Historical empathy in the paradigm of social studies teachers in Palembang City

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ABSTRACT

This research is based on the need to address the lack of historical empathy in Indonesia through social studies education. It highlights the importance of promoting the concept of historical empathy, which is currently not widely recognized in the country. The study focuses on the perspectives of 15 junior high school social studies teachers in Palembang City regarding historical empathy. Data was collected through questionnaires, with respondents answering various questions about historical empathy, including its definition, significance, relevant topics, suitable learning resources, methods, challenges faced, and recommendations for teaching it effectively. The findings indicate that there are misconceptions among teachers regarding historical empathy, particularly in distinguishing it from sympathy and understanding its psychological and historical aspects. Despite these challenges, the teachers acknowledge the importance of integrating historical empathy into social studies education. This research provides a foundational understanding of teachers' perspectives on historical empathy in Indonesia.

INTRODUCTION

The issue of psychological content (mental health, empathy-sympathy, tolerance, peace education, and so on) has now become one of the urgencies in the education system in the world. This is because along with digital development, it affects the spiritual dimension of students. For example, Krznaric, empathy (crisis) research states that an increasingly digital, automated, and polarized world will lead to a level of lack of empathy. Low empathy is the cause of the increase in bullying attitudes among adolescents (Krznaric, 2014).

The above argument is relevant to research or empirical data in Indonesia, first, post covid-19 affects the spiritual empathy and sympathy of students in Indonesia (Fitriyah et al., 2020); second, the report of the Indonesian Federation of Teachers' Unions recorded the number of victims of school bullying during January-July 2023 as many as 43 people consisting of 41 students (95.4%) and two teachers (4.6%) (Parhani & Saudah, 2023); third, the Indonesian Child Protection Case data bank for 2016-2020 that in the education sector there were 480 reports of victims of violence in schools and 437 perpetrators of violence in schools (Komisi Perlindungan Anak Indonesia, 2021); finally, cyber bullying is experienced by students at least almost every day (Safaria, 2016).

The impact of digitalization and polarization is something that must be considered carefully in today's era. Trying to understand a different person with a different context, history, cultural background, experience, or skin color is not an easy task. Empathizing is often a difficult process that requires not only knowledge of the context and experiences of others, but also a certain level of awareness of one's own positivity and a desire to recognize the perspective of others.

Empathy is the ability to put oneself in another person's shoes and see an event from that person's point of view, both in terms of emotional experience and the other person's thoughts. Cultivating empathic competence is an important part of social and emotional development that can influence one's thoughts, actions, and behavior towards others (Bartelds et al., 2022). Empathy is a fundamental building block for social health and individual development. An individual's ability to

empathize with others plays a role in their success in building interpersonal relationships throughout life. These expectations and realities are the basis that empathy-based education should be promoted. In the context of this study, social studies subjects, especially history, can take a role in eroding the lack of empathy, namely by teaching the concept of historical empathy.

Historical empathy is a combination of psychological concepts, historical concepts, and practical pedagogy. Historical empathy is a process that involves learners' cognitive and affective engagement with historical actors to better understand and contextualize their life experiences, decisions, or actions (Endacott & Sturtz, 2015). Historical empathy seeks to deepen understanding of how emotions inform the thoughts, culture, and actions of historical actors (Aderoben et al., 2024). By engaging in historical empathy with historical figures, students learn to understand the experiences, decisions, and actions of people in the past. This empathy activity is similar to the process of understanding someone's experiences, decisions, and actions in the present and can help learners learn to empathize with different perspectives in their own world and today's society.

Historical empathy is one of the important skills that should be taught to learners in the social studies curriculum (Oner & Kinaci, 2020). In the Indonesian curriculum system at the junior high school level, social studies are also part of the school curriculum that deals with the role of people in citizens consisting of various subjects of history, economics, geography, sociology, anthropology & social psychology (Rohani et al., 2021). The status quo of social studies in Indonesia slowly refers to the objectives of the Merdeka Curriculum. As stipulated in the Decree of the Head of the Education Standards, Curriculum and Assessment Agency of the Ministry of Education, Culture, Research and Technology Number 033/H/KR/2022 (*Keputusan Kepala Badan Standar, Kurikulum, dan Asesmen Pendidikan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Nomor 033/H/KR/2022*) that the purpose of learning social studies is "so that students have the ability to understand concepts related to community life". In this context, the role of historical empathy places an established position in connecting society or historical figures in the past with students. In addition, the regulation also states that "…. the learning process does not focus primarily on the completion of the material, but rather on the achievement of competencies … learning materials are only vehicles towards learning outcomes".

