

## HISTORICAL EMPATHY; ITS OPPORTUNITIES, REALITIES, AND CHALLENGES IN ONLINE HISTORY LEARNING

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**Abstract** : After two years of online learning, an evaluation is needed to assess whether the changes and adaptations in the process could achieve its objectives. Some adaptations had been done at UPI Laboratory School/s but no study has been conducted to assess its practice and success. Using the sequential exploratory mixed-method with the CIPP Stufflebeam model as a research framework, three teachers and 112 students from two UPI Laboratory Senior High Schools participated in this project. In-depth interviews were conducted with teachers, while online questionnaires were independently developed, validated, and distributed to students. It can be concluded that historical empathy in online learning at UPI Laboratory School/s; 1) is contextually appropriate to the conditions, resources, and needs of the institution and teachers but only part of the participants or students; 2) For Input section, aspects of the ability and capacity of teachers need to be improved; 3) As Process section, the teacher's workload and time constraints are the obstacles faced, and 4) in the Product section, the level of satisfaction among the participants varies with the theoretical aspects, dominating the practical outcomes of historical empathy-based learning. Overall, the learning program fulfilled the merit of being retained with some basic improvements.

**Keywords** : History learning; historical empathy; online learning; program evaluation; CIPP.

**Abstrak** : Setelah dua tahun pembelajaran secara online, suatu evaluasi dibutuhkan untuk menilai apakah adaptasi yang telah dilakukan telah mencapai tujuan pembelajaran. Beberapa penyesuaian telah dilaksanakan di Sekolah Laboratorium UPI, tetapi kajian mengenai praktek dan capaiannya belum dilakukan. Melalui metode campuran eksploratori sekuensial dengan model CIPP Stufflebeam sebagai kerangka penelitian, sebanyak tiga orang guru dan 112 siswa dari dua sekolah laboratorium UPI telah mengikuti proyek ini. Wawancara dilakukan kepada para guru, sementara kuesioner online dikembangkan, divalidasi, dan disebarkan kepada siswa. Dapat disimpulkan bahwa empati sejarah dalam pembelajaran online di SMA Laboratorium UPI; 1) secara konteks sesuai dengan kondisi, sumber daya, dan kebutuhan lembaga dan guru tetapi hanya sebagian dari peserta; 2) Untuk Input, aspek kemampuan dan kapasitas guru perlu ditingkatkan; 3) Pada bagian Proses, kendala yang dihadapi adalah beban kerja guru dan keterbatasan waktu; 4) Untuk Produk, tingkat kepuasan di antara peserta bervariasi dimana aspek teoritis masih mendominasi dibanding luaran praktis dari pembelajaran sejarah berbasis empati sejarah. Secara keseluruhan, program pembelajaran memenuhi aspek kepatutan untuk dilanjutkan dengan perbaikan.

**Kata Kunci** : Pembelajaran sejarah; empati sejarah; pembelajaran online; evaluasi program; CIPP.

## INTRODUCTION

During the Covid-19 pandemic, adjustments in educational practice sacrificed the quality of learning a lot. Academically, a lot of subject matter is not delivered to students which has an impact on the decline in cognitive aspects globally (Azevedo et al., 2021; Jena, 2020; Spiteri, 2021; World Bank, 2020). On the other hand, emergency learning such as through online mode or distance learning also affects the process of inculcating values and habits such as aspects of citizenship and social skills or development (Abidah et al., 2020; Adriani & Labibatussolihah, 2022; Indrawati et al., 2020; Lichand et al., 2022). Aspects of social and personal intelligence or affective and psychomotor as part of 21st century skills become the core of humanities subjects such as history (Hasan, 2012; Rifin et al., 2019; Utami, 2019).

Studying the past is not just exploring or compiling historical sources, narrating, and disseminating them in various media. The main value for history education is to build the character of students from what people before their generation have done, whether good or bad, success or failure. One of those values is empathy. Empathy is understood as the ability to feel and understand what other people feel (Melloni et al., 2014; Raine & Chen, 2018; Sumiatun & Itsnaini, 2019). Psychologists divide the ability of empathy into two aspects, namely affective empathy and cognitive empathy. The first, has the meaning of feeling an emotion as a reaction to the emotions of others. While the second, means the capacity to identify what other people feel in the situation they face. In affective empathy, the emotion that arises is a person's subjective reaction that can be different from one another when receiving the same experience. While in cognitive empathy, objective tendencies are expected in the form of "appropriate emotional responses" to the experiences or feelings of others, not from our own perspective (Melloni et al., 2014; Ze et al., 2014; Haryanti et al., 2022).

