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Analysis of Empathy Aspect Achievement in Reflective Narrative History Learning for Achieving 21st Century Competencies

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ABSTRACT

Empathy is vital for overcoming global challenges, such as humanitarian emergencies, political conflicts, violence, and other behavioral issues. Behaviors that reflect a lack of empathy include bullying, corruption, intolerance, radicalism, and violence—actions rooted in failing to consider others' perspectives. Between 2011 and 2019, the Indonesian Child Protection Commission (KPAI) received at least 37,381 bullying reports. Empathy indicates achievement of 21st-century competencies, namely critical reasoning, creativity, communication, and collaboration. Low empathy undermines efforts to build communication and collaboration skills. This study develops reflective narrative history learning to enhance empathy and 21st-century skills. Using the Research & Development (R&D) method and the 4-D instructional development model (Define, Design, Develop, Disseminate), 21 history teachers and 1,000 high school students in Banjarmasin City participated. Data were collected through interviews, a learning preferences questionnaire, and the Interpersonal Reactivity Index (IRI) to gauge students' empathy levels. Qualitative data were analyzed interactively, and quantitative data were analyzed with statistical tests. Results show that reflective narrative history learning effectively develops students' empathic concern.

1. Introduction

Empathy is seen as a fundamental force for addressing global challenges, from humanitarian emergencies and political conflict to the climate crisis and biodiversity loss. Currently, a lack of empathy has led to negative behaviors that harm both individuals and the nation's interests. The Indonesian Child Protection Commission (KPAI) received at least 37,381 bullying reports between 2011 and 2019. Empathy can indicate the achievement of 21st-century competencies: critical

reasoning, creativity, communication, and collaboration. Low empathy contradicts efforts to develop communication and collaboration skills.

Empathy is part of the social attitudes developed in Indonesia's secondary school curriculum. This focus comes from concerns over declining empathy in a digital, automated, and polarized world (Krzmaric, 2015). In practice, understanding people with different historical contexts, cultures, experiences, or skin colors is not easy. History education plays a crucial role here. It should help students empathize with historical figures, enabling them to better understand their experiences, decisions, and actions. These skills also prepare students to empathize with various perspectives in their own lives (Bartelds et al., 2020).

Empathy plays a vital role in communication in today's information era. Communication success often depends on empathy (Jannati & Hamandia, 2021). Research supports this idea. For example, Kusasi's study (2014) showed a connection among empathy, communication, and students' quality of life. Good empathy also tends to promote prosocial behavior (Asih & Pratiwi, 2012). Empathy in Indonesia is both a social and cultural issue. Cultural empathy means that people or groups can feel what others feel. Another person's culture shapes behavior in every interaction. Four experts presented theories about cultural empathy (Bhaskar, 2011; Pedersen et al., 2008; Ridley & Lingle, 1996; Wang et al., 2003). It is a learned ability and involves personal skills tied to certain personality traits of people from particular ethnic or racial groups (Gustini, 2017).

PISA 2018 found that 41.1% of Indonesian students had experienced bullying. As a result, Indonesia ranks fifth out of 78 countries with the most students experiencing bullying. This problem threatens efforts to achieve 21st-century competencies. To address it, people need to collaborate, communicate, and understand across cultures. These skills are easier to develop when people have empathy. Empathy fosters trust—essential for collaboration, communication, and cross-cultural understanding (Muhadi, 2019; Rahayu et al., 2022; Syahputra et al., 2020).

Empathy is a social psychological approach that can manifest as cultural empathy, empathy, or broader forms such as altruistic empathy (Pamungkas & Muslikah, 2019; Taufik, 2012). In learning, history instruction can develop 21st-century competencies through empathy. Students are encouraged to see historical events as symbolic actions by people who rely on their social and cultural context as key references (Boddice, 2020; Matt & Stearns, 2014). Taking an insider perspective, or 'history from within,' is key to empathy and builds reflective historical awareness.

Given this background, this study aims to create reflective narrative history learning to improve empathy and 21st-century skills. Improvement in empathy is shown by students' empathetic responses. The study also aims to show that 21st-century competencies are being developed.

