

HISTORICAL THINKING ABILITY IN BUILD HISTORICAL EMPATHY (CASE STUDY: HISTORY EDUCATION STUDENTS OF JAKARTA STATE UNIVERSITY)

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Abstract: This study aims to study the ability of historical thinking in building historical empathy for the history education students at Universitas Negeri Jakarta. The study was held in semester 112 in class C batch 2018 course of Indonesian history of The Colonial period and class A batch 2017 course of Indonesian history of New Order and Reformation period. This research uses qualitative methods with a case study approach. Data collection techniques used are interviews and documentation. The result of this study is that students of history education have diverse abilities in historical thinking skills. However, on the ability of historical empathy, the entire student history has cognitive empathy. This means students are able to understand the emotions, situations, and conditions of historical figures in the past. In addition, on the ability of cognitive empathy students are able to be objective so that on the understanding of history, students are not on the sides of one figure only.

Key Words: Historical Thinking, Historical Empathy, Student History Education, Jakarta State University

INTRODUCTION

Students of history or educational history particularly need to criticize every form of the historical source even though the source comes from a book which is written by a well-known author. Since every historian certainly has his/her own interpretation of the data found in every historical research. Therefore, it is necessary to have the ability to think historically in analyzing historical sources or the opinions conveyed by lecturers and historians in history seminars.

Historical sources are the most substantial part of history lectures to build a solid foundation in historical thinking. Because

it can develop a sense of historical thinking (Niveetha, Mahzan Awang, Razaq Ahmad, & Che Dahalan, 2019; Cowgill & Waring, 2017). To develop students' historical thinking ability, Lecturers can assign them to listen, write documents, and make illustrations of historical time to describe the overall learning and quality of the study results. (Bickford, 2016; Ofianto & Soehartono, 2015).

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Awareness of the past cannot be only thought, but it also needs to be felt and even understood well. The ability to feel and even understand well the past is known as historical empathy. Historical empathy or historical empathy value is still a controverted term. Historians, historic education researchers, and history teachers, however, have not yet found how to apply it to students (J. Endacott & Brooks, 2013).

The meaning of empathy leads more to the ongoing state of the world, but historians use it as an integral value of history (Ellenwood Jr, 2017; Yilmaz, 2007). However, empathy equally seeks to understand feelings and every behavior (Cunningham, 2003). The use of historical empathy is the students expected to understand the history and find out why individuals acted in the past from that person's perspective and relate it to today's conditions. (Nadilla, Sariyatun, & Sunardi, 2017; Harris, 2016; Alsene, 2017).

Developing historical empathy skills can be done by using some tasks. The tasks are content and historical figure comprehension, situation, and background of decision-making comprehension in the form of narrative form. Hence, the linkage of task content and elements of historical empathy can be measured. (J.

Endacott & Brooks, 2013; J. L. Endacott, 2014). However, there is criticism of the historical use of the word empathy that makes students use imagination to keep them away from the historical perspective and context (Perrotta, 2018). Clear indicators are needed to measure historical empathy to resolve imaginative elements.

Foster combines six main features in historical empathy (Foster, 1999). First, the process that leads to understanding and explaining the reasons behind people's behavior in the past. Second, appreciation of historical context and chronology in evaluating the past. Third, analysis and evaluation of historical evidence, so it is necessary to involve students in examining and interpreting historical data. Fourth, the appreciation of the selection of steps taken in the past, an understanding of the consequences of each action, reflects the thinking of how actions chosen by historical figures can influence future events. Fifth, the understanding in the past is different from the present. It means what people did in the past cannot be judged according to today the conditions, customs, beliefs, and knowledge. Sixth, it requires recognition, appreciation, and sensitivity to the complexity of human actions in those days.

Measuring one's empathy intelligence requires certain aspects that need to be filled because empathy itself is quite difficult to define. Empathy according to Zaluski (2007) is divided into three types: the perfect, the truncated empathy and the contaminated

(Zaluski & Zaluski, 2017). Determination of historical empathy capabilities can use the type of empathy described by Zaluski.

Historical thinking consists of high-level thinking measures that require critical power in order to be able to define the value of historical events that occur by utilizing historical resources such as biographies of figures (Ofianto dan Basri, 2015; Wiraguna, Maryuni, & Ribawati, 2018; Hermanto, 2016; Purnaman, 2015). Historical thinking is an important thing to understand history, and require a high level of intellectuality as an ingredient for the cognitive thinking process. (Yeager & Foster, 2001; Bain, 2000; Talin, 2016). Based on research that has been done by previous researchers, historical thinking is recognized as an important element to understand history and indispensable for people studying history who in this case are students of history education (Zed, 2018; Purnaman, 2015; Daryanti, Hasan & Nuraedah, 2019; Wiraguna, Maryuni, & Ribawati, 2018; Ofianto dan Basri, 2015; Talin, 2015). Not only it is limited to the cognitive aspect, but the importance of understanding history also in the affective realm . (J. L. Endacott, 2014; J. Endacott & Brooks, 2013; Foster, 1999; De Leur, Van Boxtel, & Wilschut, 2017; Perrotta, 2018; Savenije & de Bruijn, 2017).