Why is the ability of empathy especially cognitive empathy important in history learning? In general, understanding the past tends to be subjectivity (Endacott, 2014; Rifin et al., 2019; Sjamsuddin, 2007). History itself shows that an event always has various versions of the truth based on the interpretation of historians even though they use the same sources. Thus, what is taken by history education itself is not the narrative of the past, but instead the value of learning to make students have better personalities based on the goals of education or what society aspires to or the social construction process (Dakir et al., 2022; Hasan, 2012; Savenije & de Bruijn, 2017). Socio-cultural context becomes important in addition to past accuracy. And more importantly, how this perspective on the past can encourage students to have complete social personalities without reducing the criticism and intellectuality expected from the educational process (Labibatussolihah et al., 2020). Thus, it is the task of the teacher to explain the value contained in the history learning material by instilling aspects of empathy, especially cognitively to students.

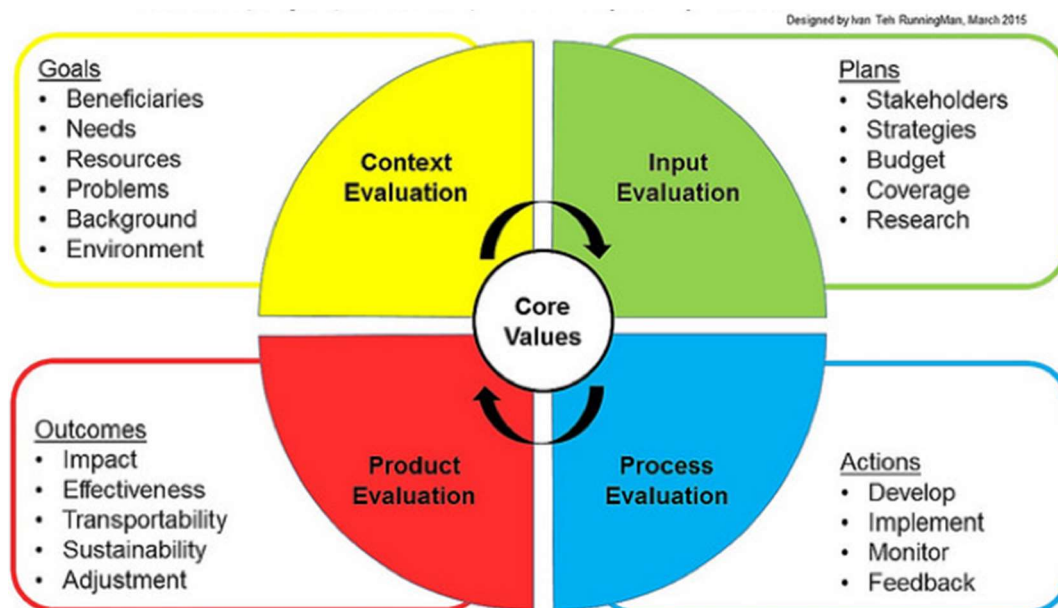
Historical education experts such as Barton & Levstik (2004), Bryant & Clark (2013), Dulberg (2002), and Endacott & Brooks (2013)) have focused on how to propose constructs

of instructional methods and strategies for using the concept of historical empathy abilities and attitudes. Although they differ at the implementation level, they and also a number of other academics agree that historical empathy provides a positive value for learning outcomes in the classroom far beyond the classroom boundaries compared to just learning by relying on facts and narratives (De Leur et al., 2017; Gehlbach, 2004; Kohlmeier, 2006). Students who are unable to move beyond their current feelings or experiences or simply lack empathy, are often faced with what is called “egoistic drift” (Endacott, 2014; McCully, 2012; McCully & Reilly, 2017). Several studies show that historical narratives that emphasise empathy make audiences more involved and moved by the past as well as try to understand better about it (Bartelds et al., 2020; De Leur et al., 2017; Lydon, 2019; Savenije & de Bruijn, 2017; Wilschut & Schiphorst, 2019).