2. Methodology

This research is Research and development (R&D). The study used a 4-D model consisting of define, design, develop, and disseminate (Thiagarajan et al., 1974). Define was conducted by analyzing the needs for developing a learning model and analyzing the empathy tendencies of high school students in Banjarmasin City. Design was conducted by designing a learning model referring to the results of the analysis of students' needs and empathy tendencies. Develop was conducted by conducting expert validation tests on the resulting draft learning model and then revisions were made according to suggestions/input from experts. Disseminate was conducted by implementing it in large classes and using it in several schools, from this stage the final product of the learning model was obtained.

The subject of this research is 21 history teachers from public high schools in Banjarmasin City and 1,000 public high school students in Banjarmasin City. Data were collected from teachers using interviews and a history learning preference questionnaire. Student data were collected using the Interpersonal Reactivity Index (IRI) instrument, adapted to historical material, to measure student empathy. Data were analyzed using descriptive analysis and by calculating the frequency of alternative answers in the questionnaire.

The initial stage of the research is planned at the define and design stage. At the define stage the target is to determine and define needs in learning. This stage consists of the results of the initial analysis (front-end analysis), the results of the learner analysis (learner analysis), the results of the task analysis (task analysis), the results of the concept analysis (concept analysis), and the results of the formulation of learning objectives (specifying instructional objectives). The define stage or preliminary study is based on a literature review. The literature review aims to obtain an overview or information map of previous and current research, which is appropriate and relevant to the research topic. Based on the results of the define stage, the design stage is carried out. At this stage, an initial draft of the learning design is designed consisting of the learning stages applied in the learning scenario as well as the expected instructional and accompanying impacts.

The next stage of the research is planned at the development and dissemination stage. At the development stage, the initial draft of the learning model is prepared. Which The results were then subjected to expert validation and limited testing. Expert validation was conducted by material experts, learning experts, teachers, and peer review. In addition to expert validation and limited testing, an instrument trial was also conducted at this stage. The test was conducted in one school and one class using an experimental pretest/posttest design. The results of expert validation and testing provided the basis for revising the draft learning design for further improvements based on feedback from expert judges, teachers, students, and instructional needs in accordance with the applicable curriculum. The revised results yielded a learning model ready for dissemination. Dissemination was conducted through implementation in large classes and use in several public high schools in Banjarmasin City. The final product at this stage was a reflective

narrative history learning design to Improve Empathy and 21st Century Skills that have been empirically tested.

3. Results and Discussion

Empathy

Empathy is the ability to feel the same emotions as others. For example, you might feel happy when you see someone else happy. Empathy is also the ability to put oneself in another person's feelings or thoughts, even without experiencing those emotions directly (Hetherington & Parke, 1986; Koestner et al., 1990). Empathy means recognizing, understanding, and appreciating others' feelings and thoughts. It is a way to "tune in" to what, how, and why someone else feels or thinks as they do. Being empathetic means being able to read others' emotions. People with empathy care about others and notice their interests and concerns. In short, empathy is the ability to see the world through someone else's perspective. It lets you attune to what another person might feel or think in a given situation. Empathy is a very useful interpersonal tool (Stein, 2002).

Empathy needs collaboration between two abilities: accepting and understanding cognitively and affectively. The cognitive component is understanding others' feelings through simple signs or complex perspective-taking. The affective side of empathy involves appropriate emotional responses. It generally requires understanding affection cues and, later, affective perspective taking (Davis et al., 2001). Empathy is based on self-awareness. The more open a person is to their own emotions, the better they can read others' feelings. The ability to empathize—knowing how others feel—helps in many life situations: sales, management, romance, parenting, compassion, and political action. Without empathy, negative outcomes are possible. This lack is seen in criminal psychopaths, rapists, and child rapists (Goleman, 2002). From the explanations above, we can conclude that empathy is the ability to feel in response to situations, contexts, and events. This comes from reflective thinking and leads to social understanding. It also brings understanding of other people's perspectives, as shown by empathetic social responses. Goleman (1999) described three characteristics of empathy as part of emotional intelligence:

- a) Listening to other people's speech well means that the individual can pay attention and be a good listener to the problems others express.
 - b) Accepting other people's points of view means individuals can view problems from others' perspectives, fostering tolerance and the ability to accept differences.
 - c) Sensitive to other people's feelings, meaning that individuals are able to read other people's feelings from verbal and non-verbal cues, such as tone of voice, facial expressions, gestures, and other body language.
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Reflective Narrative History Learning

Learning history, at least, brings together two disciplines in its development: education and history. To study and develop historical learning academically, a philosophical foundation is required to provide a basis for thought and scientific direction in conducting the study. One philosophical alternative relevant to this study is critical philosophy. Critical theory aspires to bring subjects of knowledge into full self-awareness of the contradictions inherent in their material existence, to penetrate the ideological mystifications and forms of false consciousness that destroy the meaning of existing social conditions. Critical theorists see the discrepancy between theory and action, accepted by proponents of traditional theory, as itself an ideological reflection of a society in which 'theory' serves only to foster the status quo (Bernstein, 1978).