The above correlation can be shown in the empathetic nature of history. According to Davis, historical empathy focuses on its purpose (Davis, 2001). The goal of historical empathy is for learners to be able to understand historical figures' feelings about events and their thoughts and behaviors related to those feelings as well as in historical empathy and most importantly for students to know that historical figures do not reflect the same thoughts and views as present-day perspectives (Rantala et al., 2015).

The most fundamental thing in the process of transferring (historical) empathy skills is the teacher. Teachers can be a bridge for learners to have empathy skills that are useful for them for the present and the future. Social studies teachers place an important position in instilling awareness of humanitarian social values such as by using a historical empathy approach in learning historical material. But on the other hand, teachers must think about when and how to use historical empathy. Historical empathy must be based on historical research methods which must be another skill for social studies teachers and students. This is also the basis for this study to find out the social studies teachers' paradigm of historical empathy.

Social studies teachers' phenomenological research on the paradigm of historical empathy has never been conducted in Indonesia. Most research on empathy focuses on the philosophical meaning and thought process of historical empathy, while exploration of teachers' pedagogical knowledge and

reasoning on how to foster it is still minimal (Cunningham, 2007). Thus, social studies teachers' pedagogy in understanding historical empathy is interesting to study.

The inspiration for this study is previous research conducted by Oner & Kinaci (2020), Yılmaz & Koca (2012), and Harris, (2016). The similarity between the two studies is that they used phenomenological research, where they explored the pedagogy of social studies teachers towards the concept of historical empathy. The same thing is done in this study where the purpose of this research is to find out the paradigm of 15 social studies teachers at the junior high school level in Palembang City about historical empathy. Therefore, the problem of this study is how the paradigm of social studies teachers in Palembang City about historical empathy(?).

The lack of empirical research on historical empathy in Indonesia is an important shortcoming. Therefore, there is a need to fill the gap in the literature. In this study, history teachers' perceptions, opinions, and experiences about historical empathy were analyzed using qualitative research methodology. Researching the same research topic in different schools, with different participants, different ages, and experiences, and with different teaching experiences will help gather systematic information about historical empathy and contribute to the treasure of historical empathy literature.

METHOD

This research adopts a phenomenological design. Phenomenology refers to the deliberate analysis of everyday life from the point of view of the person living it (Griffin, 2011). Phenomenological situation, i.e. the spatial, temporal, and historical context that uniquely locates the individual, we possess and apply a stock of knowledge consisting of all the facts, beliefs, desires, prejudices, and rules we learn from personal experience and the ready-made knowledge available to us in the world into which we are born (Zafarani & Fatanti, 2023). In addition, phenomenological design focuses on known cases without detailed and in-depth understanding. This research design was adopted from previous research by Oner & Kinaci (2020) and Yilmaz & Koca (2012), where phenomenology strongly emphasizes the respondents' own perceptions and interpretations of their understanding of historical empathy.

It should be underlined that in the process of transferring experience and knowledge with this phenomenological approach, the researcher avoids the involvement of providing information or knowledge in any form to prevent bias so that the phenomenon is truly the experience felt by the informant. In this case, the researcher does not convey any information, knowledge and ideas that can direct / lead the research subject with his understanding of the concept of historical empathy. In other words, the implementation of *epoche* is crucial in phenomenological research.

The subjects of this study adopted a random sample type and prioritized the frequency of respondents, which consisted of 15 social studies teachers in Palembang City (table 1). The data in this study was collected in the form of a questionnaire online by utilizing google form. In connection with this, the answers to the following questions were sought.

1) How do you define historical empathy?
2) What is the importance of historical empathy in teaching Social Studies?
3) What learning materials have you applied with historical empathy approach?
4) What learning media are used in teaching historical empathy skills?
5) What methods and techniques do you use in teaching historical empathy skills?
6) What are the problems you face when acquiring historical empathy skills?
7) What are your suggestions for teaching historical empathy skills effectively?