UPI Laboratory School is an institution that provides preschool, primary and secondary education which has been established since 2003. The forerunner of this school itself is the development pioneer school program (PPSP) which was initiated by the government in the 1970-80s on campuses of state teacher institutes. (Labschool UPI, 2017) With the status of UPI as an autonomous higher education institution PTN BH since 2004 (PT BHMN at that time), laboratory schools are managed independently (privately) by a management body that oversees various educational units at various levels from kindergarten, elementary, junior high, to high school in several locations such as UPI Bumi Siliwangi campuses, Cibiru, Tasikmalaya, Purwakarta and Serang. There are two campus of senior high school level, one in Bandung City (Bumi Siliwangi Campus) established in 2003 and the other is in Bandung Regency (Cibiru Campus) established in 2020. As a new unit, SMA Laboratory Cibiru is still formally under the name of Bumi Siliwangi Campus even though the two is apart 20 km away. In the 2022/2023 school year, there are 41 teachers and 587 students in 18 study groups in both schools. (Dapodik Kemendikbud RI, 2022) Aspects of sustainability and inclusiveness are two things that are the basic values of the UPI Laboratory School. Among its missions is to develop models for partner schools in the practice of inclusive learning, as well as innovative, creative, effective, and fun learning that can maximize the learning potential of students (Labschool UPI, 2017).

Learning at the UPI Labschool High School during Covid-19 experienced severe challenges, including for history teachers. Apart from being forced to switch to online learning, schools are also still in the stage of restructuring due to the newly established new school in Cibiru (Redjeki, 2022). This adjustment encourages teachers to narrow focus and sharpen learning objectives by emphasizing on the moral aspects and contextualization of teaching materials. Historical empathy, apart from traditionally being an integral part of history learning, is even more relevant to be applied during the two-year pandemic emergency (Redjeki, 2022). However, so far there has been no comprehensive assessment of how this strategy is implemented or even just to know whether it exists or not, in terms of planning, implementation and its impact on students. Now even though the pandemic

atmosphere has gradually improved, the inculcation of these values is still and will always be relevant in order to build awareness and social sensitivity among students.



**Figure 1: CIPP Evaluation Model (CIPP Evaluation, 2021)**

In the 1970s, Stufflebeam developed an educational evaluation model known as CIPP or Context, Input, Process, and Products (Stufflebeam & Shinkfield, 2007). This model has undergone improvement and development with derivative products and technical instructions so that it can be seen as a fairly holistic framework in identifying strengths and weaknesses, weaknesses and effectiveness of educational plans or programs as stated by Galvin (1983) and Lu (1996 in (Shih & Yuan, 2019)). The context section considers the needs and objectives or the essential background of an educational program. This is not only taken from the point of view of the policymaker, the context here also includes whether a program meets user needs. The planning input section discusses actions, including activity formats, resource allocation, inventory of needs, and funding. aspects of program implementation including user responses to technical activities. Finally, product evaluation, identification of results or outcomes included by the program, both primary (direct) and secondary (indirect impact) of the activities carried out, aspects of outcomes on users, their effectiveness (Stufflebeam & Shinkfield, 2007).

This study evaluates the course of an online history learning program that is oriented towards internalising historical empathy at the high school level. The CIPP model was applied to guide the evaluation process. In accordance with the research objectives, there are several things that need to be considered. First, as an adaptation in learning during the pandemic, there needs to be periodic evaluations to see the achievements of the educational process carried out. Second, the need to measure the competence or performance of each actor involved in learning both the teacher and students so that its effectiveness can be assessed objectively. Third, mapping of relevant and realistic outcomes as valuable feedback

material to assess whether such a program needs to be continued, revised, or canceled. Therefore, the formulation of this research is in order to answer what are the results of the CIPP evaluation model of online history learning at UPI Laboratory High School? Is there relevance, will, and practice of learning strategy towards instilling empathy in history subject at UPI Laboratory High School? What are the priority improvements that must be made to improve program delivery and outcomes based on student and teacher perceptions of the specific learning objectives in online history learning? Furthermore, is the historical empathy in online history learning during the pandemic has merit to be continued, specifically at UPI Laboratory High School?

## **METHOD**

This study uses mixed methods to examine the historical empathy of the use of the Context model; Enter; Process; Products (CIPP). In approach, the first two dimensions are context and qualitative-based input which is supported by quantitative instruments using questionnaires (Creswell, 2014). There are 11 questions related to context and 15 questions related to input involving history teachers. Meanwhile, for the process and product aspects, an instrument was developed specifically with the aim of instilling historical empathy and distributed to students at the secondary school level.

