Character Building Empathy Training on Elementary Students Inclusion in Malang

Ulifa Rahma, Yunita Kurniawati, Faizah

Universitas Brawijaya, Malang
ulifa.rahma@gmail.com

Abstract. Character building empathy training activities in the school environment of inclusion implemented to develop empathy students against students with disabilities. The purpose of this research is to improve knowledge and skills of empathy for the regular students of the elementary school students ABK Inclusion. The method used in this research is quasi-experimental research method pretest posttest design. Participants in this study were 30 students in grade 4 to 6 State Primary School Inclusion Sumbersari II. Character building empathy training will be done twice activities. The research instrument used in the form of empathy scale. Data analyzed using t test analysis techniques. The results showed the effect of empathy, character building training to increase empathy inclusion of primary school students. The average value (mean) before being given a character building empathy training amounted to 34.3667, while having empathy, character building training provided amounted to 35.6333. Empathy means students before training empathy, character building is smaller than after being given the training, so that there is an increase in the mean looks after the training given by 1.2666.

Keywords: Empathy character building, regular students, elementary school inclusion

Introduction

 Inclusive education in Indonesia applied ranging from elementary school to college, this shows that the importance of equality in education for all beings, especially students with special needs. Inclusion in the neighborhood elementary school, these students are still in the process of adaptation of social relationships with their peers, including on students with special needs. Current conditions it is clear that the use of technology (ipad, note books, games, internet services are easy to access) affect the character of a child who is very pronounced impact, especially in terms of social emotional. Students with special needs in regular schools in containers inclusive education has many problems one of them in terms of acceptance of peers in his school friends. In addition, many problems of empathy for elementary students. The phenomenon of the problem of empathy at the level of elementary education, for example, Haryani (2013) students of SD Negeri Nogotiro exhibit a phenomenon lack empathy it is visible from pleased when he saw other people trouble, do not feel guilty when you hurt other people physically and hearts, put their own interests, not respect for others, do not think about the consequences of the acts committed and arrogant. Faridah (2005) said that the advancement of technology today is not only a positive impact, but also a negative impact on children's development of empathy.

        This was shown by the decrease in empathy learning tool for children. Television and modern game made for kids more individual, not demanding their cooperation as a means to understand the feelings of others who cultivate empathy. Shows are mainly aimed at children are cartoons negate constructive social message. Instead, the impression on the children as if purposely created to change the goodness into disrepute. Cartoon characters antagonistic that show violence must be met with violence, and other criminal intrigues. It can dull sense of empathy in children because children will get used to seeing even play with elements of violence. As a result, a variety of violence such as hitting, shooting or killing would be considered a natural thing (Anshori, 2006).

According to research conducted by Handayani (Anshori, 2006) against the Japanese cartoons like Sailor Moon, Dragon Ball, and Magic Knight Ray Earth, contains many scenes antisocial (58.4% instead of 41.6% prosocial scenes) although the theme of heroism , The study found that antisocial treatment category that appears most frequently is rant 38.56%, harming 28.46%, 11.44% and mockery. While the category of prosocial behavior that often arises is the warmth of 17.16%, 16.05% courtesy, empathy 13.43%, 13.06% and advice. Children who love to watch those impressions will be affected to imitate scenes antisocial in cartoons, for example rant, mocking classmates, or injure a friend while playing.

The phenomenon of empathy students of SDN Sumber Sari II Malang according to the narrative of teachers that many students mocking, do not want friends and embarrassed when shared with friends inclusion. The attitude of the students of SDN Sumber Sari II showed a lack of empathy on a friend with special needs. As the research results Faizah, Kurniawati & Rahma (2015) showed that the empathy of students in elementary school education background lower than the level of education the other, with a value of Empathy student elementary values 14:40, education SMP 38.50, education SMA 20.89, education PT 29.27.