Qualitative data analysis was used to evaluate the research data (questionnaire). The data obtained from the questionnaire were transferred into a computer and prepared for analysis. To facilitate the analysis, the statements in the questionnaire were coded into short and meaningful symbols in accordance with the research objectives. When conducting the analysis, a code list was prepared in advance and then this code list was divided into themes for consistency. The answers to the questions posed to the teachers were determined as main themes and subthemes based on the teachers' opinions for each question. Thus, it can be known how many teachers emphasize the same concept. These themes were then transformed into models to provide a clearer and more comprehensive picture. These models were then interpreted and supported by quoting directly from teachers' opinions. Teachers' views on these historical empathy questions were coded "T". Sequence numbers such as T.1, T.2, and so on (table 1).

Table 1. Respondents data

Code	Initial	Educational degree	Length of teaching experience
T.1	MH	B.Ed.	1 year 1 month
T.2	KR	B.Ed.	3 years
T.3	DP	B.Ed.	2 years
T.4	BPD	B.Ed.	1 year 6 months
T.5	WA	B.Ed.	8 months
T.6	YY	B.Ed.	2 years 8 months
T.7	RI	B.Ed.	15 years 10 months
T.8	CO	B.Ed.	2 years
T.9	R	B.Ed.	20 years
T.10	D	B.Ed.	3 years
T.11	RF	B.Ed.	3 years
T.12	MA	B.Ed.	2 years
T.13	EA	B.Ed.	4 years 1 month
T.14	RFS	B.Ed.	1 year
T.15	ARC	B.Ed.	6 years

In addition, the respondents' answers (data) were then analyzed using the content analysis method. Content analysis is a scientific approach that investigates social reality by objectively and systematically classifying messages included in verbal, written, and other materials in terms of semantic and/or grammatical perspectives, transforming them into numbers and making conclusions. This content analysis systematizes the manifest and latent content of communication, where this method is characterized by various procedures that are specific to the research context, the category system as a basic instrument for systematizing the desired content and the object of analysis is all types of text in the sense of an extended text concept. Thus, in addition to being descriptive, the data were tabulated in tables according to the codes (categories), their frequencies, and the teacher codes in those categories.

RESULT AND DISCUSSION

The first question asked was how you define historical empathy(?). The results of the questionnaire with Palembang City social studies teachers about the definition of historical empathy are shown in table 2.

This open question was dominated by the first category. Two answers from category 1, for example from T.1. "In my opinion, historical empathy is an understanding of solving historical problems that requires extensive knowledge and a deep understanding of history itself, so that it can be contextualized between ancient times and the present. Through in-depth knowledge of the

historical context, then as a teacher I can direct historical empathy by understanding the socio-culture, an event, and the actions and thoughts of a historical figure of society." While the answer from another teacher from the same category from T.3 is "Historical empathy is a process in which a person is involved both cognitively/logically and affectively/emotionally to an event or historical figure to better understand how people in the past thought, felt, and acted".

Table 2. Paradigm on the definition of historical empathy

No.	Answer Categories	Frequency	Code
1	Understand the thoughts, actions, decisions, and behaviors of historical actors	8	T.1 ; T.3 ; T.6 ; T.7 ; T.11; T.12 ; T.13 ; T.14
2	Taking lessons from historical actors	1	T.2
3	Positioning yourself as a historical actor	2	T.4 ; T.5
4	Connecting past and present perspectives	1	T.8
5	Attitudes to generate interest in history	2	T.9 ; T.10
6	Taking lessons from historical actor Seeing the difference between past and present perspectives with validity	1	T.15

Meanwhile, the only answer related to the essence of learning history and the concept of historical empathy (second category) comes from the answer of T.2 which elaborates "Historical empathy is how a person views a history as an event in which there are various kinds of life lessons that can be taken both how humans humanize humans, how humans learn about the mistakes and right paths taken and have been through by previous figures, and understand how a person is able to improve his life through these experiences so that it will have an effect on a person's social person in society because of seeing past history". This is relevant according to history is useful for educational purposes, as well as moral lessons in shaping attitudes and actions that should be emulated or avoided from historical experiences (Aisiah & Sumarno, 2017).

Opinions that are slightly similar but different are the fourth and sixth categories, the similarity is in the glasses of the past and the present, but the difference lies in the word "validity". As T.8 says "historical empathy is the way we see and think about the past that has happened and see the present conditions, then connect problems in the present with problems that occurred in the past, so that an attitude of identification and empathy for history is formed, in order to create a positive attitude and avoid negative attitudes towards any party", while T.15 defines "historical empathy requires a person to see the difference between life in the present and in the past while maintaining the possibility that past perspectives hold some validity".