The sample in the study are students and teachers from two schools, namely SMA Laboratory UPI Bumi Siliwangi Campus and Cibiru Campus who have participated in this research. Teachers cover the entire population, while students cover approximately 50% of the entire population. The criteria for student' participant is at least experienced one full year of learning in an online mode. (Creswell, 2014)

The questionnaire instrument uses a Likert scale with a score from 1 "strongly disagree" to 5 "strongly agree" to see; 1) degree of involvement, (2) professional self-assessment, (3) personal opinion about the program, and (4) some personal insight about the outcomes of the program. The instrument has been developed and validated independently. The questionnaire consists of 55-items in total. Meanwhile, for interviews a list of questions was identified with some improvisations had been done during the process.

Data was collected from April to August 2022 in Bandung, Indonesia. Qualitative data analysis consists of data condensation, data display, and conclusion or verification. (Miles et al., 2014) Meanwhile, quantitative data analysis used statistical descriptive calculated through IBM SPSS Statistics v.26 programs, namely the Pearson-Product Moment correlation for the normally distributed data. Data was collected through interviews, questionnaires, and documentation. The questionnaire was distributed online using Google form while, interviews were conducted in person.

## RESULT AND DISCUSSION

### 1. Context Evaluation

Generally, there is a strong relevance to internalise historical empathy in learning at UPI Laboratory High School. First, in terms of institutional values, the mission of the school clearly targets students and their staff to care about the environment, natural and social (Labschool UPI, 2017). Second, from a professional point of view, all history teachers revealed that the Covid-19 pandemic situation has indeed encouraged adjustment and reorientation towards "social sensitivity" or affective aspect of learning rather than conventional learning which is more inclined to cognitive. Third, from user need, the students implicitly or explicitly stated the importance of empathy, especially in studying the past, both in terms of their personal and professional development. The following is a summary of the interviews with the teachers.

**Table 1: Context of the Program per Interviews Summary**

Questions	1 <sup>st</sup> interviewee	2 <sup>nd</sup> interviewee	3 <sup>th</sup> interviewee*
1. Student character development strategy	There is a mapping of students and efforts to build character (religious nationalists)	There is a psychological test to determine students' initial abilities	There is no mapping of students and there is no integrated character building
2. School's support for history learning during the pandemic	The division of lesson hours refers to the curriculum (there are curricula)	The facilities are not adequate, (history laboratories, media sources, etc.)	The division of lesson hours refers to the applicable curriculum
3. Policy on Natural Sciences vs. Social Humanities subjects	Similar tendency between science and social studies classes	Relatively because according to public interest, the number of social studies classes decreased from 4 classes to 2 classes.	Similar tendency between science and social studies classes
4. School's corporate culture	Diversity values/ kebhinekaan (emphasizing inclusiveness)	Historical values are internalized through certain events or commemorations	Innovative and collaborative (openness and full support from the leadership)
5. School's Unique identity	To be a place for testing UPI learning methods and techniques, sustainability	Inclusiveness (a place for learning, an educational laboratory, open to all)	Freedom in the implementation of learning for teachers and students

\*Cibiru Campus' teacher

The teachers who were interviewed came from one school management of the UPI Laboratory. In terms of context related to the purpose of the cause of the need for a program, all resource persons cited the national education goals based on the 2003 National Education System Law, namely developing "the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable,

creative, be independent, and become a democratic and responsible citizen.” For secondary education (SMA) the historical study material is in accordance with the mandate of the law and curriculum (Curriculum 2013), namely developing students' knowledge, understanding, and analytical skills on the social conditions of society. To understand in depth, the social conditions of society in history lessons, it begins with knowing the background of historical events, the impact of historical events and ends by connecting historical events in the past with the present (Curriculum 2013).

In the early stages, the UPI Bumi Siliwangi Pilot Laboratory SMA has carried out a mapping of the student's condition through psychological tests and personality interviews since the admission selection. Meanwhile, as a newly established school, the Cibiru Campus did not do any mapping in the student admission selection stage. This affects the way schools and teachers conduct coaching or assess the quality of students' character, especially in learning history. In schools with a limited number of students, various cognitive levels of students are combined into one class. So, there is no special training. While at the Bumi Siliwangi Campus, which has more students, a coaching plan is needed and implemented.

Another aspect of context show that teacher feels that the school provides acceptable support for history learning, except in the aspect of supporting facilities. Although there is a tendency in Indonesian society to view the natural sciences as superior to the social humanities, schools open the same number of classes. However, with the Covid-19 pandemic, the number of students decreased. In general, teachers feel that the school's corporate culture is open and inclusive, with the values of innovation and creativity given the opportunity to develop both teachers, students, and staff. In terms of school identity, including what the school wants to emphasize on itself to be known to the public, teachers assess the desire to be leading and outstanding in educational disciplines and educational disciplines. As a body belonging to a teacher's academy, the Laboratory School wants its students to care about the environment, respect freedom, responsibility, and sustainability.