In the context of history education, the question is what kind of awareness has emerged from the process. The process of understanding must certainly begin with a good understanding. Bloom (1956) included understanding in the cognitive domain; it occupies the second level after knowledge. This means understanding is more than just knowing; it is deeper than that. Understanding is a combination of knowing and experiencing something that leads to a complete understanding. Winkel (2007) explains that understanding includes the ability to grasp the meaning and significance of the material being studied. This means that understanding involves several processes: knowing, experiencing the knowledge, and grasping the meaning contained therein.

Learning itself is defined as a process in which knowledge is created through the transformation of experience, with knowledge resulting from a combination of efforts to capture and transform experience (Fiore et al., 2007). Narrative refers to the act of telling the truth, the practice of direct storytelling, or storytelling using media. Narrative experiences, in addition to having cognitive benefits, are also considered capable of conveying affective and social information (Silberman, 2014). Narrative is a historical force; narrative texts in history convey historical events. Typically, historical narrative texts contain facts, interpretations, and values from past events that serve as the origins or background of the events themselves.

Reflective learning is defined as a deep and meaningful learning process (Moon, 2000) that demonstrates a cycle of discovery in achieving the goal of solving problems. Furthermore, reflective learning is a mental process that involves reflecting on thoughts to find solutions to existing problems. Reflective learning facilitates the processing of new thoughts and information, allowing them to be interpreted and studied in depth, with full consideration and care, before deciding on the next step (Dewey, 1933; Xie et al., 2008).

The reflective view, specifically that of Boud (1989), explains the role of reflection in the process of '*cooperative inquiry*', which emphasizes its importance for the development of learning skills. Kolb (1998) places reflection as an important part of the learning process, 'experiential *learning*' or experience-based learning. Savery & Duffy (1996) stated that reflection is one of the important pillars of constructivist

learning, as it can help learners develop metacognitive awareness. Metacognitive awareness is the awareness of one's own thoughts, as reflected in how a person performs tasks (Marzano et al. 1998). Degeng (1998) stated that in the constructivist view, learning is the construction of knowledge from concrete experiences, collaborative activities, and reflection and interpretation. Thus, the main foundation of reflection in learning is constructivism. The essence of learning in the constructivist view is the process of building meaning. To reach this stage, one of the principles of constructivist learning is the opportunity to reflect.

Thus, the reflective narrative history learning model is based on the following principles: 1) the acquisition of student knowledge through providing experiences in discovering, processing, and communicating knowledge; 2) the use of descriptive narratives as learning products that not only reveal facts but also values and solutions to a problem; 3) the narratives produced by students are reflective knowledge processed from past facts that are relevant to current and future conditions. Reflective learning has essentially been an approach developed since the 2013 Curriculum and the Merdeka Curriculum. A practical manifestation of this aspect of reflective learning is the inclusion of reflection activities at the end of lessons. However, in practice, reflective learning is often merely an accessory to learning activities. This is demonstrated by data showing that not all history teachers in public high schools in Banjarmasin City understand how reflective learning works.