Such validity is a key principle that distinguishes between psychological empathy and historical empathy. Validity in this context is related to the use of historical evidence. T.15's opinion is at least a differentiator from the other respondents and has some overlap with Yilmaz & Koca's (2012) opinion. Historical empathy is based on historical research methods that require deduction as a result of reasoning and analyzing the sources obtained, but research conducted with this historical empathy includes case studies that consider both teachers and learners.

The conclusion in this first question is that the majority of respondents defined historical empathy as understanding the thoughts, actions, decisions, and behaviors of historical actors. As Yilmaz & Koca (2012) found that in the process of the question "defining/interpreting historical empathy" as many as 60% of respondents were unable to answer completely or incorrectly, in this study almost all respondents' opinions have their own gaps in defining historical empathy.

The paradigm of the definition of historical empathy from the respondents gives a little idea of the importance of this concept in teaching social studies which is presented in **Table 3**.

Table 3. The importance of historical empathy paradigm

No	Answer Categories	Frequency	Code
1	Relates to cognitive and affective aspects	3	T.1 ; T.5 ; T.6
2	Part of the objectives of the "Profil Pelajar Pancasila" ("Kurikulum Merdeka")	1	T.1
3	As the ability to understand the perspective or point of view of historical actors	2	T.2 ; T.4
4	Relates Being moral learning	2	T.2 ; T.5
5	Becoming a dispositional and emotional enthusiasm for the past	3	T.5 ; T.7 ; T.9
6	Increase the enthusiasm for learning history	1	T.10
7	Development of a caring attitude	2	T.8 ; T.12
8	Strengthen spatial and temporal skills	1	T.13
9	As Decision-making learning	4	T.2 ; T.11 ; T.12 ; T.15
10	As a bridge to introduce cultural existence	1	T.14

This second question was grouped into 10 categories. Each category has a different quantity or frequency. For example, with regard to the first category "related to cognitive and affective aspects", where T.5 fully argued that "The ability of historical empathy needs to be built in history lessons and social science lessons so that it is not only about cognitive values that are memorized and knowledge alone, but also about the value of empathy and awareness. Historical empathy has uses for teachers as a way to transfer knowledge and values, even empathy can be used as a provision to deal with social reality in society. Empathy can be used as a tool to sharpen learners' ability to develop complex thinking, moral decisions, and dispositional enthusiasm for the complexity of conditions faced by individuals in the past".

In addition, the importance of historical empathy is "as an ability to understand the perspective or point of view of historical actors". Respondent T.4 said that "With the existence of historical empathy in social science, there will be different points of view in viewing an event and how to understand the history, so that in learning history or social studies, the point of view and way of thinking in learning will create seriousness in learning and more appreciation of learning and provide a clear understanding of what is learned". Meanwhile, T.2 further duplicated several categories of answers, namely the third, fourth, and ninth. Respondents answered "Very important. Because through empathy one's history (children especially) will be able to see the point of view of a case / event through the chronology of cause and effect, so that through this the child will be able to see which is good so that it is worth emulating and taking lessons and which is bad".

Empathy is one of the programs of Social and Emotional Learning (SEL). In SEL programs empathy can utilize best practices from point of view (POV) techniques, which ask participants to imagine themselves engaged in a task from another person's perspective (Eisman & Patterson, 2022). Point of view (POV) can be defined as the perspective in which learners place themselves in the historical event. Point of view (POV) is one of the basic elements of a story that determines the perspective from which the reader experiences the narrative (Al-Alami, 2019; Diasamidze, 2014).

POV tasks have also been used in social studies and history lessons through historical empathy praxis. In history learning, which is closely related to narrative, point of view engages learners to view historical events based on three elements, namely first-person singular ('imagine you are...') or third-person singular ('imagine someone who...'). This perspective can certainly help learners to generate affective and cognitive domains in learning history. This distinction is important in the POV of historical empathy, as neurologically there are observable differences between people thinking about themselves or about others. Learners sometimes fall into the trap of arguing that in order to adopt another person's perspective (third-person perspective) then one must set one's own perspective (first-person). In other words, if learners are assigned a third-person singular perspective, they must

put aside their own opinions to imagine someone else's point of view.

