

The Effect of Social Studies Learning to the Empathy of Class VIII Students

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ABSTRACT

This research was motivated by the problems expressed by the VIII grade teachers regarding the lack of empathy of students, such as bullying due to special physicality, the existence of groups of students, the existence of discrimination against students who are unable to blend in. In addition, students also found a lack of empathy which could be seen from using friends' things without permission, joking with their friends during recitation so that they disturbed others, quarrelling with mouth-to-mouths, take the rights of road users. This research was carried out with the aim of: (1) knowing the implementation of social studies learning in class VIII of SMP Islam Sabilurrosyad Malang (2) knowing the empathy attitude possessed by grade VIII students at SMP Islam Sabilurrosyad Malang (3) knowing the effect of social studies learning on the character building of student empathy Class VIII at SMP Islam Sabilurrosyad Malang The approach used in this research is a quantitative approach. This type of research is a survey method. Data collection techniques are carried out using interview techniques, questionnaires, and documentation. The population used was all grade VIII students of SMP Islam Sabilurrosyad Malang and used random sampling techniques. The results showed that based on the results of the statistical regression analysis, it was known that the R Square value was 0,601, meaning that the influence of social studies learning on empathy was 60,1% so that the remaining 39,9% empathy was influenced by other variables not included in this research model.

Keywords: "Social Studies Learning, Student Empathy, SMP Islam Sabilurrasyad"

1. INTRODUCTION

The school has an important role in shaping a person's character. Character is very important and basic. Strengthening character education, for now, is very relevant to overcome the moral crisis that is currently happening in Indonesia [1]. Actually, character education is one of the programs of the school as a formal educational institution. However, so far, character education has not been a concern. This has an impact on the moral crisis that occurred in Indonesia. As stated by Lickona, due to the lack of attention to character education in schools, various kinds of social diseases are increasingly widespread. Appropriately, schools are not only obliged to increase academic achievement, but schools are also responsible for shaping the character of students [1].

Character education is defined as education that develops character values in students. Students can apply character values in their lives as religious, nationalist, productive, and creative citizens [1]. The

mission of character education should also be carried out by Social Sciences subjects. Social Sciences (IPS) subjects carry a noble task and become an important foundation for the intellectual, emotional, cultural, and social development of students, namely being able to cultivate and develop responsible ways of thinking and behaving as individuals, citizens, citizens, and citizens of the world [1]. Social studies education is a field of study that seeks to direct students to study social life. The goal is that students can develop their knowledge and skills so that they can be useful for themselves in dealing with daily life problems. For this reason, social studies education equips students to be able to develop reasoning in addition to aspects of values and morals [2].

Jarolimek and Parker argue that in learning social studies, the real test is when students are outside school, namely in their life with the community. If schools provide insights, skills, or awareness and sensitivity to students regarding social problems, then since the learning process at school students also need to be

introduced to how to behave outside of school as a resonance with the social conditions around them [3]. One of the things that must be considered is empathy. Muniroh (2018) explains that the principles of developing an empathic attitude according to Kawruh Pamomong's moral principles include: 1) acceptance and openness, 2) caring attitude, 3) willingness to listen, 4) having an interest, 5) being able to take a positive side and approach affirmative, and 6) have enthusiasm [4]. The importance of cultivating an empathic attitude is supported by the results of research by Solekhah, Atikah and Istiqomah (2018) which prove that there is an influence between empathy on prosocial behaviour in children. [5] Umayah, Ariyanto and Yustisia (2017) also produced a similar finding that empathy is proven to have an effect on one's prosocial behaviour [6].

In reality, the problem of lack of empathy is one of them found in students at SMP Islam Sabilurrsyad Malang. This is evidenced by the finding of *bullies* and discrimination between one student and another. Apart from that, it was also found that there were compartmentalized socialization styles among students and neglect of the rights of others, such as using friends' belongings without permission, disturbing friends during the learning process, quarrelling with verbal arguments, sitting on the stairs so as to disturb passers-by and so on [7]. Lina and Purnomo (2019) found that social studies learning with the sociodrama model was proven to be able to increase student empathy, especially in class VIII C students at SMP Lab, State University of Malang [8]. Research by Nurfidia (2016) also found that social studies learning, especially with the help of the method, was *role model* proven to be able to foster empathy for students, especially class VII A students of SMP 44 Bandung [9].