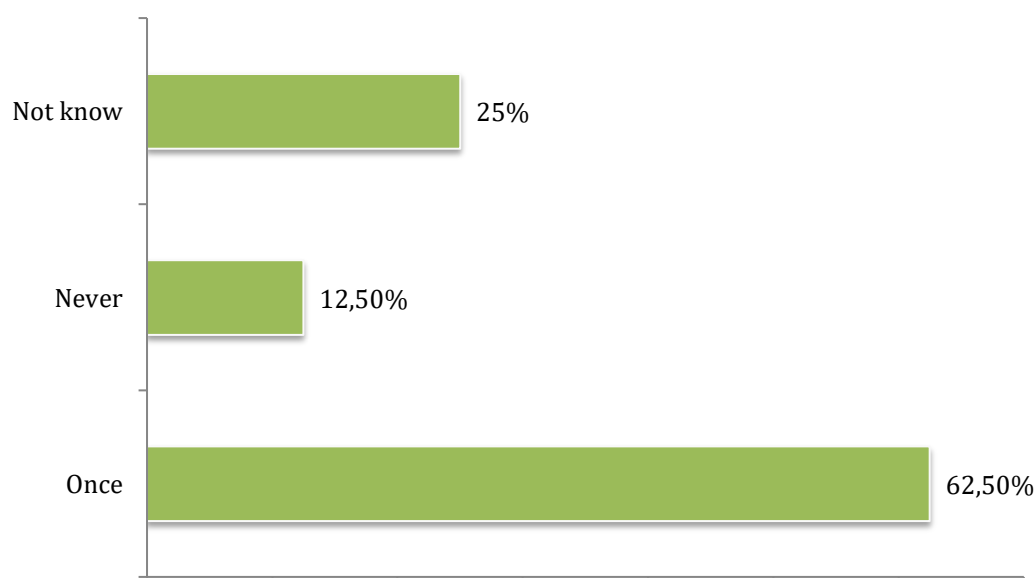


Figure 1. Reflective Learning Preferences

Based on interviews, it was discovered that a pattern frequently used by history teachers at public high schools in Banjarmasin City is to guide students through reflection at the end of the lesson. At this stage, teachers encourage students to identify what they learned or what life lessons they learned from the history lesson that day. Another common pattern is to guide students to draw conclusions at the end of the lesson.

During the end-of-lesson reflection activity, 25% of history teachers at public high schools in Banjarmasin City admitted that they tend to direct students to interpret historical events by finding their relevance to the nation's current situation. However, in other situations, 18.75% of history teachers in Banjarmasin City reported often having difficulty encouraging students to connect historical events to current conditions. This difficulty stems from students' inability to understand the context of the events they are studying. Furthermore, according to the teachers, students' knowledge of historical information or facts is limited due to a lack of literacy. Another factor teachers complain about is students' tendency to think practically, which makes it difficult to encourage reflective thinking.

History learning emphasizes interpretive understanding. Consequently, history learning is more geared toward ideological understanding, rather than empirical understanding. This characteristic necessitates the use of specific methods, models, and strategies. Based on previous research, there are at least several general weaknesses in history learning, including: an overemphasis on factual aspects, resulting in the presentation of facts being dominant; learning often still focuses on *content based*, not *skill based*, which causes the target of completing teaching materials to become the goal, not what skills students must master (Rahadian & Setiawan, 2021; Santosa, 2017; Sepriady, 2016).

Another issue affecting the quality of history and other subject learning is low student literacy. Interviews revealed that all schools surveyed complained about low student interest in reading. Although learning resources such as e-books and other digital materials are freely available, history teachers reported that students generally do not read unless assigned to do so. Furthermore, students are generally more interested in short video content on social media.

Design: Reflective Narrative Learning Plan

Based on the existing problems and conditions, the reflective narrative history learning plan is compiled in Table 1.

Table 1. Reflective Narrative Learning Scenario

Stages	Activity	Explanation
Introduction 10-15 minutes	Apperception Past tense	Students answer pretest questions for 10 minutes
Core activities 70 minutes	Activity instructions (± 5 minutes)	The teacher explains instructions on how to work individually and in groups in class.
Core activities 70 minutes	Finding and identifying information (5 minutes)	Literacy activities: Students search for, find, and identify information on historical events using the 5W 1H approach (what, when, who, where, why and how) from various information sources.

Core activities 70 minutes	Demonstrate an emancipatory response (10 minutes)	Student activities in groups: Students provide cognitive and affective responses. Students create presentations with points. Who are Indonesians? How are the historical events that formed the Indonesian people related to the current state of Indonesian society and culture? What are some interesting facts about the origins of the Indonesian nation? Why?
Core activities 70 minutes	Building relationships and explanations (30 minutes)	Group presentation: Each group takes turns presenting their ideas, cognitive, affective, and empathic responses from the previous stage. Meanwhile, other groups identify and note any new or different aspects of the information from their group's work.
Core activities 70 minutes	Reconstruct (10-15 minutes)	Composing a reflective description: Students formulate a comprehensive explanation based on the information they received in the previous stage.
		Starting question Based on the historical facts that have been studied, how should an Indonesian person be?
Cover 10 minutes	Conclusion	The teacher guides students to draw conclusions
Cover 10 minutes	Post test (10 minutes)	Students answer post-test questions

The core learning activities are structured around three group activities and one individual activity. Group activities include literacy activities, group discussions, and group presentations. In the reflective narrative learning design, the teacher does not elaborate in depth on the learning material. She only provides an introduction, work instructions, and group assignments. Furthermore, during the learning process, the teacher guides student activities and conducts formative assessments.