According to Davis, to develop historical empathy, learners need a set of critical skills such as the ability to weigh the meanings, perspectives, traces, records, and interpretations of the past Davis, 2001). This analysis enables creative inferential thinking to "bridge the gaps" in limited knowledge of the past (Yeager & Foster, 2001). Therefore, historical empathy allows history learners to understand how the point of view held by historical actors would actually influence actions in a given situation.

The next question was "what learning materials have been applied with the historical empathy approach?" (**Table 4**). The dominant answer was post-independence material (the struggle to maintain Indonesian independence) or better known as the "*Revolusi Fisik*".

Table 4. Relevant topics paradigm

No	Answer Categories	Frequency	Code
1	As Oral tradition	1	T.1
2	Local history	1	T.15
3	Relating to a caring attitude towards social life	1	T.8
4	Related to natural resources	1	T.12
5	The spread of Hinduism and Buddhism	1	T.3
6	Islamic empire	1	T.10
7	Colonialism-Imperialism	1	T.5
8	Pre-independence Indonesia	2	T.4 ; T.14
9	Proclamation of Indonesian independence	2	T.6 ; T.13
10	*Revolusi Fisik*	4	T.2 ; T.4 ; T.9 ; T.11
11	Heroes	1	T.5

One teacher T.4 answered that there are two crucial materials in the formation of historical empathy, namely pre-independence and physical revolution materials. The material of the period before Indonesian independence and the physical revolution is relevant as a cultivation of historical empathy because it contains more historical actors and is more complex in instilling students' nationalism. Recommended the topics of independence as follows the process of changing the first principle in Pancasila; Feelings and decisions of Ir. Sukarno and his colleagues in preparing for independence; The ability of Ir. Sukarno as a non-military and General Soedirman from the military in fighting for independence and maintaining independence; Learning from the intellectual thoughts of Tan Malaka and Moh. Hatta towards diversity; Rational and emotional differences between the young and the old; and Freedom from oppression, inequality, dehumanization (Aderoben & Darmawan, 2023).

While the most different answer was T.12, who said the relevant teaching materials were related to natural resources. Constructively, T.12 explained "Related to natural resources. By looking at the state of the surrounding environment which often floods if there is a high level of rain, the facilitator as a class teacher gives an example if the environment is properly maintained and cared for, there will be a stage of anticipation carried out so as to minimize natural disasters such as floods occurring because of the previous life that always preserves and cares for the environment and even preserves nature so that it remains one of the resources for human livelihoods so that it can have various impacts on life such as natural resources that are easily available to meet daily needs so that they can maintain the balance of environmental ecosystems ".

In response to T.12, some previous studies still recommend that environmental issues be incorporated into the classroom. However, environmental issues are more appropriate for multi-perspective history learning. quoting from Reed (1989) entitled "Historical Themes and Activities for

Primary Grades" said one of the six topics relevant in perspective development is environmental issues or "human interaction with the environment". Field also quoted from Hoge & Allen (1991) entitled "Teaching about Our World Community: Guidelines and Resources" implicitly says that environmental issues can develop curiosity about the world, encourage positive attitudes towards learning about a country, and build learning skills related to future learning is a learning goal, and finally Field (2001) quotes from Passe (1991) entitled "Citizenship Knowledge in Young Learners" briefly that environmental issues become a "need to provide perspective" for learners (Field, 2001).

Although the previous research above emphasizes social studies learning at the elementary school level, Aderoben & Darmawan (2023), Levstik (2001), and Yeager & Doppen, (2001) all say that promoting historical empathy at the adolescent level can be done through environmental issues. Aderoben & Darmawan (2023) shared environmental issues in topics of different eras, for example, the era of the spread of Hinduism and Islam in the archipelago, namely "the philosophy of the teachings of Hindu gods, Buddhist and Islamic philosophies about differences between humans or global diversity and their teachings about the sustainability of environmental preservation" and the Dutch East Indies era, namely "the topic of warfare, its impact on the environment and hatred between humans". Furthermore, Yeager & Doppen (2001) found that some learners referred to nuclear fallout and the destructive effects of atomic bombs on the environment. In addition, Levstik (2001) hopes that environmental issues in a historical context continue to be grounded and learners should use what they have learned to suggest possible strategies for dealing with these (environmental) issues in the present and future.

