the first action, a general idea is formulated that the learning model of SS to build learners' empathy awareness through the discussion method and the use of film media have not shown significant effectiveness. The downside of the learning model in action 1 is on the factors of selection and development of methods and media that are not appropriate. While the second action, the learning model with a direct approach with narrative method and supported by direct communication media, proved to be effective in developing learners' awareness on empathy. While in the third act, which is the reinforcement, the model remains effective in develop learners' empathy awareness.

Test Results of the Model

This test was carried out in four schools with two control classes and two experimental classes. The control classes are from SDN Babakan Surabaya and SDN Cidadap 2, and the experimental classes are from SDN Banjarsari 3 and SDN Kresna. The results of the statistical data in the testing phase (Phase 2) is presented in the following tables.

Table 1 Paired-Samples *t*-Test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Se1	3.4889	90	.50268	.05299
	Sk1	1.9333	90	.92165	.09715
Pair 2	Se2	3.5778	90	.56045	.05908
	Sk2	2.1667	90	.58540	.06171
Pair 3	Se3	3.8778	90	.32938	.03472
	Sk3	2.2889	90	.67449	.07110
Pair 4	Se4	3.8111	90	.39361	.04149
	Sk4	2.2000	90	.82380	.08684
Pair 5	Se5	3.8889	90	.31603	.03331
	Sk5	2.3000	90	.74124	.07813
Pair 6	Se6	3.8333	90	.37477	.03950
	Sk6	2.2778	90	.79362	.08366
Pair 7	Se7	3.9333	90	.29222	.03080
	Sk7	2.2111	90	.81412	.08582
Pair 8	Se8	3.8889	90	.38055	.04011
	Sk8	2.0111	90	.77161	.08133
Pair 9	Se9	3.9333	90	.25084	.02644
	Sk9	2.2667	90	.81833	.08626
Pair 10	Se10	3.5556	90	.63796	.06725
	Sk10	2.2778	90	.68741	.07246

Table 2 Variable/Subvariable *t*-Test Score

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Se1 - Sk1	1.55556	1.00684	.10613	1.34468	1.76643	14.657	89	.000
Pair 2	Se2 - Sk2	1.41111	.73277	.07724	1.25764	1.56459	18.269	89	.000
Pair 3	Se3 - Sk3	1.58889	.74795	.07884	1.43223	1.74554	20.153	89	.000
Pair 4	Se4 - Sk4	1.61111	.92036	.09701	1.41835	1.80388	16.607	89	.000
Pair 5	Se5 - Sk5	1.58889	.81963	.08640	1.41722	1.76056	18.391	89	.000
Pair 6	Se6 - Sk6	1.55556	.86259	.09093	1.37489	1.73622	17.108	89	.000
Pair 7	Se7 - Sk7	1.72222	.84837	.08943	1.54454	1.89991	19.259	89	.000
Pair 8	Se8 - Sk8	1.87778	.80487	.08484	1.70920	2.04635	22.133	89	.000
Pair 9	Se9 - Sk9	1.66667	.83464	.08798	1.49185	1.84148	18.944	89	.000
Pair 10	Se10 - Se10 -	1.27778	.91219	.09615	1.08672	1.46883	13.289	89	.000

The table of *t*-test results above show that there is a difference in average results on all subvariables of empathy awareness conditions between the experimental classes and the control classes, in which the average score of the experimental classes were entirely higher than the control classes. This means that the treatment given through the learning model with storytelling method developed was able to provide significant results. Thus the proposed alternative hypothesis was accepted, and the null hypothesis was rejected, on the level of significance of 0,05. This means that the learning model with storytelling method that was implemented in the experimental classes in the form of treatment was able to demonstrate its effectiveness to achieve empathy awareness in learners. Another fact that was revealed from the table is the standard deviation value on the *t*-test table for pair 1 to pair 10 are small. It can be understood that even though the treatment was done only at experimental classes, such treatment does not cause a striking difference in scores between students with higher ranking and the lower ranking.

In the product testing stage, the working hypothesis being tested was accepted and the null hypothesis was rejected. That is, there is a difference in all of the sub-variables involved. This shows that the treatment given with the learning model of storytelling method that was developed give significant results in the setting of experimental classes. Significance shown by the entire sub variable proved that the hypothesis that stated the differences between posttest results of experimental classes and control classes is accepted. Thus it can be understood that the learning model with storytelling methods applied in the treatment classes is proven to raise awareness of empathy in learners.