The result of questionnaire for student reveals some interesting facts. As many as 70% of students think that history subjects are important for themselves, but as many as 68% view that history lessons are less important for nation building compared to technology and science. This can be interpreted that history lessons are important to pass while still in high school, but if it is to be studied long term it is considered to be no longer important.

There are 78% of students feel that it is necessary to understand the reasons other people have done something in the past rather than judging them. This shows that students have historical empathy because they have a view that is felt necessary to understand the actions taken by historical actors in making decisions at that time, without using current glasses. Plus 72% of students believe that historical situations can repeat themselves so we need to explore the meaning behind everything that has happened.

There are 71% of students who have a disapproving view of excessive historical subjectivity, such as people who consider their own version of history as the only truth, while others' versions are wrong. In studying historical events, it is felt that there is a need for a source of comparison as indication for critical thinking. In history learning, the comparative mindset supported by various valid information source could avoid the spread of fake news or hoaxes that could trigger hate space (Labibatussolihah, 2019). The attitude of the students is the capital to develop historical empathy. They can objectively assess the actions taken by historical actors wisely without judging them.

## 2. Input Evaluation

In this aspect, there are three domain of evaluation which is teacher's quality, student's self-report on their quality, and perception of responsibility of student as user. Here is the result of interview with teacher regarding their quality as a history teacher that facilitate the internationalisation of historical empathy.

**Table 2: Input of the Program per Interviews Summary**

Questions	1 <sup>st</sup> interviewee	2 <sup>nd</sup> interviewee	3 <sup>th</sup> interviewee
1. Working experience	Joining in 2014 as a temporary teacher and then lifted to permanent status	Already entering the 14th year of teaching history at Labschool (2008)	In 2020 teaching at the high school level (previously teaching in junior high school)
2. Literature for history learning	Scientific journals, Indonesia in Historical Streams and Historical Atlases.	Rarely used scientific journals, history textbooks and history books.	Indonesia in Historical Streams, Indonesian National History, Modern Indonesian History, and lecture notes.
3. Lesson planning process	RPP is designed at the beginning of the semester, but over time there are adjustments to the character of students.	RPP is modified periodically and adjusts to class situations so that learning is sometimes not in accordance with RPP.	RPP is arranged according to the wishes of the teacher which then adjusts to student needs.
4. Syllabus template	There are RPP templates	Available RPP templates	No RPP templates
5. General perception on historical empathy	Historical empathy is important and relevant in learning during the pandemic	Integrated in everyday life with students to instill historical empathy	Historical empathy is important for students' moral habit or values
6. The urgency of historical empathy	Building students' awareness of history, today, and the future (ideal)	Depending on the historical material presented (pragmatic)	Making history more interesting and increasing students' curiosity (practical)
7. Learning Media prepared	Contextual and up to date media such as PPT, TTS, Youtube	Infographics, videos from youtube, photos and PPT.	Contextual and up to date media such as PPT, modules and maps



8. Most effective way to cultivate historical empathy	Empathy is built through photos and videos.	Historical empathy is delivered incidentally because there is no special media.	Empathy is built through photos and lecture methods from teachers
9. Integrating historical empathy in learning	Historical empathy is built implicitly or explicitly with historical narratives such as in colonial material.	Implicitly associated with historical events around Bandung.	Telling students about the colonial era which is associated with historical empathy.
10. Teacher's type personalization	Prefers a loving and sympathetic teacher, but sometimes becomes a disciplined and firm teacher.	Pragmatically sometimes a loving and sympathetic teacher, but also a disciplined and firm teacher.	Be a loving and sympathetic teacher.

The teachers who teach at the UPI Pilot Laboratory Senior High School both come from an undergraduate background in History Education so that in reading reading sources they can sort out correctly, such as books on the Indonesian National History, Historical Atlas, Indonesia in the Flow of History, Modern Indonesian History, journals science, and lecture notes. In addition, the learning media used are various such as PPT, TTS, Youtube, Modules, Maps and others. The development of the Learning Implementation Plan (RPP) has been designed from the start, although over time changes have been made according to need. The unique thing is found in the use of RPP templates. The Pilot Laboratory High School has a RPP template, while in Cibiru teachers are given the freedom to develop RPP. However, from all interviewees and examination of the RPP documents, it was shown that it was not written in the RPP, but was done incidentally. The efforts made by the teacher through the lecture method, interviewee 3 illustrates the lecture activities carried out as follows:

“Ayeuna (sekarang) kalian ngebangun rumah oleh ibu kalian dikasih makan, bayangkan zaman dahulu itu makan seadanya gatau dikasih atau enggak. Mereka harus ngejar target dan banyak menelan korban jiwa. Atau kalian siapa yang suka keluar kota, siapa yang pernah lewat ke Jalan Cadas Pangeran. Nah itu kita bisa bayangkan bagaimana ngebuat Jalan Cadas Pangeran dengan peralatan seadanya, gaada peralatan alat berat untuk ngangkut pasir dll. Berapa banyak korban jiwa yang berjatuhan. Oleh sebab itu Bupati Sumedang, ada monumennya sedang memegang senjata.”

When doing the *ceramah* method, the teacher usually displays pictures to help students visualize historical events. The narration delivered by the teacher uses "if history" or supposition techniques (Barton & Levistik in (Supriatna, 2021). The teacher's knowledge of historical events in the past is important, understanding the way of thinking and taking actions of characters in that era and linking events The contextualization in historical

material is a challenge, because according to interviewees 2 and 3, not all historical materials can relate to historical empathy. Interviewee 2 further explained that the main way that teachers need to instill historical empathy is to be close to students. In this case the teacher enters the world of students by establishing communication without boundaries between teachers and students. There is an example case presented by interviewee 2 that at first students showed empathy when they saw photos of the Indonesian people when they were colonized, but along with the addition of photos or a movie where the situation is more sadistic than a) the atmosphere of the Indonesian nation is being colonized so that students now feel normal or apathetic.

In the learning conducted by interviewee 1, it begins by providing motivation to attract students' interest through stories of national heroes that are rarely disclosed, including Raden Saleh and Haji Agus Salim as follows:

“Raden Saleh itu pernah direndahkanlah karena dianggap lukisannya biasa-biasa saja, tapi ternyata dia bisa, cerita lengkapnya gini, jadi Raden Saleh tuh diundang oleh Pemerintah Belanda untuk menghadiri sebuah pameran, pameran lukisan nah di situ kan lukisan hasil maestro orang Belanda gitu ya, nah ada lukisan yang sangat bagus, sehingga ketika dia lukisannya lukisan bunga, saking bagusnya itu sampai-sampai ada kumbang yang handak hinggap gitu di situ. Itu orang-orang Eropa itu ngomong “ini lukisan sangat bagus sekali, orang Timur itu tidak mungkin bisa membuat lukisan seperti ini” mendengar itu Raden Saleh wah merasa tersinggung juga, kemudian dia diam-diam pulang ke tempatnya menginap. Nah orang-orang itu juga merasa tidak enak “wah jangan-jangan Raden Saleh itu tersinggung” kemudian disusullah ke tempat tinggalnya (hotel) menginap di penginapan. Pas diketuk-ketuk tidak dibuka, pas dibuka pintunya mereka kaget karena di situ melihat Raden Saleh itu sudah berlumuran darah. Pokoknya meninggal dan ada pisau di ... wah katanya, jadi saling menyalahkan “kamu sih kalau ngomong tidak dijaga” kalau bahasa kita ya, itu jadi beliau merasa tersinggung lalu bunuh diri gitu, wah saling menyalahkan, di saat saling bertengkar itu tiba-tiba Raden Saleh muncul dibalik lukisan itu dan dia bilang “tuan-tuan dapat menipu seekor kumbang, saya dapat menipu tuan-tuan sendiri” gitu. Wah sampai tepuk tangan gitu.”

The illustration that interviewee 1 has broad insight because it can tell stories that are rarely disclosed so that it attracts students' interest in learning, which is also inserted with value. The story of Haji Agus Salim also implies historical empathy because it invites students to assess Haji Agus Salim's mastery of foreign languages in the 19-20 centuries in limited situations. The presence of students as a subject or user commitment in the learning process indirectly affects the quality of learning and this becomes part of the input to the educational program. From the questionnaires distributed, 80% of respondents stated that they were always present on time in history lessons and 78% of them thought that they had never skipped history lessons for no apparent reason. In addition, 77% of students feel that they always do the assignments given by the teacher properly and responsibly. These three

aspects indicate that more than three quarters of students are committed to engaging in the online history learning process.