In addition to learning materials, the next question naturally leads to learning media supporting historical empathy. In table 5, the majority of respondents answered that they often use videos in the learning process.

Table 5. Use of learning media

No	Answer Categories	Frequency	Code
1	Projector	1	T.1
2	Photos	3	T.2 ; T.8 ; T.12
3	Powerpoint	2	T.3 ; T.4
4	Textbook	2	T.4 ; T.6
5	Map and globe	1	T.7
6	Tablet	1	T.1
7	Display media	3	T.1 ; T.2 ; T.14
8	Infographic	2	T.13 ; T.15
9	Relics in museums (Field trips)	2	T.9 ; T.10
10	Sound recording	2	T.12 ; T.13
11	Video	8	T.2 ; T.5 ; T.7 ; T.8 ; T.11 ; T.12 ; T.13 ; T.15
12	Multimedia	2	T.13 ; T.14
13	Website	1	T.13

Watching videos can enrich prior knowledge and at least capture learners' attention and feelings (Cunningham, 2003). As Frentzel-Beyme & Krämer experimented whether historical immersive environments with 360-degree video media have an impact on learners' empathy and morality (Frentzel-Beyme & Krämer, 2020). The results showed that immersive historical environments can increase empathy and morality due to their immersive characteristics. Another cutting-edge technology is from Endacott & Sturtz's research that uses Video Stimulated Recall (VSR) in increasing learners' historical empathy (Endacott & Sturtz's, 2015). In addition, documentary videos can also be an option in developing historical empathy for learners (Ramoroka & Engelbrecht, 2018).

This option was carried out by T.7 and T.13.

The next thing is the learning methods or techniques used by social studies teachers in Palembang City to increase historical empathy (**Table 6**). The dominant paradigm is shown in the second category, namely "lecture", followed by "question and answer", "discussion", and "role-playing".

Table 6. Learning methods or techniques

No	Answer Categories	Frequency	Code
1	Field trips	3	T.1 ; T.10 ; T.9
2	Leaturing	7	T.2 ; T.3 ; T.6 ; T.8 ; T.11 ; T.13 ; T.15
3	Discussion	4	T.2 ; T.4 ; T.7 ; T.15
4	Presentation	1	T.2
5	Constructivism	1	T.3
6	Role-playing	3	T.5 ; T.6 ; T.14
7	Question and answer	4	T.2 ; T.7 ; T.12 ; T.15
8	Contextual	1	T.12
9	Problem solving	1	T.14

The most complete answer was expressed by T.2, namely "Methods: lecturing, group discussions, presentations, questions and answers. Technique: Question-throwing game (to focus the children)". Discussion techniques are important in fostering historical empathy as they can deepen learners' perspectives and interpretations, as previous research has shown (Colby, 2007, 2008; Kohlmeier, 2006; Siti & Hassan, 2007). Research focusing on historical empathy with learners in the middle grades has emphasized the importance and benefits of classroom discussions for learners to develop a more holistic understanding of history (Doppen, 2000; Endacott & Pelekanos, 2015; Kohlmeier, 2006). Discussions create opportunities for historical thinking by engaging learners in the cognitive processes of debating and reasoning; they can serve as venues for problem solving, collective discourse, and instructional or academic conversation. When given the opportunity to dialogue openly about past events, the likelihood of learners learning historical empathy increases.

Furthermore, the role-playing learning method received three frequencies. The experience of T.14 for example, who said "the role-playing method can also be applied in which the elements of role-playing implementation are courage, seriousness, and appreciation of students when playing roles. With the hope of creating historical empathy for students" and the experience of T.6 who slightly added "using lecture techniques and role models so that children always feel as if the fictional story is real", making role playing an important learning method in fostering and developing historical empathy.

Role-playing is one of the methods that can attract learners to engage in the historical context. In the context of fostering and developing historical empathy, several studies have used this method in their studies and suggested role-playing be implemented in history classes (Kosti, Kondoyianni, & Tsiaras, 2015). The article shows how drama-in-education can foster historical empathy among middle school students in Greece. Four scenarios were used with twenty-two students, enhancing their understanding of historical contexts and diverse viewpoints. This approach motivated students to engage with historical sources.

Empathy differs from other aspects of historical understanding, being a particularly difficult achievement because it is in some ways contrary to intuitive thinking (Brooks, 2009). Authors Researchers have identified several barriers that can prevent students, both at primary and secondary

school levels, from showing empathy towards people in the past. The same was true for the respondents in this study.