The learning method has been proven to be effective on the following aspects: (a) The treatment in the experimental classes was able to give deeper understanding on Dewi Sartika to learners at SDN Banjarsari 3 and SDN Kresna. (b) It was able to give in-depth understanding on Dewi Sartika's struggle for women and the essence of being human. This was able to encourage learners to conduct high valued empathic actions. (c) It was able to develop respect for the choice of struggle and life value (tolerance) that Dewi Sartika took as the heroine for women, and developed attention for Dewi Sartika as a fellow human being that had feelings joy, care, forgiveness, fear, sadness, anger, concern, and fatigue. (d) The storytelling method encouraged the emergence of a reflective attitude with empathy. Learners come to feel the spirit of Dewi Sartika who worked hard and persistent in struggling for the advancement of women by building "*Sakola Istri*" which is a special school for women. Learners also understood and realized the love and sacrifice done by Dewi Sartika who promoted education since her childhood until her adulthood. This has encouraged the growth of learners' genuine intention to pray for Dewi Sartika, as an appreciation of her struggles. Learners were eager to pass on her ideals and learn more diligently.

The effectiveness of SS learning model for empathy awareness with storytelling method with historical themes in this study, further strengthens what was raised by Hoodless (1998). Hoodless stated that storytelling method in SS learning, particularly those related to the theme of history, has an important role, as the heart of the history teaching. Storytelling method with the theme of Dewi Sartika, in all sub-variables, proved effective in raising empathy awareness on learners' cognitive, affective and conative dimensions.

Obstacles faced by the teachers in this study was related to the teachers' mental attitude who had not yet realized that value education could be developed in the learning process in the classroom. They have very little understanding of the importance of the value of empathy developed in SS teaching as one of the intrinsic value of humanity. The third obstacle was the aspect of creativity

of the teachers that was not optimal to explore and elaborate learning model which they have developed. A more technical obstacle was related to time that teachers should provide to practice empathic storytelling effectively.

Social Studies Learning Model in Building Empathy

The steps of learning model based on research findings can be simplified in the following description of the content.

Based on analysis results of action research 1:

- * Explanation of indicators and objectives
- * Calming-down moment for students
- * Information presentation
- * Classroom organization with selected learning method
- * Mentoring and strengthening of indicators
- * Learning evaluation on process and results

Based on results of action research 2 and 3 and product testing:

- * The teacher explains the basic competence, indicators and objectives of the learning, the background and the importance of the learning, and prepares the learners for learning
 - The teacher guides the learners to calm down before listening to the story
 - The teacher tells the story well and skillfully with logical order, attention-grabbing manner and in a meaningful way in line with the learning objective
 - The teacher guides the learners to calm down as a preparation for the main activity
 - The teacher plans and conduct guidance on developing empathy awareness
 - The teacher confirms whether the learners' empathy awareness has been developed significantly and gives feedback
 - The teacher prepares for a more complex follow-up opportunities for learners to develop empathy in daily life

Conclusions

In general, this study has achieved its goal, which is to develop a learning model of awareness for empathy which application was done through management plans and implementation of learning with storytelling method. Details of conclusions is described as follows:

- a. The limited and broader cyclical development test results in the classroom action research, showed a stable and steady positive progress in a natural background or setting with a revised focus of cycle 2 action on the limited cyclic development test. Changes in cycle 2 and the refining of the model

are carried out systematically and logically starting from cycle 2 until the last cycle on the broader development produced an early model in the second phase that is tested using the t test.

- b. *t*-test results on the application of learning method with storytelling was proved to be more effective in developing empathy awareness in learners. All of the sub-variables of the empathic awareness variable namely cognitive, affective or conative aspects, are significantly different between the experimental classes and control classes.
- c. Hypothesis testing in this research shows that the level of awareness on empathy in learners are significantly different between the experimental classes and the control classes.

With regard to the substance of empathy awareness learning model that was developed, it can be concluded that the learning model of empathy awareness is relevant to the demands of SS for school-age participants, particularly the 5th grade learners; This learning model of empathy awareness, was effectively implemented by the teachers. This proved empirically through trial and experimentation cycles; The learning model of empathy awareness generated through the research has its peculiarities, which is working on the affective level by utilizing the concepts and theories of psychology, in addition to other disciplines; It is something that is needed in SS learning in a comprehensive and meaningful way; The learning model of empathy awareness generated through this study, in terms of its application procedure is quite simple, therefore it has a fairly high rate of applicability. With a fairly simple procedure, teachers can implement this model easily.

Implications of Development

The findings of the research have both theoretical and practical implications. The implications are presented in the following section.