Empathy has a very important role in developing a harmonious behaviors among students so that every goal of these interactions can be achieved with good. Sata wrong way to handle the problem of empathy in students is to build character or character building. Wibowo (2012) defines the character education with an education that imparts and develops the characters sublime to the students, so they have a noble character, implementing and practicing the good life in the family, community, and country. Meanwhile, Berkowitz and Bier (2005) argues that character education is the creation of school environments that assist students in the development of ethics, responsibility through the model and teaching good character through universal values. Those values derived from religion, Pancasila, culture, and national education goals. The eighteen value in Character Development, namely: religious, honesty, tolerance, empathy, hard working, creative, independent, democratic, curiosity, the spirit of nationalism, patriotism, respect for the achievements, friends / communicative, love peace, love reading, environmental care, social care, and responsibilities (Curriculum Centre Ministry of National Education, 2009). One of the values in the Character Building was formed with the aim to develop one of the values of character the character of empathy that can be useful in establishing relationships between people. Empathy Character Building in primary school students Inclusion of this will be done through a few games that have a reflection of the values of empathy between people.

Based on the background above, shows the problems that require intervention namely the need for training Empathy Character Building in primary school students inclusion in social interaction particularly developing empathy between people including the students with special needs. The purpose of this research is to improve the knowledge and skills of empathy for the regular students of the elementary school students ABK Inclusion.

Character Education

Character education is defined by a system of cultivation of character values to the school community, which includes knowledge, awareness, or willingness, and actions to implement these values both to the Almighty God, ourselves, others, the environment, and nationality to become insane man kamil (Samani, Muchlas and Hariyanto, 2011). While Wibowo (2012) defines the character education with an education that imparts and develops the characters sublime to the students, so they have a noble character, implementing and practicing the good life in the family, community, and country. Meanwhile, Berkowitz and Bier (2005) argues that character education is the creation of a school environment that helps learners in the development of ethics, responsibility through the model and teaching good character through universal

Values

The Values of Character Education

Educational values of character developed by the Ministry of Education there are eighteen characters. Those values derived from religion, Pancasila, culture, and national education goals. The eighteen values are: religious, honesty, tolerance, empathy, hard working, creative, independent, democratic, curiosity, the spirit of nationalism, patriotism, respect for the achievements, friends / communicative, love peace, love reading, caring environment , social care, and responsibilities (Curriculum Centre Ministry of National Education, 2009).

Components and Design Character Education

Character education in Lickona (1992) emphasized the importance of three components of good character that is moral knowing or knowledge of the moral, moral feeling or sense of morality and moral action or moral act. The components can be described as follows. Character Education Component, Source: Lickona (1991)
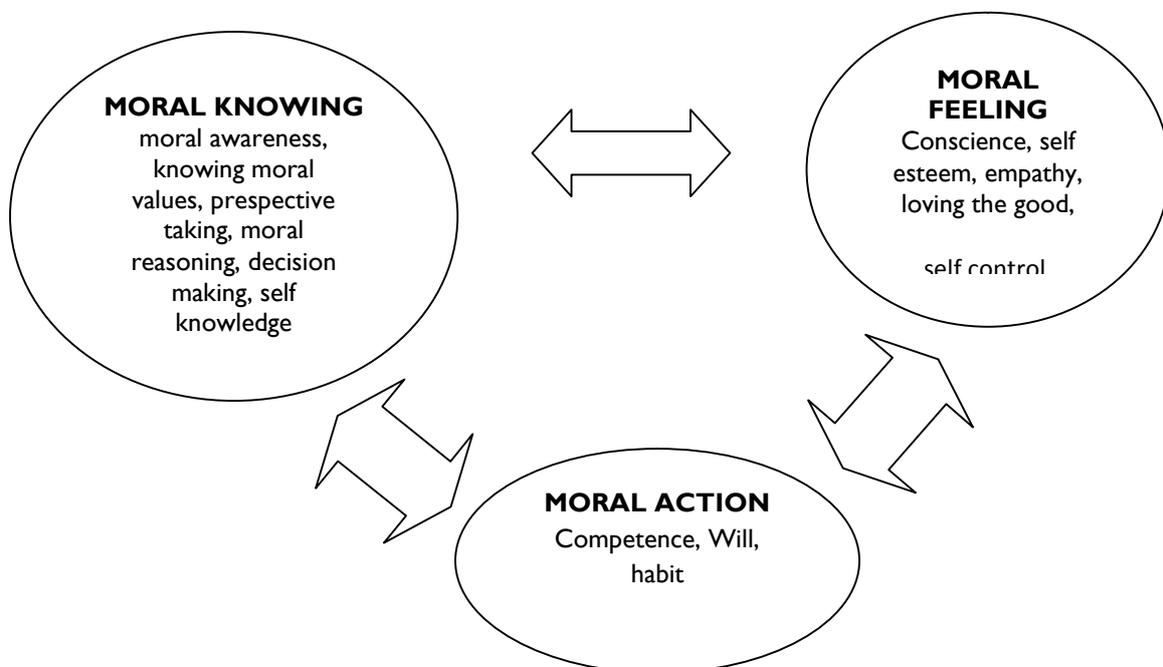
Picture 1. Character education component