Understanding history is necessary with a deep understanding of how people in the past behaved that eventually appeared a sense of empathy at historical events. Efforts to improve historical thinking skills in various ways

continue to be improved the ability to think as well as the cognitive value that can be obtained. Various efforts continue to be improved in order to develop the ability to think and also cognitive value. This effort can be done by making questions with curriculum standards and competencies that can be seen from the material (Ofianto dan Basri, 2015; Ofianto & Soehartono, 2015; Ofianto, 2018). No research has been found studying relationship between historical thinking skills in cognitive domain and its impact to build historical empathy which found in affective domain.

This research focuses on the ability of historical thinking and historical empathy. The purpose of this study is to look at the historical thinking ability of History Education students in building their historical empathy abilities. It is necessary as required to understand history thoroughly. In addition, this research also aims to see at what level historical empathy students of UNJ History Education are at.

RESEARCH METHOD

This research was conducted using qualitative methods with a case study approach. The use of qualitative methods is done to research things that are natural (Ali & Asrori, 2014). While the case study approach is used to look at unique things that happen in the organization (Naredi, Qodariah, & Absor, 2020). The use of qualitative methods with a case study approach is because this research was conducted to look at the ability to think and empathy at a group of people.

This research was conducted at Universitas Negeri Jakarta (UNJ), History Education Study Program Class C batch 2017 and Class A batch 2018. In class C batch 2017, the research was conducted by looking at the course of Indonesian history of New Order and Reformation period. While in class A batch 2018, the research was conducted by looking at the implementation of Indonesian history of The Colonial period. Data collection techniques and procedures come from interviews, observation of lectures, documentation and data obtained through photos, websites, e-mails, text messages or social media. (Cresswell, 2014).

The research object is the course of Indonesian history of The Colonial period and Indonesian history of New Order and Reformation period which took place in the 112th semester of UNJ. The semester tally began since the Institute Keguruan dan Ilmu Pendidikan (IKIP) Jakarta was established then changed its name to UNJ. Semesters are not written based on the original semester of students because this study examined two classes from different generations. Because each generation has a different semester then to facilitate the collection of semesters used calculation since the beginning of IKIP Jakarta established.

The subjects in this study are the lecturer of the subject and the student as the participant of the lecture. This research involved two classes, a lecturer in courses, two history lecturers and a History Education Coordinator.

This research was carried out when covid-19 occurred so that its implementation adjusted to the rules of lecture stipulated by the ministry. Online learning led this research also being conducted online and interviews with students conducted by phone. The data was obtained through google classroom and analyzed according to the standards used in this study. The analysis was conducted by analyzing the opinions of students, lecturers, and History Education coordinator. In addition, the analysis is also done by adjusting the results of interviews and student assignments.

RESULT AND DISCUSSION

Historical thinking is one of the main abilities that students need to have in History Education. This is because the ability to think can lead student capability to master history subject in general such as historians. In addition, one of the goals of history education students after graduating from college is to become a history teacher. As a teacher, historical thinking skills need to be possessed so that students are able to teach history to students properly. Thus, students in the school can master history subjects well.

Another thing that History Education students need to have is historical empathy. Historical empathy makes students understand why people in the past made decisions and acted. In addition, historical empathy students have the ability to be objective in seeing an historical event.

Chronological Thinking

Chronological thinking is one of the necessary thinking abilities in historical thinking. A form that demonstrates chronological thinking ability is the ability to distinguish past, present, and future. At the lecture held on the course of Indonesian history of The Colonial period and Indonesian history of New Order and Reformation period students have to understand and are able to distinguish past, present, and future. Students can see the differences between past and present, among others, by analyzing technological developments. Through the analysis of the development of this technology, there will be clear differences and progress felt in the present compared to in the past. Lecturers also agree that students have the ability to distinguish past, present and future.

Chronological thinking of history students can also be seen in their ability to do tasks. In Indonesian history of The Colonial period, students discussed raffles' land rental system chronologically. The initial discussion began with the introduction of the character Dirk Van Hogendorp who theoretically bears a resemblance to the Landrette performed by Raffles. How the students write down the task shows how good their chronological thinking skills. The sequence of discussions begins from the previous example of events and continues with a discussion of how Raffles implements its own land-lease system. With sequences like those which made by students, it has been seen how much chronological abilities are mastered.

