



The Living History Approach to Improve the Empathy in Historical Learning

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Abstract

Substitution of education curriculum in Indonesia requires teachers to continue to innovate in order to explore the abilities and skills of learners. History as a subject based on value education is expected to then have a dominant role to help character of learners, one of which is having empathy that cause love to his country. In order to cultivate the empathy of learners is needed an approach in learning that is able to accommodate the creativity as well as the liveliness of the participants in accordance with the applicable curriculum guide. Living History is a concept of learning that can present a life there in a class by ignoring the reactor masalah. A living history approach that can be used to analyze the historical events that occurred around the neighborhood learners and subsequently also used in an attempt to do decon s truksi growing local value in the Community. So, through the use of living history students can be guided to build the mind constructs and perceptions of past figures in historical events. This study used a qualitative approach with data collection method using literature study to collect relevant sources such as books and research journals, and then to see the problems and needs of the students will be done by observation and interviews to several schools in Tabalong. The approach of living history to strengthen historical empathy is an innovation in historical learning based on needs analysis and problems that occurred in Tabalong, South Kalimantan.

Keywords: Historical Empathy; Living History; Historical Learning

Introduction

Changes in the education curriculum imposed in Indonesia require teachers to continue to innovate in the learning process. The change of educational paradigm from behavioristic to constructivism has a big influence in the process of knowledge transfer in learning is no exception to the subjects of history. The attention given to the subject of history since the curriculum change from KTSP to the 2013 curriculum becomes quite significant. Based on the grand design of educational history the 2013 curriculum alone provides enough space on educators to explore the abilities, understanding, and creativity of learners. The 2013 curriculum shifts the paradigm of learning that focuses only on memorizing facts and story comprehension and is then developed into historical knowledge and thinking, historical skills, value exploration in historical events, changes in the learning process through scientific approaches, and authentic judgments used in the evaluation process history learning (Aman., 2015).

Historical education as a value education has an important role in shaping the character of learners according to the 18-character values developed in the 2013 curriculum. In order to realize it, the creativity and ability of teachers pedagogic challenged in order to provide maximum learning outcomes for learners of the three domains at cognitive, affective, and psychomotor. Historical course that has been said to be a boring learning because it only focuses on memorizing historical facts is the effect of the learning process that tends to be monotonous and conventional. In the implementation of the 2013 curriculum which began in 2014 and can be implemented thoroughly in mid-2017 throughout Indonesia has a very large influence especially in the paradigm of learning that is used, with the development of attitudes become an important focus as a result of learning as well as cognitive and psychomotor namely skills of learners.

The introduction of the 2013 curriculum in response to the phenomenon that has occurred so far in the younger generation in Indonesia. Education which in fundamental has a duty to prepare the young generation to be a good and productive citizen is also expected to contribute to the progress in Indonesia. The emphasis on character formation of learners becomes its main characteristic. Reflecting on the many cases that indicate the moral decline of the younger generation both in the real world and in the virtual world becomes an urgency that must be faced by the government and educators in accordance with the purpose of education itself. Quoting Anis Baswedan's opinion as Minister of Education in 2014 it is known that Indonesia is at a critical point (Baswedan., 2014). As for some problems faced by the nation today that the symptoms of mushrooming intolerance can easily be encountered in both the real world and the virtual world. This can be directly seen from the various cases occurring in Indonesia where inter-group disputes ended in clashes, the emergence of provocation accounts, disparaging views of an ethnic and class, and the shaking of the state's motto due to an issue. Another very alarming case next is a tribute the nation's youth are sorely lacking against the heroes who have fought in defense of the country. Some cases had a viral burst is an insult to Pancasila as a symbol of the Indonesian state, an insult by occupying the statue of the Head of Hero by the student, making fun of the hero's face, and marking some heroes with a word full of *sara*'.

Based on the translation of the problem then the subjects of history have an important role in shaping the character of learners. Providing active and meaningful learning becomes a must as the responsibility of the educator in order to foster empathy to shape the character of the learner. Therefore, it is necessary to study the concept of history that is able to summarize the three domains of learning outcomes at once. Living History is a learning model based on constructivist paradigm in accordance with the guidelines in the 2013 curriculum. The use of living history based on the concept can be used as a strengthening of the history of learners (nadilla., 2017), this is in accordance with previous research conducted by Sarah Brooks (2008) that historical empathy can be strengthened through the experience of learners actively in the teaching of history by observing the direct source of history. The same thing is explained by Endacott and Sturtz (2011) which states that the historical empathy of data is constructed through analyzing the relationship between past events and current events, so that based on this, bringing history directly to students is an effective way to reinforce the historical empathy.