It was seen that social studies teachers stated that they had some problems when teaching empathy skills. Therefore, it was determined that there are eleven categories related to this paradigm presented in table 7. The fifth category is "learners are unable to create "perspective".

Table 7. The "Problem" paradigm of applying historical empathy

No	Answer Categories	Frequency	Code
1	Learners do not yet have a sense of caring about history	1	T.1
2	Learners have not been able to explain the meaning or value in learning	2	T.1 ; T.5
3	Learners find it difficult to understand the teacher's explanation	2	T.2 ; T.3
4	Learners are not able to create "perspective"	5	T.4 ; T.5 ; T.7 ; T.11 ; T.14
5	Learners struggle with contextualization	1	T.5
6	Limited learning media	2	T.5 ; T.13
7	Little learning time	2	T.6 ; T.8
8	Learners' condition that is difficult to focus	2	T.9 ; T.10
9	Learners' individualism	1	T.12
10	Empathy part of skills that seem abstract	1	T.13
11	Learners tend to lack literacy	1	T.15

In the fifth category, T.14's perception is "Not all students can be involved quickly in the learning process, which of course students cannot yet be cognitively and emotionally involved in an event or historical figure to better understand how people in the past thought, felt, and acted". While T.4 said the same thing "Not all students can feel historical empathy, this is because students have different seriousness in learning. So that many students are found who only understand a historical event without feeling what actually happened". The fifth category is the same problem felt by respondents in Oner & Kinaci's (2020) research.

Another category that is "difficult" for teachers to manage is of course "little learning time". This problem was felt by T.6 and T.8. For example, T.6 said "There is no problem, it's just that there is too much material to convey. While the time is sometimes small" and T.8 implicitly said, "The problem I face when applying historical empathy skills is the problem of time, students need time to change and shape their attitudes towards caring for social life". This problem was also perceived by teachers in Yılmaz & Koca's (2012) study.

The next answer deals with "The condition of learners who are difficult to focus". Interestingly, on the question of relevant learning resources T.9 and T.10, which are both "Tourism", it becomes a challenge in itself. Respondent T.9 said, "Because of the tourism project, the challenge is to condition the students" and T.10 "Conditioning students to focus". Of course, field trips are interesting because they are a fun learning experience for students, but there are more distractions than learning in the classroom.

In conclusion, essentially an important challenge for history teachers is to provide a learning environment where learners are constantly encouraged to examine historical context and evidence in order to formulate defensible reasons for past actions and motives. Empathic construction of actions and meanings means reducing the enigma, for the "strange" and incomprehensible to something recognizable and understandable. It is this ability that history teachers should encourage and develop in the classroom and beyond.

Through the paradigm of the problem of implementing historical empathy, a paradigm of

expectations (suggestions) in teaching historical empathy effectively was also born (**Table 8**). In this paradigm, the third category "adequate media or learning resources" is the dominant answer, followed by "maximize the use of technology and information", "increase visits to historical places", and "implement more practices".

Table 8. The "Problem" paradigm of applying historical empathy

No	Answer Categories	Frequency	Code
1	Maximizing the use of technology and information development	3	T.1 ; T.10 ; T.13
2	Using fun teaching methods	1	T.2
3	Providing adequate media or learning resources	4	T.2 ; T.5 ; T.14 ; T.15
4	Deepen emotional skills	1	T.3
5	Allocate longer lesson hours	2	T.4 ; T.6
6	Increase visits to historical sites	3	T.4 ; T.7 ; T.10
7	Collaboration between learners	1	T.5
8	Choose suitable literature	2	T.7 ; T.15
9	Watch more historical movies	2	T.7 ; T.2
10	Implementing more practices	3	T.8 ; T.11 ; T.12

Implicitly, the first, second, fifth, sixth, eighth and ninth categories are the same answers in Oner & Kinaci's (2020) research. For example, in the second category, T.2's answer duplicated several categories, for example about using fun methods. In full, T.2 suggested "My suggestion is that we as social studies teachers, especially history teachers, can more easily convey the values contained in the material we will convey, it would be better if we can use fun methods, maybe by watching a video first, a movie first because in my school it is quite difficult to be able to provide movie or video media to children because it is constrained by children not being allowed to bring cellphones or lack of infocus facilities at school. Then in addition to providing learning methods using media that attract children's attention, teachers can also connect the material provided with personal experiences that have been felt by children or even children's critical views related to the material, which is likely to affect students' historical empathy ". T.7 further suggested "choosing suitable history books, visiting museums, watching historical movies". T.15 also suggested that "using updated media in literacy and more interaction with students in historical empathy skills".