The quality of input can also be seen from the intellectual and cognitive capacities of students in general. As many as 68% of students feel they have the ability to reason historically when capturing historical information. However, only 33% of students felt gifted or capable of studying history while the rest had doubts about their own abilities. As many as 47% feel they have low social capacity, in line with 39% who feel more proficient in the natural sciences where more than half of respondents feel doubtful/neutral. As a result, only 48% of students have a good perception of the usefulness of history as a science.

From a teacher's perspective, the qualifications of a history teacher at SMA Laboratorium UPI are relevant to the subjects being taught. This seems to be in line with the perception of students as 78% think that history teachers who teach in their class are academically competent teachers and 87% say that history teachers can answer questions from students. Meanwhile, 80% of students do not have personal problems with the teacher, so that in conducting this survey it is believed that it will be more objective. Personally, the student's assessment of the teacher, of which 92% view the history teacher as a polite and courteous person. In addition, 87% of students feel that the history teacher is a disciplined person, but 84% of those who disagree with the history teacher are said to be fierce. In general, students have a positive view of their teachers both personally (80%) and professionally (65%).

### **3. Process Evaluation**

The learning process needs to be carried out in a structured and sequential manner in order to make it easier for students to achieve the goals set. About 80% of students feel that the teacher has provided an explanation of the material to be studied, learning objectives, and introductory aspects of the subject since the beginning of the semester. In the learning process 84% of students think that the teacher always provides discussion/question opportunities in every class session. More than three quarters or 76% of students feel they can understand the history lesson delivered by the teacher. The management of learning hours has been carried out well by teachers, 62% admit that teachers are able to manage learning time and 76% feel that lesson time is not wasted.

Media learning is not less important than the content itself. In addition to the lecture method, the teacher creatively combines the use of learning media such as PPT, videos, books, and games. Therefore, 82% of students think that the learning media used by teachers have varied. But 62% of students feel that history teachers do not involve students in learning activities. The main cause of the learning process is still teacher centered learning is when online learning there are 67% experiencing signal interference. Although 74% of students have gadgets to participate in learning activities, internet signal is the main cause.

However, if it is related to current conditions, there are 57% of students who feel that history lessons at school are irrelevant. This is due to the lack of contextual historical material. Whereas students' critical attitude in understanding various points of view of historical actors is the basic capital in historical empathy. Apart from the questionnaire result above, below is the summary of teacher's responses towards the process of online history learning in general.

**Table 3: Process of the Program per Interviews Summary**

Questions	1 <sup>st</sup> interviewee	2 <sup>nd</sup> interviewee	3 <sup>th</sup> interviewee*
1. General view on the learning process	Teachers optimize the use of the Google Classroom/ Meet application in online learning and several free platforms for media creation	Teachers and students alike are comfortable with online learning. Students' cognitive aspects are easier to observe and measure than effective aspects.	Online learning activities have been going quite well and maximally, because the various facilities provided by the school really support the learning process such as a fast internet connection.
2. Historical empathy in the lesson plan	Empathy history is not included in the lesson plan but is carried out incidentally.	RPP does not contain historical empathy and not all historical materials contain historical empathy.	RPP does not clearly contain historical empathy as a formal part of the learning plan.
3. The main obstacle in teaching historical empathy	The lack of information related to historical events with complete sources.	The limited time makes the teacher spontaneously convey historical empathy.	The duration of online learning is limited so that it focuses on essential material only.
4. How to evaluate student's empathy in history	Seeing from the expression.	Provide feedback orally.	Through question and answer in class.
5. Perception on student's ability	Students have had it as evidenced by their class performance.	Empathy already exists, but needs to be nurtured continuously.	It already exists, for example when students do outing class activities.
6. Assessment on general student antusias	Student active response in the session. Especially in Q and A or discussion	Judging from the question-and-answer session during the learning process and when giving assignments to students.	Based on the question-and-answer process carried out during the learning process.
7. Conducting objective evaluation	I have done already because I provide an assessment rubric.	I think so. No student complaining at least.	Already by looking at the activeness of students in opinion and collecting assignments.
8. Give student fair feedback	They got it. So far no one has ever complained. I detailed the score or their performance.	Yes, they know how to see the transparency of the written assessment of tests, activities and assignments.	Yes, because from the beginning there was an agreement with the students regarding the assessment provisions.