Methodology

The research method used in this paper is descriptive qualitative by using the method of observation, interview, and literature study in the form of research journals, books, and scientific articles related to learning history, living history concept, and historical empathy. The observations were conducted in at least 2 secondary schools in Tabalong district of South Kalimantan to see the process and problems in the history learning that took place in the school. Further interviews conducted to strengthen the results of data obtained from the observation process conducted, while the resource persons involved as many as 5 people educators history and 10 students learners taken in accordance with the needs of

research (purposive sampling). Last it has been studied by collecting source documents- s umber of relevant related discussions raised in the form of books, scientific research journals, and articles on teaching history, character, empathy history, as well as the concept of living history in the teaching of history.

Discussion

A. Historical Learning as Character Formation

Learning history is very important to be taught in the realm of education schooling as a preparation of learners to engage in the life of society wider without losing their own identity, it is because theoretically the teaching of history contains the noble values required in the association community, nation and the diversity very close to Indonesia's multicultural conditions. Therefore, it should be learning history can achieve all its goals, so that learners can learn and take advantage of learning.

Historical learning (Aman., 2011) has a fundamental task to raise awareness of empathy and tolerance among learners accompanied by mental and social abilities to develop creative, innovative, and participative imaginations and attitudes. So, Aman further mentions at least four learning functions of history are: (1) to arouse interest in the history of his homeland. (2) to gain inspiration from its history, both stories of heroism, both events that are a national tragedy. (3) to provide a rational, critical, and empirical thinking pattern, (4) to develop an attitude of respect for human values.

Historical learning has a very real role in which it is based on two important things in the pillar of education that plays a role as learning includes all the process from planning to evaluation, in the context of cognitive development, and the second element of moral education that includes the moral life of the nation, good citizenship, democratic, and responsible attitude as a form of historical awareness of the nation's future. Moral education in the study of history itself cannot be separated from the values of humanism that really paid attention to norms (Gottschalk., 1973). Through learning history learners are expected to have a strong personality that matches the identity of the nation and its local identity.

Citing opinions from Traveyan (1957) then where history occupies a very significant position in the moral development of learners where with history we can know, interpret, and then learn the struggle of the past so that history can be analogous to an educator, because it can educate the human soul through the results which he achieved. Learning from history is not much different from learning from experience. Through history we are trained to be wise, to think multidimensional, and to build a caring and respecting attitude. So from this, it is not wrong if the learning of history is enough considered as the vanguard of moral formation and character of the nation, in addition to civic and IPS education if in the context of Indonesia. Heri Susanto (2014) suggested that the lessons of history not only as the transfer of ideas but also as a maturing process learner to understand identity, identity and personality of the nation through the planting of value and understanding of historical events.

Based on the explanation above it can be concluded that the teaching of history is a medium that not only shaped the nation's intelligence but also responsible for forming the nation's moral values and how to understand, interpret, and the practice of its value in the context of life in the community. Even history learning can also be interpreted as an inspirational learning because from learning history we can take many mandates that can be used for the present and future lives.

B. Empathy in Historical Learning

The German philosopher at the end of the 19th century used the word *Empfindung* which is then used as the basis of the word of empathy as we use it today. Robert Fischer as one of the philosophers using the word *Empfindung* to discuss aesthetics is a feeling of pleasure experienced when viewing the work of art in 1846 which then the word is represented as a self-projection and feeling into a painting and even the beauty of nature. (Howe., 2015). In the Greek language of empathy comes from the word *empathia* which means entering the feelings of others or *sharing* the feelings of one's desires or sadness. Reza Wattimena (2013) even explained that Indonesians have their own definition of empathy: "compassion" so that through "compassion" one can understand what others feel and then respond to it. Taufik (2015) more specifically explains later in his book *Social Psychology* that empathy is an activity to understand what the individual is thinking and feeling about the condition being experienced by others, without the person losing self-control. If we delve deeper into the concept of empathy it will refer to the emotional content of an experience that can provide tremendous energy. Empathy itself is an encouragement more than based on rational thought which urges the immediate behavior formed to recognize the feelings of others physically, here empathy is physical. Based on these descriptions, empathy can be the result of thoughts and feelings consisting of affective responses, and cognitive responses, feeling what others feel and understanding why others feel it.