Important aspects emphasized in this test design include the formation of heterogeneous groups. Teachers are required to consider the diversity of student abilities within the group, gender diversity, and other aspects relevant to the empathy indicator. Furthermore, because each group receives different information, teachers need to ensure that the identified issues receive primary attention during group discussions.

Develop: Expert Validation and Revision

To ensure the accuracy of the narrative reflective learning design, an expert validation mechanism was used. Expert validation involved learning from historians and other subject matter experts. The criteria used in this validation were:

Score 4: Very agree/very good/very appropriate/very suitable/very easy/very effective/very interesting/very helpful/very useful.

Score 3 : Agree/good/right/appropriate/easy/effective/interesting/helpful/useful.

Score 2: Less agree/less good/less right/less appropriate/less easy/less effective/less interesting/less helpful/less useful.

Score 1: Disagree/not good/not right/not suitable/not easy/not effective/not interesting/not helpful/not useful.

The results of expert validation for the development of Reflective Narrative Learning are described in Table 2.

Table 2. Results of Material Expert Validation

No.	Statement	Score
1.	Suitability of material content with learning objectives	4
2.	Suitability of the material with the applicable curriculum	4
3.	The breadth and depth of the material corresponds to the focus of the model development	4
4.	Relevance of material to the empathy aspect	4
5.	Accuracy of learning materials	3
6.	Emphasis on the historical empathy aspect	3
7.	Contextualization of material with empathy aspects	4
8.	Suitability of learning models with the characteristics of high school teaching materials	4
9.	Suitability of teaching materials with learning needs at high school level	4
10	The suitability of the information presented by the media with the learning achievement needs	4
11.	Relevance of the material to the media used	4
12.	Relevance of media to learning objectives	4
13.	Fulfillment of the characteristics of 5W 1H History teaching materials in learning media	3
14.	Adequacy of teaching material information in learning media	4
15.	Relevance of the material to the evaluation used	4

In general, the validation results from the content experts indicated that the learning model was valid and could be used in field trials. Several suggestions for improving the design of the expiratory learning model were made in terms of content, including:

1. The presentation of facts in the media is still limited; it is necessary to enrich the facts through other learning sources.
2. Not all presentations of facts in the media refer to aspects of historical empathy;

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3. Not all facts presented in the media are relevant to the 5W 1H principle, so additional emphasis and explanation from teachers are needed during classroom learning.

These points correspond to the scores in the table above, indicating that the three aspects have not yet reached the maximum score. This is because the edutainment videos are compilations from various sources, not videos created by the researchers themselves. Furthermore, short YouTube videos typically involve simplifications to accommodate their duration and format. Nevertheless, YouTube is currently seen as an alternative to stimulate students' cognitive development and enrich their learning experiences (Chintalapati & Daruri, 2017; Zhou et al., 2020).

To address these issues, hyperlinks to several articles relevant to the learning material were added to the prepared edutainment media, enabling students to access a wider range of information. Furthermore, students were provided with textbooks, which served as a standard reference for the learning process using the Expiratory Model. The prepared edutainment media is not the sole source of learning, but rather serves as a development of the learning material to achieve the planned learning objectives and instructional impact. Therefore, it can be concluded that, in terms of material, reflective narrative learning is worthy of being continued to the next testing stage. The results of the validation by pedagogical experts are shown in Table 3.

Table 3. Results of Pedagogy Expert Validation

No.	Statement	Score
1.	Clarity of learning objectives	4
2.	Relevance of learning objectives to the applicable curriculum	4
3.	The accuracy of the chosen learning strategy	4
4.	Clarity of model components	4
5.	Clarity of learning steps in the developed model	4
6.	The relevance of learning steps in the learning model to the expected instructional impact and accompanying impact	4
7.	The suitability of the reaction principle of the learning model with the achievement of historical empathy	4
8.	The suitability of the social system model to the achievement of historical empathy	4
9.	Availability of support systems according to the characteristics of the model being developed	3
10.	The model's ability to develop students' historical empathy aspects	4
11.	The model's ability to convey learning messages	3
12.	Relevance of edutainment to the developed model	4
13.	The edutainment capabilities used in expressing aspects of historical empathy	3
14.	Ease of use of edutainment to support the implementation of the model	4
15.	The accuracy of the evaluation used	4

1. Support systems, namely edutainment media, need to be equipped with a wider range of sources so that students can obtain more information during learning.
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2. Learning messages that are realized in learning activities, namely group and individual activities, need to be emphasized by the teacher so that they can function optimally during implementation.
3. The empathy aspect presented in the media needs to be clarified by the teacher during instruction, as not all students may grasp the message of empathy conveyed by the Edutainment.