A. Theoretical Implications:

- a. The learning of empathy awareness will be effective if it is based on empathic communication (open and full of compassion and sincerity)
- b. The learning of empathy awareness will be effective if there is a process of affection and guided development of understanding
- c. The learning of empathy awareness will be effective if there is a process of affection and guided development of emotions
- d. The learning of empathy awareness will succeed if every component are related with people's daily lives in the present and in the past
- e. The learning of empathy awareness in SS will be effective if it is designed integratively

B. Practical Implications

The results of this development also carries implications on the implementation of SS learning in the classroom. Some of the implications are presented as follows:

- a. The learning model of empathy awareness generated in this development research gives priority to the method of storytelling with empathic and reflective communication to raise awareness that is guided in the process. Since this model is empirically proven to be effective through two phases of research, the implications arising from the fact is the demand and the call to teachers, especially SS teachers, to stimulate learning with reflective empathic-reflective communication strategy in developing awareness of empathy with guidance.
- b. The consequences of the first implications is the need for real sincere spirit to develop learning strategies to build a multi-direction empathic communication, by reducing the dominance of teachers that are not in the appropriate place and time, as well as providing as much space and opportunity as possible for students for the sake of growing natural empathy awareness in an empathic communication atmosphere between the learners and the teachers.
- c. This learning model of empathy awareness contains fairly simple content substance, concept and procedures and therefore it is easily adopted by teachers. However, to get used to something unfamiliar needs the will and sincerity. Therefore, the implication is the need to develop the spirit of innovation. Elementary school teacher discussion forum can be a mean for mutual learning benefit.

References

- Armstrong, T. (2002). *Sekolah Para Juara: Menerapkan Multiple Intelligences di Dunia Pendidikan*. Translator: Y. Murtanto, Bandung: KAIFA.
- Brannen, J. (2002). *Memadu Metode Penelitian*. Translator: Nuktah, A.K., et al.. Third edition. Yogyakarta: Pustaka Pelajar.
- Cooper, H. (1995). *History in the Early Years*. London: Routledge.
- Copp, David. (2001). *Morali . Normativity, and Society*. New York: Oxford University Press.
- Creswell, J.W. (1994). *Research Design : Qualitative & Quantitative Approach*. Thousand Oaks: SAGE Publication.
- Decety, J and William I. (editor). (2011). *The Social Neuroscience of Empathy*. Massachusetts: A Bradford Book The MIT Press.
- Doddington, C dan Hilton, M. (2010). *Pendidikan Berpusat pada Anak: Membangkitkan Kembali Tradisi Kreatif*. Jakarta: PT Indeks

- Egan, K. (1988). *Teaching is Storytelling: An Alternative Approach to Teaching and the Curriculum*. London and New York: Routledge.
- Gall, M.D.; Gall and Borg. (2003). *Educational Research..* Boston: Pearson Education Inc. Seventh Edition.
- Gordon, M. (2009). *Roots of Empathy*. New York: The Experiment.
- Hasan, H.(1996).*Pendidikan Ilmu Sosial*. Jakarta : Depdikbud.
- Hoodless, P. (1998). *History and English in the Primary School*. London: Routledge.
- Hoffman, M. L. (1978). "Empathy, Its Development and Prosocial Implications", in C. B Keasey (ed.), *Nebraska Symposium on Motivation*, 25: 169-218
- Hoffman, M. L. (2007). *Empathy and Moral Development*. Cambridge University Press.
- Husband, C. (1996). *What is History Teaching*. Buckingham: Open University Press.
- Krathwohl, Bloom and Masia. B.B. (1964). *Taxonomy of Educationa Objectives: Affective Domain*. New York: Longman.
- Lee, P. (1991). *Historical Knowledge and the National Curriculum*. London: Kogan Page.
- Loomans, D and Loomans, J. (2003). *100 Ways To Build Self- Esteem and Teach Value*. California: H.J. Kramer and New World Libarry.
- Miall,H, R.O and Woodhouse. (2000). *Resolusi Damai Konflik Kontemporer*. Translator: Tri Budi Satrio. Jakarta: Raja Grafindo Persada.
- Mulyana, R. (2004). *Mengartikulasikan Pendidikan Nilai*. Bandung: Alfabeta.
- NCSS. (1994). *National Standards for Social Studies Teachers: Expectation of Excellence*. USA: NCSS.
- Rich, J. M. (1971). *Humanistic Foundations Of Education*. Washington: Charles A. Jones Publishing Company.
- Semiawan, C. (2008). *Belajar dan Pembelajaran Prasekolah dan Sekolah Dasar*. Jakarta: PT Indeks.