Slightly different answers referring to suggestions to the teachers themselves, for example T.13 who suggested "teachers should innovate by choosing learning approaches and media 'that can't be used to optimize learning activities 'in class. Thus, innovation in learning should continue to be carried out in order to keep up with the development of the 21st century and face the society".

Basically, the naturalistic way that social studies teachers in this study recommend when teaching historical empathy skills is with regard to the problems they face. These paradigms can be a correction to various parties including social studies curriculum summarizers, schools, teachers themselves, and students. However, the wisest thing is introspection about what a teacher can control. Social studies teachers must guide and direct students in empathizing. In this context, learners' understanding is in the form of their cognitive and affective domains about past events, and what learning morals they get in order to be realized in society (Aderoben & Darmawan, 2023).

Social studies teachers should provide sessions for learners to express what they have learned about historical content, make moral judgments, and positively motivate themselves and their peers. It would be better for them to take concrete actions towards their social environment either in the classroom or outside the classroom that empathy and tolerance for human diversity. Thus, it is the duty of history teachers to reflect on the values contained in historical learning materials by instilling aspects of empathy, especially cognitively to students (Labibatussolihah et al., 2022).

Based on the respondents' explanations, the teachers are under the influence of behaviorism learning theory, which is concerned with knowledge and knowledge transfer (narration), and they express their opinions using concepts that are often emphasized in behaviorism theory. In order to effectively implement the empathic approach to history, teachers' teaching philosophies and classroom practices must be aligned with the principles of constructivist theory. It is certainly not enough to prepare a curriculum that only covers the principles, discourses, theoretical and abstract concepts of constructivist theory to practice historical empathy. Social studies teachers must be equipped to prepare and implement lesson plans based on constructivist approaches in applied courses such as "Special Teaching Methods" and be equipped to prepare and implement lesson plans based on constructivist approaches in seminars that they must attend in their schools, so as to assist teachers in practicing the knowledge of historical empathy theory that they have learned.

The limitation of this study lies in its inability to serve as definitive evidence that the paradigm of historical empathy among IPS teachers is misconceived. It is plausible that in other regions of Indonesia, IPS teachers possess a comprehensive understanding of historical empathy. This contention arises from the fact that the study only involved 15 respondents from a single city, making it inappropriate to generalize the findings to represent Palembang city comprehensively or to extrapolate them to all cities in Indonesia. Nevertheless, as previously mentioned, historical empathy remains a relatively underexplored concept in Indonesia, both empirically and theoretically. Therefore, this research can serve as a valuable contribution to future inquiries aiming to explore the paradigms of social studies and history teachers regarding historical empathy, both theoretically and practically.

CONCLUSION

This research places social studies teachers as an important factor in the growth and development of empathy skills (history) in students. Basically, social studies teachers in this study have the same concern about the importance of historical empathy in learning. However, the social studies teachers' paradigm of historical empathy in this study is almost similar to previous research, i.e. there are misconceptions about historical empathy or do not fully state what historical empathy is. They stuck to the definition of sympathy rather than empathy, prioritized the context of historical material over fostering empathetic attitudes in historical material, and placed the curriculum and students as the "problem" as well as the challenge in fostering historical empathy. Nevertheless, some teachers are creative in responding to this in the learning process. Thus, the social studies teaching system in grounding historical empathy is expected to have an impact on increasing empathy, tolerance and democracy, and certainly reduce the number of lacks empathy and bullying generally in social life and generally in the realm of education.

To conclude this section, this research recommends that scholars interested in historical empathy explore the paradigms of IPS teachers and history teachers across Indonesia. It is suggested that they undertake more comprehensive didactic research, such as implementing or developing historical empathy learning models proposed by Endacott & Brooks (2013) or Riley & Totten (2002), creating learning resources centered on historical empathy for students, and assessing students' historical empathy levels, as referenced by Ashby & Lee (1987). Additionally, the implication of this research is to contribute to phenomenological research on social studies teachers' paradigms of historical empathy, given that historical empathy research in Indonesia requires further attention.

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