In response to and in line with the pedagogical expert validator's input, the edutainment media have been supplemented with hyperlinks to supplementary information from various online sources relevant to the subject matter. Furthermore, a learning process evaluation form has been developed so that teachers can more holistically identify students' learning weaknesses, both as a group and individually.

Disseminate: Live Implementation and Effectiveness Testing

After expert validation and revisions, implementation testing was conducted in the test class. The test data were then subjected to prerequisite analysis for hypothesis testing. Hypothesis testing was conducted to determine whether students' empathy scores changed after learning using reflective narrative history. To test this hypothesis, a nonparametric test was used: the t-test. Wilcoxon Signed Ranks Test. The following are the results of the statistical tests obtained, shown in Table 4.

Table 4. Wilcoxon Rank

		N	Mean Rank	Sum of Ranks
Posttest - Pretests	Negative Ranks	0 ^a	0.00	0.00
	Positive Ranks	29 ^b	15.00	435.00
	Ties	3 ^c		
	Total	32		

a. Posttest < Pretests
b. Posttest > Pretests
c. Posttest = Pretests

Based on the table, it is known that there are no posttest scores that are smaller than the pretest score (posttest < pretest: 0). There are 29 posttest scores that are higher than the pretest score (posttest > pretest: 29), and there are 3 posttest scores that are the same as the pretest score (posttest = pretest: 3). This justification is strengthened by the Mean Rank value which shows that the posttest results are on average 15 points greater than the pretest results. Furthermore, the Test Statistics table shows whether the Ho or Ha hypothesis is accepted. The test results are in Table 5.

Table 5. Test Statisticsa

	Posttest - Pretests
Z	-4.760 ^b
Asymp. Sig. (2-tailed)	0.001

a. Wilcoxon Signed Ranks Test
b. Based on negative ranks.

The non-parametric statistical results using the Wilcoxon formula above show an Asymp. Sig. (2-tailed) value of 0.001 or $0.05 > 0.001$, thus strengthening the assumption that there is a difference between the pretest and posttest results. To strengthen the results of the hypothesis test, the average pretest-posttest was used. The average pretest score was 13.28, and the average posttest score was 25.68. Thus, it can be concluded that the posttest score is higher than the pretest score. The test results statistically confirm the hypothesis that students' empathy scores differ before and after reflective narrative learning. To further illustrate learning outcomes consistent with the characteristics of the Expiratory learning model, a reflective-narrative analysis was conducted of students' descriptions of the learning process. Of the 32 essays produced during the reconstruction phase, only 9 specifically addressed general or historical empathy. Some examples of these student essays are as follows.