\*Cibiru Campus' teacher

#### 4. Product Evaluation

Because there is no matrix or numerical scale of measurement to determine the success or failure in terms of student achievement, this part will assess the outcomes or product of the learning process based on student and teacher' self-report. Hence, this is about the perception of learning outcomes that cross-checked by two sides of educational actor in online history learning. Based on the results of the survey conducted, 67% of students think that history lessons help students understand better about their life or present time. As many as 66% of students feel that by studying history they can better prepare for the future, at least for their own life. About a half stated that the learning helps them to be a wiser person such as not judging or profiling other quickly. From the overall perception on the learning, students believe that teacher performance and media learning could be better even though more than half give positive responses. Lastly, they mostly agree (58%) that their online history class made them more curious to study the past.

From the tutors' perspective, below is the summary of teacher's responses towards the process of online history learning in general:

**Table 4: Product / Outcomes of the Program per Interviews Summary**

Questions	1 <sup>st</sup> interviewee	2 <sup>nd</sup> interviewee	3 <sup>th</sup> interviewee*
1. Perception of learning impacts on student behaviour/ attitude	There is a change in students' understanding in the aspect of attitude, it is proven that students who were originally not serious in studying history, have now become serious. In addition, there is a change in mindset.	There are but not comprehensive, changes can be seen from students who dare to ask questions, are active in class, and bond more harmoniously outside class hours.	Students become active in asking questions and feeling sorry for certain historical materials.
2. Perception of learning cognitive impact	There is a visible gradual change in the increase of the summative test score.	Improvement can be seen in the student capability to analyse and understand historical material.	Student increasing their awareness especially in the topic of social struggle i.e., colonialism
3. Factors of success in absorbing historical values (towards empathy)	The enthusiasm and curiosity of students are the most supporting factors.	Supporting factors are teachers, students, class conditions and the position of class hours.	The internal motivation of students becomes the most influencing factor for the success of student achievement.

\*Cibiru Campus' teacher

From the teacher's point of view, the external aspect shows that in general they judge that students get an increase in cognitive aspects such as knowledge and critical/analytical power. Meanwhile, from the personality or affective aspect, the teacher feels that students are becoming more open-minded and willing to be more sensitive to the environment by

asking questions and being interested further in history lessons. According to them, the determinants of success in absorbing historical values towards empathy are internal motivation such as curiosity, enthusiasm, and personal targets.

The impact of emphasizing historical empathy in learning is that students' curiosity to study the subject further is high enough as stated by (Bartelds et al., 2020; De Leur et al., 2017; Lydon, 2019; Savenije & de Bruijn, 2017; Wilschut & Schiphorst, 2019). With almost 58% of positive responses, this study confirms the theory. Students' motivation to learn might be higher if the teacher consciously includes the concept of historical empathy in lesson planning. In fact, as students respond, their level of environmental awareness and social orientation increases by not only learning on facts and data but a practical ability in the form of social capacity as stated by (Melloni et al., 2014; Ze et al., 2014). It is necessary to study further what kind of empathy that is actually produced in learning conditions like this to understand which direction development is needed in the educational process so that students really get optimum results from historical empathy-based learning to solve problems around them (Labibatussolihah et al., 2020; Melloni et al., 2014).

## CONCLUSION

Basically history learning oriented to historical empathy has conformity or contextuality to the needs of institutions, subjects, teachers, students, and existing conditions. Both teachers and students feel that the learning framework is important and relevant to their assignments and needs, but interprets it differently. However, in the aspect of realization, there are several notes that require handling so that historical empathy can truly reach its optimal potential in online history learning.

In terms of context, although most students feel historical empathy is necessary and important, there is still a large group that feels it is not very relevant to them. Teachers need to understand beforehand what historical empathy is and how they will plan learning oriented to it. In the Input aspect, planning needs to be more conscious and explicit in promoting historical empathy as a learning orientation. Teachers should have regular coordination at least at the beginning and end of the semester to equalize their perceptions and discuss the obstacles or challenges they face in class. Another point shows that digital sources and media are important, but optimization aspects such as power point features need to be improved. Schools may be able to provide support such as in-house training for teachers in order to improve their digital literacy which will certainly be beneficial even if learning returns to the physical classroom.

In the process aspect, the obstacle faced is that the teacher tends to be busy with his own material and does not involve students. Teachers need to be more interactive during learning so that students feel they are part of the learning process. Students also feel that contextualization of past events is sometimes neglected and learning focuses on cognitive aspects only. Disclosure of the value side of historical events according to students is far

from empathy. This is also actually acknowledged by one of the teachers and therefore there needs to be more interaction in the form of games, "if history", or more constructive role playing. As the product section, the level of perception of learning outcomes among students shows a fairly high number which indicates the effectiveness of learning exceeds 60% so that it needs to be maintained and improved.

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