Empathy History is a process that involves affective and cognitive components using the life experiences of historical figures as an Asian contextual media and understanding the meaning of historical events. For the time being, much of the literature on historical empathy is primarily focused on ensuring the role of historical empathy in achieving curricular goals relating to teaching materials and historical skills. Empathic history then emphasizes on the formation of values and meanings constructed through the cognitive reconstruction of students derived from the process of understanding and analysis of historical events so that by making the history of empathy as a goal in the learning of history will have an explicit impact on the real condition of students in the attitude of the community. Moreover, according to expert historical empathy can be used to hone the potential of learners to promote the ideas of the complex, moral judgment, appreciation dispositional complexity situation faced by people in the past. So in short, the history of empathy can also be used as a bridge to build social empathy students in the community.

One way to improve the history of empathy in the context of education and learning in schools is the formation of learners' experiences actively involved in historical learning (Brooks., 2008), whereas Sarah in his research brings learners to the experience of direct observation of historical sources later explored simply by considering the value and meaning contained in historical events. This is in line with the statement put forward by Jill Jensen (2011) which states that the history of empathy itself can be built through a visualization of historical events that can also be assisted by documentary video playback or historical documents related to events discussed in historical learning.

Empathy own history including in the category of *perspective taking* which is an important skill for students to learn. Citing the opinion of Pieter Seixas (1996) that historical empathy implies an understanding that "the past history Students need to have empathy to understand the complexities of how historians explain past events. Like the empathic history, which Fish defines by Downey (Jensen., 2011) is an ability to recognize how the past is different from now, to distinguish between perspectives of the past, to explain the author's point of view, and to maintain. Simply, historical empathy can be interpreted as an attitude based on the construct of our minds of past events, by looking at the present situation, and wisely relating it to the past. Historical empathy, therefore, has three important constituents of identification that are influenced by the understanding of historical events, the imagination to connect past events and draw meaning to contemporary events.

Based on the exposure, building historical empathy is very important which is useful for preparing students to be good citizens because historical empathy has an important point that includes the absorption of values and application of attitudes as a real impact of the realization of the goal of history learning in the form of historical empathy. One example is the history of empathy teaching students to be able to appreciate the various perceptions in which the difference in perception is part of an interaction. Some experts later found historical empathy is basically the level of understanding of history that is not easy to achieve, but to grow it can be done by providing cognitive stimulation and affective application. Adjustments that can be done by teachers to realize the empathy of student history that is by applying the strategy of learning history that precisely include source, model, and method of learning history. Historical empathy alone becomes an important goal to be achieved as a result of historical learning. In order to realize this requires a good cooperation of teachers and learners, where to achieve an empathy of history requires proper mastery and instructional by the teacher so that the goals can be achieved by the students (Yilmaz & Koca., 2012).

C. Living History in Constructivist Classroom to Enhance Historical Empathy's Student

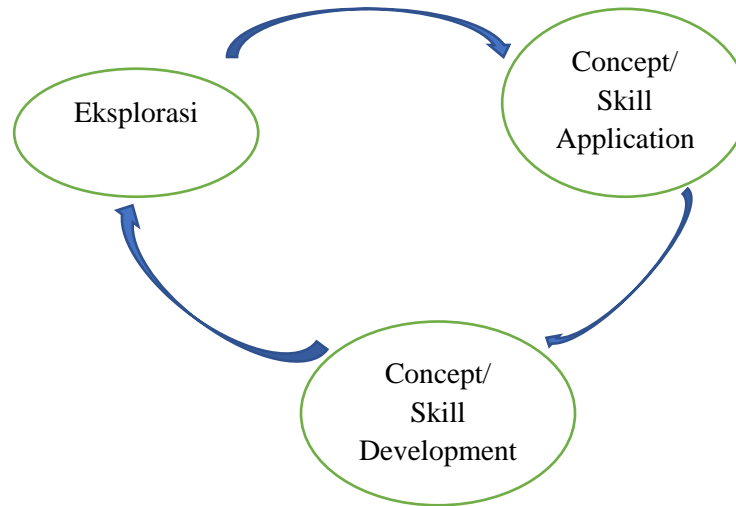
Constructivism is the view first introduced by Giambattista Vico in 1710 (Susanto., 2015). The constructivist himself according to Karli (2003) is one of the views of the learning process which states that in the learning process begins with the existence of cognitive conflict that can only be solved through self-knowledge and at the end of the learning process the knowledge will be built by the experience of interaction with the environment. Briefly Tunce and Bahtiyar (2015) mention that the constructivist approach as a whole is a process that focuses on the learners while the teacher only served as a mentor only.

Active learning becomes the main characteristic of the constructivist class. Citing the opinion Mutiyani (2015) regarding the important point to remember in the paradigm constructivist education is that learning happens in the classroom constructivist not limited understanding of knowledge alone but also teach how to discover knowledge that provides a connection to the development of abilities that included also in the realm of psychomotor. Similarly, Enkici and Oter in (Tuncel & Bahtiyar., 2015) describe more specifically the role of teachers and learners in constructivist learning that emphasizes how learners can be placed as centers in learning with teachers as facilitators, mentors, and leaders the process of transferring knowledge to form active learning.