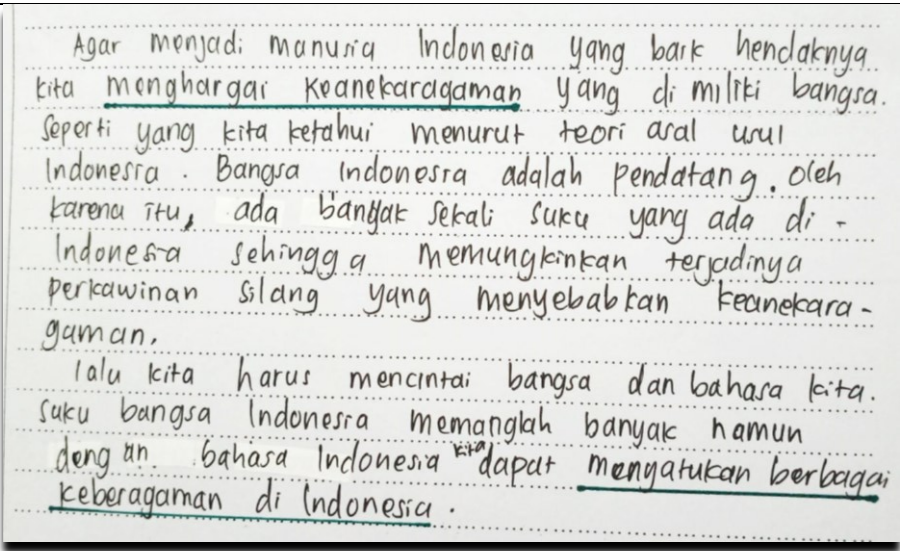
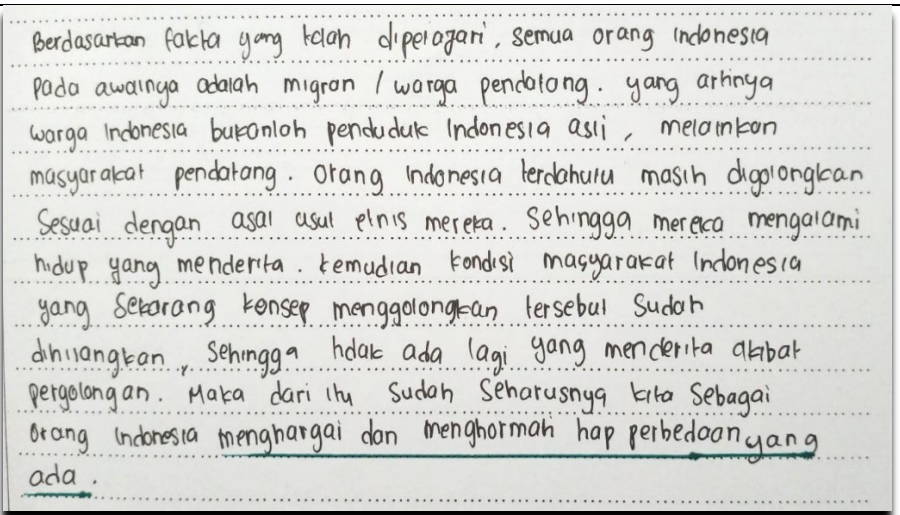
Essay 1	
Essay 2	

Figure 3. Sample Essays 1 and 2

The two essays above address the same empathetic issue: respect for diversity. This issue is relevant to the indicators demonstrating concern, sensitivity, and tolerance toward others, as well as sensitivity to differing perspectives. These two indicators had the best reflective-narrative achievements among 32 students. This demonstrates students' preference for being sensitive to issues of diversity and tolerance. Other issues that also received student attention related to empathy were anti-discrimination, hate speech, and fake news.