In the course of Indonesian history of New Order and Reformation period, the assignment given to students was to make a simple proposal themed on history of Indonesia of New Order and Reform period. The assignment given by the lecturer does not specifically ask for a theme to be discussed in-depth, the student is asked to determine his own theme. In the proposals that have been completed, it appears that the way students write has been done chronologically. The discussion starts with the background then goes into the discussion of the proposed theme.

The next important ability to think historically is to analyze causal relationships. In general, the ability to analyze causal relationships has been shared by history education students. Students have to understand that an event will affect the next event. At the one historical event, there must be a background. In the question of the ability to analyze the cause-and-effect relationship, students are able to provide examples of the cause of an event and the consequences that will occur in the next event. Therefore, it is necessary to extract information about the background of an event.

The writing of historical student assignments has begun from the cause of an event. An example is in the analysis of religion embraced by ethnic Chinese in the New Order era. Students write down the beginning of the problem with how ethnic Chinese view by Indonesia's people. From that view, the cause

of what happens to The Chinese religion is a perceived consequence.

Understanding History

In the ability to understand history, in general, students have that ability so they can select and decide the resources used in the lecture. This selection of resources departs from the student's understanding of the historical material that will be studied in lectures. Students look for sources and then identify the author, their source, and historical story whether relevant or not to what is needed. The suitability of the story to what will be discussed generate ~~to~~ the ability to sort out students as well as other knowledge of the sources to be used with other different themes.

In the course of Colonial Indonesia History students along with lecturers look for book resources that can be used for lectures. The sought-after source is the main source of assignment writing as it is mixed almost throughout the list of bibliography in each student's assignment. This method eventually restricts students' exploration of historical sources. Students need to be active in finding sources so the material discussion can be broader and not limited to the same source. Because differences in historical perspectives are widely found and will enrich the understanding of history later.

Analysis and Interpretation

These abilities are diverse for each student. This ability to distinguish between fact

and interpretation. Most of the students admit that still being confused in distinguishing between fact and interpretation. The problem of confusion experienced by the student stems from an incomprehension about the difference between fact and interpretation. If the student understands the concepts and theories about facts and interpretations then over time, the student will be able to distinguish them. The History Education Coordinator said to see the ability to distinguish between fact and interpretation can be done by looking at the thesis using historical research methods.

In a historical thesis, students have to demonstrate the ability to distinguish facts and interpretations. But according to the History Education Coordinator, in the realm of application, history education students have done the application of historical thinking. In order to master the concept of historical thinking for students of History Education, it still needs to be improved.

In the course of Indonesian history of The Colonial period, students have attempted to use relevant resources in writing assignments given by lecturers. The resources used by students are not very diverse but enough to answer their needs. The discussion in the paper is only glued to one source, for example, the topic about Banten peasant rebellion. Indeed, the famous book discussing the details of the Banten Peasant Rebellion is a book by Sartono Kartodirjo entitled Banten Farmer Rebellion 1888. The use of other resources by students in order to enrich the discussion is not carried out.

This suggests that students are more focused on facts. The interpretation done by the student is not done clearly so that the task created by the student is more likely to be data exposure only.

In the course of Indonesian history of New Order and Reformation period assignment stipulated by the lecturer was to make a proposal is a place for students to interpret data from historical sources that have been consulted with lecturers. Each data presented in the assignment is followed by the interpretation sentence from the student. This demonstrates the ability to interpret students well. With the interpretation that has been done by students, indirectly seen their understanding of its history. The interpretation made by the student clearly comes from the student's understanding of history.

Historical Research

Students' ability to overcome historical data is also included in the mastery of historical thinking found in historical research indicators. Most students, to upgrade historical data will continue to communicate with guidance lecturers. If the guidance lecturer is deemed to have enough data, then the student will be confronted by the testing lecturer to enrich the source and writing. If consulting with the lecturer still does not solve the problem related to data, then the student prefers to change the title.

In the course of The History of Indonesia Classical Period, the resources available mostly come from foreign writers.

The ability to research foreign languages, especially Dutch, is not widely possessed by students so research sources from the Netherlands tend to be avoided. Students mostly use secondary sources that have cited original archives from the Netherlands. However, in existing lectures and presentation assignments, students do not use a large and complete resource because of the thought that the source for the lecture material does not need to be as complete as research.

In the course of Indonesian history of New Order and Reformation period, sources and research have been conducted. Students have become accustomed to searching for ideas, finding and gathering sources up to the stage of criticism and interpretation of sources.