Judging from the problems and background above, in an effort to follow up, it is necessary to have relevant research as a solution. Thus the researcher took the research title "The Effect of Social Studies Subjects to the Empathy of Class VIII Students of SMP Islam Sabilurrosyad Malang."

2. STUDY OF LITERATURE

2.1. Learning Process

Learning is a two-way communication process that occurs between teachers and students. Educating is done by the teacher, and learning is done by students. The concept of learning according to Corey is a process in which a person's environment is deliberately managed in such a way as to allow him to participate in certain behaviours under certain conditions or to produce a response to a situation. Learning means any activity

designed to help someone learn a new ability or value [10].

Learning is a system, which means a unit consisting of various components that interact with one another. That way it can achieve the teaching goals that have been previously set. These components include: (1) Educational and teaching objectives (2) Students or students (3) Education personnel, especially teachers (4) Planning for teaching as a curriculum segment (5) Learning strategies (6) Learning media (7) Learning evaluation [11].

2.2. Social Studies Subjects

The term Social Sciences (IPS) is the name of a subject at the school level or the name of a study program at the college level. The name Social Sciences is synonymous with the term "Social Studies" in school curricula in other countries, especially in western countries such as Australia and the United States. The name IPS which is better known as social studies is the name of our experts or experts in Indonesia [12].

In the 2013 IPS Curriculum for SMP / MTs, it is explained that Social Science is a subject that studies social issues with elements of study in the context of events, facts, concepts, and generalizations. The themes studied in social studies are phenomena of the past, present, or trends that will occur in the future. At the SMP/MTs level, the social studies subject contains Geography, History, Sociology, and Economics so that students are expected to be able to become democratic, responsible, and peaceful citizens of the world [13].

It can be concluded that the Social Studies subject is a subject in which there are various kinds of subjects such as Economics, Geography, Sociology, History and is one subject that must be studied at the SD/MI, SMP/MTs level, and at the SMA/MA/SMK this subject is again divided (Economics, Accounting, History, Sociology, Geography, Anthropology). At the high school level, students' thinking has developed so that it is hoped that students will further explore and also be able to understand the various kinds of disciplines that exist in social studies subjects that have been divided.

The purpose of developing social studies education is based on the premise that social studies education is a scientific discipline. Therefore, IPS must refer to the goals of National Education. Thus, the purpose of developing social studies education is to develop students' abilities in order to master the social sciences so that they can achieve educational goals. Furthermore, the goal that must be achieved by social studies education is to foster students so that they can become good citizens who have the knowledge, skills, and social care that can be useful for themselves and society [14].

2.3. Social Studies Learning

Social studies learning is an activity created by the teacher in order to create a learning situation for students [15]. Social studies learning is an activity that aims to change the characteristics of students to become students who have the desired characteristics [16]. Social studies learning must function as shaping the character and personality of the nation [17]. Therefore, the first thing in designing social studies learning is the formulation of learning objectives. Student-oriented learning objectives. There are three aspects, namely, cognitive, affective, and psychomotor.

The first aspect is cognitive means knowledge. This aspect relates to a person's intellectual response. This cognitive domain has six levels which are suggested by Bloom, Englehart, Hill, Frust, and Krathwohl. Starting from the lowest, namely knowledge, understanding, application, analysis, synthesis, to the highest, namely evaluation.

The second aspect is affective, which falls into the category of learning objectives. Has five levels suggested by Bloom, Krathwohl, and Masia. These levels start from the lowest, namely acceptance, response, assessment, organization, characterization.

The third aspect is the psychomotor domain. This realm has five levels from the easiest to the most complex. The five levels are imitation, manipulation, precision, articulation, and naturalization [16].