Design implementation of character education, according Koesoma (2011) at least three designs: first, design of class-based character education. This design based on relationship of teachers as educators and students as learners in the classroom. Context of character education is a process of community relations in the context of classroom learning. Relationships between teachers and learners not a monologue, but a dialogue with many directions. Second, design based character education school culture. This design build school culture that shape the character of the students with the help of school social institutions so that certain values are formed and terbatinkan in students. Third, design of community-based character education. In educating, community public and private schools are not struggling alone. If all three components work together to implement well, it will be strong national character.

Empathy

Feschback (Hojat, 2007) defines empathy as a person's ability to show affection to other people's responses obtained from its ability to distinguish between the perspective of himself and others. It is similar with the opinion of Strayer (Eisenberg & Miller, 1987) that empathy is an emotional response from the person's emotional state or emotional condition, which is parallel to the emotional state of others. The second is based on the definition, can be added by Rogers (Hojat, 2007) empathy means the ability to accept the perspective of "internal frame of reference" others correctly without removing the condition of "as if". Based on these definitions, empathy include:

a. Understand the personal perception of others and may feel uncomfortable with the perception of it. Understand the personal perception of others means know how they perceive the world and interpret everything that is accepted.
b. Be sensitive. In the sense of subjective feelings to neutralize.
c. Don't pass judgement with the belief that they have an scarcely aware.

the ability to communicate through feelings of empathy and understanding towards others can be done verbally or non-verbally (Cotton, in Garton & Gringart, 2005). Hoffman (1984) describe the development of empathy associated with a person's ability to distinguish between himself and others. Hoffman describes the empathy in four stages:

1. The first stage is in infancy, where the individual has not been able to distinguish between other people and himself, but has been able to show empathy in a rudimentary form, such as cry when they hear other babies cry
2. The second stage is when the child is physically able to distinguish between other people with him
3. The third stage started at the age of two or three years, where children begin to realize that other people can have different feelings with him. This capability will continue to grow in line with the development of children's ability to distinguish people from themselves. In primary education, children are able to develop the ability to empathize with others who are not present nearby. At this stage already empathy involves the ability to understand other people's perspective (perspective taking)
4. The fourth stage the child is able to empathize not only on what is happening at the moment but has also been able to empathize with a group of people or community.

According to (Zoll & Enz, 2012) there are two aspects of empathy, i.e.:

a. Cognitive empathy, covers the cognitive ability to understand other people's feelings and perspectives. To enhance the ability of this observer should focus attention on the target, being able to read or know the signal expression precisely in accordance with the perceived.
b. Affective empathy, including affective capacities to share feelings. It is associated with the process by which emotions (both realized mapun unconscious) on the observer comes as internal perceptions on the target (good emotions, thoughts, and attitudes). Affective empathy can be a result of cognitive empathy.