The characteristics of constructivist learning are: 1) Knowledge built on the experience of pre-existing knowledge; 2) Learning which is the personal interpretation of the world; 3) learning is an active process whereby meaning is developed based on experience; 4) knowledge that grows due to the negotiation of meaning from some information obtained; 5) learning with realistic settlements, where appraisers are integrated with tasks and open are activities that remain (Adisusilo., 2015).

In the discussion of constructivist classroom teaching history can be interpreted later as a class that puts the learner as the motor of learning activities, by finding his own knowledge through the study of learning resources that have been implemented before. Furthermore, the initial knowledge as a result of the study of learners can build a perspective pattern or meaning of the events that have been reviewed, and the latter learners can interpret the relationship between an event with other events in the past and reflect on the life of the present. Through this pattern learners can only be done through constructivist approach in learning.

This pattern of thought should be in accordance with the opinion of George Maxim (2010) which explains how constructivist thinking is able to form students' knowledge and skills in this context especially in exploring the values and skills learned in historical events.



In accordance with purposes of the teaching of history as well as the paradigm advocated in curriculum in Indonesia, the living history approach is suitable to say as one piece of the puzzle that completes a void in the learning process of history. Living history as a concept can be said as a movement, interpretation techniques, philosophy, even educational tools (Theodore R. Hazen., 2015). Further living history can be said as a method of time travel that contains the effort to stimulate the past life. Especially in the realm of learning history of living history then has a more specific coverage that is an approach that can be used educators to guide learners in conducting historical research events contained in the environment where learners live. so that the living history itself is closely related to the study of local history which can then be used as media to provide a more vivid illustration of the description of national historical events that are strung from the collection of local history.

The approach of living history can be said to be something new in its application especially in Indonesia, so that the syntax of living history adopt the steps of historical research, based on it, there are at least three main steps which become the characteristics of living history application in heuristic, critic, and historiography where this step closely matches the pace of historical research (Nadilla., 2017). Characteristics of a living history approach that is able to bring learners on the past time travel is very useful in building the imagination and perspective of historical agents in historical events that became the focus of discussion of historical empathy.

Understanding that is formed from the living history process is expected to touch specifically on the understanding of historical events and the withdrawal of the meaning of historical events as a medium of contextualization closely related to historical empathy in the opinion expressed by Barton and Levstik in (Brooks., 2011) that historical empathy includes three important points of value absorption, attitude application, and development perspective that can teach students to appreciate different perceptions as part of social interaction. Empathy can be said to be partially a history of thinking skills are built tough enough but based on research conducted by Brooks (2011), the history of empathy can be built through the stimulation of cognitive and affective applications through the use of learning resources history. So based on the application of living history model by showing and involving students directly can be a choice of educators to achieve curricular goals of historical empathy as a result of learning history.

Discuss the problem of history learning that happened so far in Tabalong Regency that got from the process of observation, interview, and document study can be seen that the implementation of new

curriculum 2013 implemented thoroughly in 2017 in Tabalong Regency raises several problems related to historical learning process that has been held. So, the problem of liveliness and learning innovation that has not been visible in the learning process of history at high school in Tabalong regency can be answered by forming a constructivist class through living history approach which is strengthened with direct research program of learners about the history that happened around his residence. Through this activity the history of empathy as a primary goal in the learning of history can be formed. Surely this is in line with the historical learning objectives described in the grand design curriculum 2013 not only the cognitive learners, through direct experience felt by learners can also form affective and historical skills as a complete package of historical learning results.

Conclusion

Historical empathy is the result of historical learning that can be formed through the process of cognitive stimuli through the understanding of historical events and affective applications through the reconstruction of the perceptions of the perpetrators of history, through both of them historical empathy has three important points as its formers of values, attitudes, and understanding of history. To achieve the empathy of the student's history requires a proper learning model not only to stimulate the students through conventional teaching and learning activities but also to develop students' historical thinking skills by involving the attitude and movement aspects so that the living history model can be used as the educator's choice in improving students' history empathy. Living history as an approach that can be applied in learning history is very compatible with the concept of the 2013 curriculum that has been applied in Indonesia. Because this learning model is one of the most demanding models of active participation of students through the study of simple historical research by passing through the process of data collection, criticism, interpretation or analyzing and explanation. Through these four steps coupled with direct experience students are expected to form a perceptual and steady construct in historical understanding so that historical empathy can be achieved.

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