According to Woollever and Scot, the social studies learning tradition is: (a) *social studies as citizenship transmission*, which means that IPS is a means to pass on old values that have been considered important by society to the younger generation. Its purpose is to maintain the values that have long existed in society. (b) *social studies as personal development*, which means that IPS helps optimally develop the potential that exists in students. The goal is to develop students themselves as active and productive members of society. (c) *social studies as reflective inquiry*, which means that IPS trains students to develop and also use reflective thinking skills, namely in the form of critical thinking skills, inductive, problem-solving, scientific research, value studies and rational decision making. The aim is to train students to examine social problems in a critical and systematic manner. (d) *social studies as social science education*, which means that social studies teach students to be able to understand social sciences. The goal is that students can answer questions related to the social sciences scientifically. (e) *social studies as rational decision making and social action*, which means that IPS educates students to make rational

decisions and act in accordance with the decisions that have been made. It can be said that there is a need for good social decisions based on these decisions. Of the several traditions of social studies learning that have been mentioned, in general these traditions can support the improvement of social skills of students

Develop student potential, train students to think reflective, help students understand social sciences and train students in rational decision making and act according to these decisions. Thus learning is very necessary to be taught in schools as an effort to build and improve character problems, one of which is the problem of low student empathy.

2.4. Empathy

According to Kohut, empathy is a process where a person thinks about another person's condition as if he is in someone else's condition. Then, Kohut reinforces the definition by saying that empathy is the ability to think objectively about the deepest life of others. Carl Rogers offers two conceptions of empathy. The first concept he wrote was that empathy is seeing another person's internal frame of mind accurately. The second concept in understanding other people is that the individual seems to enter into another person so that he can feel and experience as experienced by other people without losing his identity.

In 1975, in an article entitled "*Empathic: An Unappreciated Way of Being*" Rogers wrote about empathy as a "process". It is also stated that empathy is an individual's perspective with other people's eyes and enters his world by involving sensitivity without prejudice [18]. Furthermore, Golleman explained that the characteristics of people who have a sense of empathy are: (1) Able to accept other people's point of view (2) Have a sense of feelings towards others. (3) Having feelings of compassion and compassion for others [19]. Thus it can be concluded that the attitude of empathy is closely related to the sensitivity of the individual to the point of view of others without prejudice intervention in it.

According to Davis, there are four aspects to empathy, including:

1. *Perspective Taking* or taking a perspective from other people's point of view, how individuals see things from the point of view and feelings of others. The development of perspective taking ability has a range of development starting from immature perspective taking and mature perspective taking
2. *Fantasy* is how the individual gets lost in the feelings that exist in a novel or in a film.

3. *Empathic Concern* or a sense of individual care for others in the environment.
4. *Personal distress* or personal distress, namely feelings of anxiety when there is a relationship breakdown in friendship or friendship. [20]

3. METHOD

The approach used in this research is a quantitative approach. The quantitative approach assumes that human behaviour can be predicted and social reality, objective and can be measured [21]. The type of research used is the survey method. Survey research is research that takes a sample from a population and uses a questionnaire as a tool to collect basic data [22]. So that in this study the researchers took samples from class VIII students of SMP Islam Sabilurrosyad. In this study, using social studies learning as a predictor (X), and empathy as a response (Y). The data in this study were obtained from questionnaires filled out by class VIII students of SMP Islam Sabilurrosyad Malang.

In the study, there were two sources of data, namely primary data, which was obtained directly from data sources, namely teachers and students of class VIII of SMP Islam Sabilurrosyad Malang. In this study, the primary data is in the form of social studies learning data and student empathy data. The secondary data sources in this research are journal articles, books, and online news related to the research topic.

The data collection techniques used in this study are as follows:

1. Questionnaire (Questionnaire)

This questionnaire is used to collect data about social studies learning and students' empathy as many as 20 items each. The process of distributing questionnaires was carried out in class VIII, 15 minutes before the social studies lesson ended.

2. Documentation

This documentation can be in the form of photos during the research and data about SMP Islam Sabilurrosyad Malang.