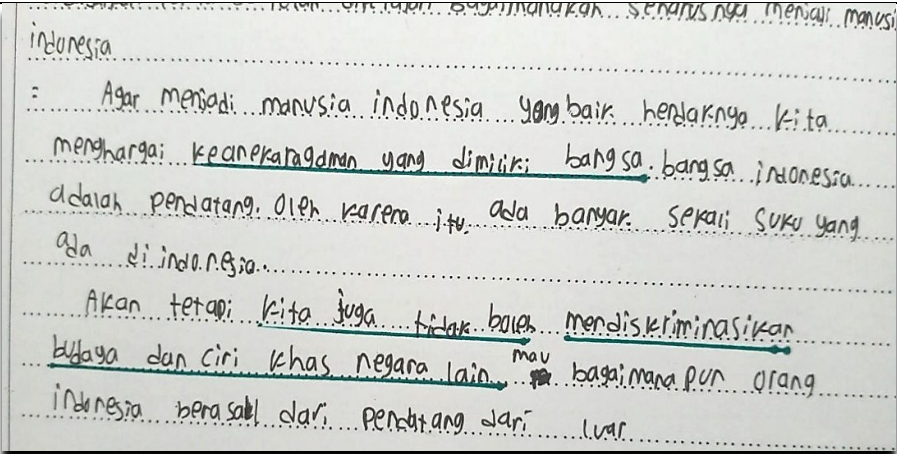
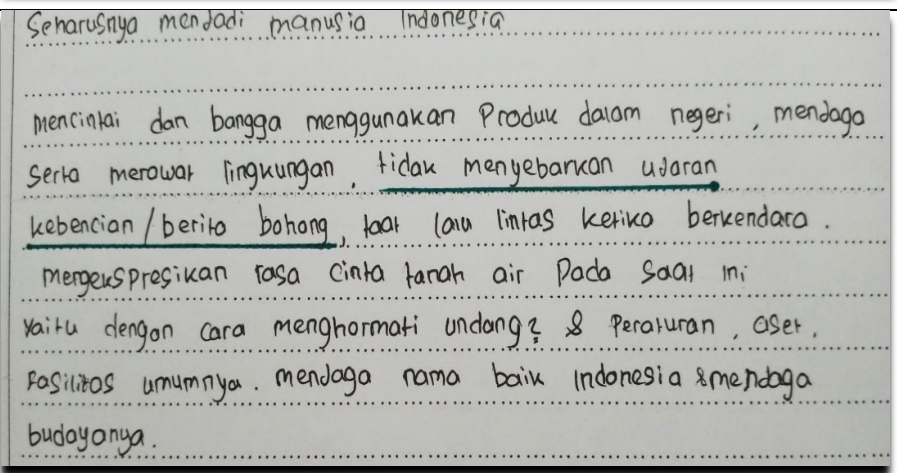
Essay 3	 Indonesia = Agar menjadi manusia Indonesia yang baik hendaknya kita menghargai <u>keanekaragaman yang dimiliki bangsa Indonesia</u> adalah pendatang. Oleh karena itu, ada banyak sekali suku yang ada di Indonesia. Akan tetapi kita juga <u>tidak boleh mendiskriminasi</u> <u>budaya dan ciri khas negara lain</u> ^{atau} <u>bagaimana pun orang Indonesia berasal dari pendatang dari luar</u>.
Essay 4	 Seharusnya menjadi manusia Indonesia mencintai dan bangga menggunakan Produk dalam negeri, menjaga serta merawat lingkungan, <u>tidak menyebarkan ujaran kebencian/berita bohong</u>, <u>taat lalu lintas ketika berkendara</u>, mengespresikan rasa cinta tanah air pada saat ini yaitu dengan cara menghormati undang-undang & peraturan, aset, fasilitas umumnya, menjaga nama baik Indonesia & menjaga budayanya.

Figure 4. Sample Essays 3 and 4

Essays 3 and 4 above demonstrate students' focus on issues of discrimination, hate speech, and fake news. While the focus of essays 1 and 2 differs from that of essays 3 and 4, all the empathetic issues raised by students fall within the two aforementioned indicators. This confirms the quantitative data, which indicates that these two indicators are dominant compared to the others. The test results showed that the highest achievement was in the indicator showing sensitivity to different points of view, followed by the indicator showing attention, sensitivity, and tolerance towards others. Meanwhile, the lowest achievement was the ability to present explanations. These results confirm that empathy has emerged in students' learning behavior, but, in general, they have difficulty describing what they think or feel. The ability to explain is confirmed to be part of literacy skills) (Sari et al.,

2017; Widiani et al., 2018). This condition aligns with teachers' statements that the biggest problem is students' low literacy skills. The two indicators with the highest achievement were indicators of historical empathy aspects: historical contextualization, which demonstrates sensitivity to different points of view, and affective connection, which demonstrates attention, sensitivity, and tolerance towards others. Both indicators describe the affective empathy aspect. Thus, it appears that the affective aspect dominates learning outcomes using the Expiratory learning model in this limited testing phase. Further analysis of student learning outcomes scores showed a correlation between cognitive abilities and students' affective achievement in learning, as measured by the Expiratory model. This finding supports the perspectives of Egan (2010) and Howe (2015), namely that empathic listening produces empathic understanding and is indicated by an empathic response.

4. Conclusion

Empathy is part of the formation of 21st-century competencies. Empathy can serve as an indicator of achievement of 21st-century competencies, namely critical reasoning, creativity, communication skills, and collaborative skills. Reflective narrative learning was found to have implications for students' empathy. Based on this identification, reflective narrative history learning was formulated by adopting reflective thinking as the primary learning pattern. The test results showed an increase in post-test scores when compared to pre-test scores. These test results statistically confirmed the hypothesis that student empathy scores differ before and after reflective narrative learning. Student essays produced during the learning process showed that students could raise empathetic issues related to the teaching material on the origins of the ancestors of the Indonesian nation. These empathetic issues are diversity, tolerance, discrimination, hate speech, and fake news. Thus, it can be concluded that the learning design used directs students to identify empathetic issues relevant to 21st-century competencies.

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