Elementary School Students

Period of middle childhood and late that ranged in age from 6-11 years, called Santrock (2004) as the primary school age. The gestation period is called primary school because at this time the child is expected to acquire basic knowledge which is considered very important for the preparation and adaptation to life in adulthood. The period of primary school age also called intellectual future because of the openness and willingness of children to gain knowledge and experience (Munandar, 1992).

Children are expected to learn specific skills both curricular and extra-curricular. Skills that characterize the typical school children:

a. self-help skills
children are able to eat, dress and bathe themselves without the need for parental attention as in childhood

b. social skills

children able to help others. At home she can help clean the house, or help shop. At school he can help teachers clean the blackboard, cleaning the classroom, and so on.

c. school skills

in school children mengenbangkan skills of writing, drawing, cooking, sewing, sawing, and so on.

d. playing skills

children learn skills such as riding a bike, swimming, playing ball, Rollerblading and so on.

School Inclusion

Inclusive education is an education services for learners who have special educational needs in regular schools (elementary, junior high, high school and vocational) were classified as extraordinary both in the sense disorders, slow learner and learning disabilities more (Marthan, 2007). Inclusive school is a school that combines special education services and a regular in the school system, where students with special needs receive special education in accordance with the potential of each and students regularly receive special services to develop their full potential so that both students with special needs or students regularly can be shared -Same develop their individual potential and capable of living existence and harmony in society. According to Olsen (Tarmansyah, 2007), inclusive schools are schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

Children with Special Needs

Hardman, et. al, (2002) suggests children with special needs is a child who has a difference with children in general or average age. Said child with special needs if there is something less or even more in him. The child is in need of methods, materials, services and special equipment in order to achieve optimal development. Because these children will probably learn at different speeds and in different ways. According to the World Health Organization (WHO), special education services refers to the definition of each term as follows:

a. *Impairment*: is a state or condition in which individumengalami loss or abnormality of psychological, physiological or anatomical structure generally function at the level of the organs.

b. *Disability*: is a condition where individuals experience lack of ability is made possible by the state of impairment such as defects in the organs of the body..

c. *Handicaped*: a lack of luck individuals who dihasilkandari impairment or disability which restrict or impede the fulfillment of a role that is normal in individuals.

According to Hallahan & Kauffman (2006) and Delphie (2006) the types of children with special need is (1) mental retardation or children with developmental impairment, (2) learning disabilities or an underachieving children, (3) Hyperactive with Attention Deficit Disorder, (4) "tunalaras" Emotional and behavioral disorder, (5) communication disorder and deafness, (6) children who are partially seing and legally blind, (7) the autistic, (8) "tunadaksa" physical handicapped, and (9) giftedness and special talents.

Research Methods

This research uses quasi experiment pretest posttest design. Forms of intervention in this experiment based on need analysis on the student's regular school inclusion, through training ' character building ' empathy for 2 x the process of intervention.

Location of Activities

These activities are implemented in the source Sari SDN II Malang. Whereas the implementation of training activities conducted on 5 and 12 September 2015. Before the activity is exercised, we make observations and interviews to find out the situation and condition of the students who are in the unfortunate Source Sari SDN II related to the attitude and behavior of empathy on regular students against friends who have special needs.

Target

The target is the students Grade 4-6 in Sari II Resources SDN Malang with participants 30 students. The development attitude of empathy with peers on a regular students against students in need of special training through Character Building Empathy.

Methods of Implementation Activities

These activities will be implemented in the form of training on elementary school students inclusion. Training will be conducted for two activities namely on 5 and 12 September 2015, this will be done based on need analysis of existing students in the elementary school inclusion.