3. Interview

Interviews with social studies teachers were conducted on August 19, 2020. Interviews were conducted to obtain information about the learning process social studies in schools, the character of class VIII students with question guidelines regarding problems that exist at SMP Islam Sabilurrosyad relating to the character of student empathy and the social studies learning process in class.

In this study, the steps used were pre-research. The researcher met the social studies teacher at SMP Islam Sabilurrosyad and conducted interviews. After that, a questionnaire was compiled with 20 instrument items from each variable, namely the Social Studies learning variable and the empathy variable. The distribution of questionnaires was carried out to 37 students in class VIII. Before the instrument was distributed, the researcher first tested the validity of the instrument. If the instrument is valid, then it is seen from the interpretation criteria regarding the correlation index (r) as follows:

Between 0.800-1,000: very high

Between 0,600-0,799: high

Between 0,400-0,599: pretty

Between 0,200-0,399: low

Between 0,000-0,199: very low (invalid)

The test of the instrument with a total of 40 questions was conducted to 30 respondents by the researcher. The results of the instrument testing state that the item or statement is said to be valid because r count is greater than r table.

In addition to the validity test, the reliability test was also carried out. The reliability test of this instrument was carried out using the alpha formula

Table 2. interpretation of the value of r

No	Great value r	Interpretation
1	Between 1,800-1,000	Very high
2	Between 0,600-0,799	High
3	Between 0,400-0,599	Pretty
4	Between 0,200-0,399	Low
5	Between 0,000-1,199	Very low

In data processing, this study uses the SPSS 16.0 program. The analysis method used is the classical assumption test (including normality test, multicollinearity test, heteroscedasticity test, autocorrelation test), simple linear regression test, determination coefficient test, hypothesis testing.

4. RESULTS AND DISCUSSION

4.1. Implementation of social studies learning in Class VIII of SMP Islam Sabilurrosyad Malang

The concept of learning according to Corey is a process where a person's environment is deliberately managed in such a way as to allow him to participate in certain behaviours under certain conditions or to produce a response to a situation [23]. Learning theory that emphasizes a change in student behaviour is behavioristic. Behavioristic learning theory is a psychological theory that focuses on real behaviour. This theory sees learning as a change in behaviour. A person is considered to learn when he is able to show changes in his behavior for the better. The behavioristic view recognizes the importance of input or input in the form of a stimulus and output or output in the form of a response [10].

In this regard, according to the teacher of social studies in SMPI Sabilurrosyad Malang, the implementation of social studies learning, especially at grade VIII was applied by contextual teaching and learning. This method also connected to the social problem-solving method. In order to stimulate the student in contributing this method, the teacher used to ask the student to tell their experiences wick related to the topic. [24]

Based on the information conveyed by the VIII grade social studies teacher regarding the implementation of social studies learning at SMP Islam Sabilurrosyad Malang, it can be understood that the social studies learning process does not just use the learning method, but the learning method used is in accordance with the material to be conveyed and how the students are. at the time.

Based on the information above, can be concluded that the implementation of social studies for grade VIII in SMPI Sabilurrosyad used to apply the method wick related to the students characteristic also student condition as a subject of learning. The method of teaching social studies was also related to te kind of material topic characteristic.

So, according to the results of research conducted by researchers, the implementation of social studies learning at SMP Islam Sabilurrosyad was included in the bad category of 13.79%, both 36.2% and very good at 50%. It can be concluded that the implementation of social studies teaching and learning in SMPI Sabilurrosyad is good, as what was conducted in this research that 50% of students contributed to the learning as well as possible.

4.2. The Student's Grade VIII SMP Islam Sabilurrosyad Malang Empathy

According to Daniel Goleman, empathy is meant by understanding the feelings and problems of others and thinking from their point of view, appreciating the differences in people's feelings about various things, fostering trusting relationships and also being in harmony with various kinds of people [25].

In this regard, according to the VIII grade social studies teacher at SMP Islam Sabilurrosyad, the students at SMP Islam Sabilurrosyad come from different regions. So absolutely it should cause to the differences in student's characteristic and student's habits. So, it may cause intolerance and discrimination between students [7]. Based on this condition, the student has to be used to develop their empathy and tolerance.

According to the results of the research conducted by researchers stated that 54% of students had very good empathy, and 43% had good empathy, and 3% had a low empathy. Look at this diagram:

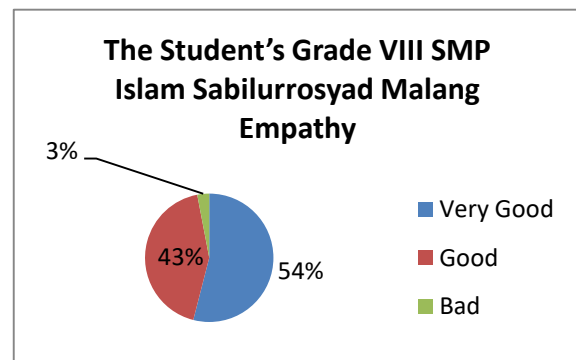


Figure 1. Percentage of Student Empathy

According to the previous figure, can be known that the average of student's grade VIII empathy is very good. It was referred to the result of the research which conducted more than 50% of students include in very good empathy category.

4.3. The Influence of Social Studies Learning on the Empathy Character of Class VIII Students at SMP Islam Sabilurrosyad Malang

The results showed that there was a significant positive influence on social studies learning on empathy, the regression analysis of the research proved that the R Square value was 0.601, which means that the effect of social studies learning on empathy was 60,1%, so the remaining 39,9% empathy was influenced by other variables not included in the research. Based on the results of this study, it is hoped that the social

studies learning process can always be improved in order to achieve maximum results.

The same result was put forward by Alifha Nurfida in the International Journal Pedagogy of Social Studies entitled "Fostering Student's Empathy Attitudes Using the Role Model Method in Social Studies Learning (Classroom Action Research at SMP 44 Bandung in Class VII A) Social Science Education study program, Faculty of Science Education Social Knowledge, University of Pendidikan Indonesia, vol 1, no 1. The results showed that the average percentage of students' empathy attitudes in the first cycle of the study reached 48.8. In the second cycle, it reaches 72.5%, and in the third cycle, it reaches 85%.

According to Paul Suparno, in social studies learning there are three intelligences that are closely related to social studies learning in schools, one of which is interpersonal intelligence. This intelligence is the ability to understand the intentions and motivations and feelings of others. Sensitive to other people's facial expressions, voices and body movements of others, and he is able to respond effectively in communication. This interpersonal intelligence is also able to enter into other people, understand the world of others, understand the views, attitudes of others, and generally can lead groups. In addition, interpersonal intelligence is an individual's ability to build relationships with other people. Individuals who have this intelligence have the ability to perceive differences in mood, goals, motivation, and feelings of others [26]. It can be said that empathy is a form of interpersonal intelligence; a person has the ability to empathize with others.

5. CONCLUSION

1. The implementation of social studies learning at SMP Islam Sabilurrosyad Malang, according to the social studies teacher, that the social studies learning process does not just use the learning method, but the learning method used is in accordance with the material to be presented and how the students are at that time. According to the results of the study, social studies learning at SMP Islam Sabilurrosyad was included in the bad category of 13.79%, both 36.2% and very good at 50%.
2. Students at SMP Islam Sabilurrosyad have different traits and characters. According to class VIII social studies teachers, this is due to different regional and family backgrounds. According to the research results that half of the eighth-grade students of SMP Islam Sabilurrosyad are at a good level of 43% and very good 54%.
3. Based on the results of the resulting regression statistical analysis, it is known that the R Square value of 0,601 means that the effect of social studies learning on empathy is 60,1% so that the remaining 39,9% empathy is influenced by other variables not included in this research model. Hypothesis testing proves that the t value is 5,799 > t table 2,026 and the significance value is 0.000 < 0.050. So it can be concluded that Ho is rejected and Ha is accepted, so that partially social studies learning has a significant effect on empathy.

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