Stages of Activity

This training will be held from June to October 2015

Tabel 1. Training Activity

No.	Activity	Month				
		I	II	III	IV	V
1	Field Study	X	X			
2	Preparation and Implementation Training materials			X	X	
3	Evaluation and Reporting					X

Training Need Analysis

Tabel.2. Need Analysis

Aspect	Now	Ideal	Need
Knowledge	Students do not know and understand the nature, barriers and benefits of empathy	Knowing and understanding the nature, barriers and benefits of empathy	need for knowledge about nature, barriers and benefits of empathy
Skill	Students do not yet have a strategy how to behave in order to empathy	Students have a strategy of how to have a strategy so that it can behave empathy	Students have to have a strategy so that it can behave how empathy

Thema Training

Based on the problems that were discovered in the process of training needs analysis which has been described in the discussion of the theme before, then this training is taught in the ELEMENTARY grade students how to increase empathy through "training Emphaty Character Building".

Trainee

Participants of this intervention is 30 students in Elementary School "Sumber Sari" II Malang.

Purpose Of The Training
a) Participants know the skill of empathy
b) participants can exercise the skill of empathy
c) Participants have empathy

Results and Discussion

Activities empathy training on student character building SDN Sumber Sari II has been done for 2x that on 5 and 12 September 2015. Based on the purpose of the implementation of the training was to determine

the change in attitude empathy empathy of students before and after training, so students were given a questionnaire before and after training empathy, though through the data in SPSS 16.0 for windows to test T test.

Analysis Paired-Sample T-Test is a procedure used to compare average - an average of two variables in one group. This means that this analysis is useful for testing two samples related or two paired samples. Paired Sample Test Procedure-T is used to test that or any influence between the two variables. Whole calculation done with rock SPSS 16.0 for Windows.

The data used result of character building empathy before training (pre-test) and the data after training (post-test). mean before being training of 30 students is equal to 34.3667, while having supplied character building empathy training amounted to 35.6333. Empathy means students before training empathy, character building is smaller than after the training given. So it looks there is an increase in the mean after the training given at 1.2666.

To determine differences in empathy students are given training before and after the character building empathy, given their character building empathy training, then be tested using paired sample t-test using SPSS for Windows. The test results showed that the correlation between the two variables is equal to 0.640 to 0.000 sig it shows the influence of empathy, character building training to increase student empathy. Results correlation at t is .640, this shows the correlation results on the effect of empathy, character building training to increase student empathy is good enough. The attitude of empathy students of SDN Sumber Sari II appeared during the implementation of the training shows want to play together and engage students ABK, trying to help his friend who ABK time games, and provide motivation friend ABK to be able to finish the job.

This is supported by Schulman (2002) that one of the foundations moral development, the development of attitudes and reactions of empathy where the child is by nature already have a sense of empathy since she was born. Habituation and creation ligkungan required. and the development and acquisition of its own moral standards. The values of character education one of which is empathy g need to be developed that can be useful in establishing relationships between people (Curriculum Centre Ministry of National Education, 2009), in this case, between students with special needs and regular students.

Empathy is developed through training. Kirkpatrick (1994) defines training as an effort to increase knowledge, change behavior and develop skills. Training according to Strauss and Syaless in Notoatmodjo (1998) mean change behavior patterns, for training then it will eventually result in behavioral changes.

Conclusion

Results of training empathy character building activities shows that there is a change in the attitude of empathy students of SDN Sumber Sari II Malang after being given the training, with changes to 1. 2666. it is known of the scale of empathy in the form of a questionnaire, given before and after training. Training effectiveness empathy character building can be seen from the significant value of 0:00 correlation value 0640 which showed good results.

Based on the effectiveness of the training results empathy character building then this program should be continued, training events can agendakan through school programs, to be applied to the activities of the process inserted teaching and learning materials for empathy and understanding of the behavior of the students that need to be done. Psikogames very simple activities that can be applied when outdoor activities are sports with a fixed given reflection empathy.

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