Issue Analysis

The ability to analyze issues and decision-making is one of the indicators contained in historical thinking. To identify an issue, primary and secondary evidence searches are required to find the truth behind the issue being raised. According to students, it is also necessary to know the purpose of an action. One example presented was at Rengasdengklok event, the young people aimed to get Soekarno-Hatta to immediately liberate Indonesia. However, according to the old class, it is considered a waste of time. This is because if Soekarno and Hatta is not kidnapped then Jakarta at the vacuum of power which is the right time to liberate Indonesia.

In the course of Indonesian history of The Colonial period, an analysis of interesting issues is required. Among them are those found in forced planting materials. The material is widely explained about the losses felt by Indonesians but it also gives a positive side as well as the known kinds of plants needed on international trade. It is also known that Indonesia is considered by various entrepreneurs to trade in Indonesia. This makes the analysis of forced planting material necessary in-depth. But it remains underlined that forced planting brought suffering to the people at the time.

Historical Thinking

Lecturers and students' opinions on historical thinking skills vary greatly. The discussion in the class is quite good. Learning history can not only from one point of view and the ability to see history from various perspectives has been found through discussions which conducted on lectures in the class. But there are also students who still need to improve their historical thinking skills.

History lecturers argue that the ability of students, in general, can be said to be sufficient or moderate. In understanding students' historical thinking abilities there needs to be a grouping because each student's abilities are different by high, medium, and lower abilities. This is understandable because history education students' focus is on being a teacher or a history educator rather than a history researcher.

In students who participated in Indonesian history of The Colonial period courses, students still need to apply more historical thinking indicators. Things to note especially in the research and search of historical sources as an understanding of history. Not accustomed to doing research and finding their own resources becomes a problem for students.

Historical thinking is required in the course of Indonesian history of The Colonial period because at this time more primary sources derived from Dutch records. The condition of Indonesian society at that time was still lagging compared to the invaders. Therefore it is necessary to have good historical thinking in order to be able to see the colonial period from the point of view of Indonesia but still objective in looking at history. Critical feelings awakened from historical thinking skills lead to complete mastery of matter. Not looking from a single source perspective but also considering the sources that exist in understanding history.

In students who take the course of Indonesian history of New Order and Reformation period, in general the ability to think historically mastered has been good. The longer study period has been one of the causes. This is because, in the previous semester, students used to search and collect resources and gain knowledge about historical research in historical research methodology courses.

Historical thinking skills are required in the course of Indonesian history of New Order

and Reformation period is necessary because at this time Indonesia's condition tends to be stable but still dynamic. The point is that in the time, conditions in Indonesia tend to remain calm without the significant turmoil that the people launch in the government. However, in the aftermath of the fall of the New Order, many human rights violations and other new cases could be raised and opened by institutions. This is due to the stable-dynamic condition of the New Order which makes the movement threatened.

Historical thinking is necessary in order for objectives to be maintained while studying the material of Indonesian history of New Order and Reformation period. The reality is, not all the history as good as it seen in their time, but also not as bad as reported by online media. The ability of historical thinking that students have becomes a tool to maintain objectivity to actual historical events. So what happens at that time can still be kept true according to the facts and data.

Historical Empathy

The historical empathy skills of History Education students in the understanding and explanation reasons behind people's act in the past have been excellent. In Indonesian history of The Colonial period, students were able to consider the reasons behind the colonialism government making policies that afflicted the people, the reason is to help the economy of their country. As a people, helping the country's economy is a fabulous to do. While in the

course of Indonesian history of New Order and Reformation period, students understand the reason behind Soeharto's long tenure as president. They are trying to understand that being in a stable position in terms of the economy makes one may not want to relinquish their position. The student's response to the event shows that students can understand and explain the reasons behind others' attitudes.

Students ability to appreciate historical context and chronology in evaluating the past has been well done. The discussion of the Batak War conducted in Indonesian history of The Colonial period made students appreciate the resistance that had been done to western nations. For students, even if the resistance leads to defeat, they still appreciate it. While in the course of Indonesian history of New Order and Reformation period, students highlighted the student movement that tried to convey aspirations, criticisms, and suggestions about the government of the New Order. The difficulties and pressures felt by the students did not make the action end. In 1998 finally, the action of the student succeeded in displacing the government of the New Order. This student movement has also been used as a model by students to take action to convey aspirations to the government. The attitude shown in students shows the ability to appreciate the historical and chronological context

The ability to analyze and evaluate evidence in engaging students to examine and interpret historical data can be done by

adjusting the data found with existing references. Direct interpretation of historical sources needs to be further studied. In the course of Indonesian history of The Colonial period, the source obtained mostly from the book, analysis is simply done through the interpretation of the book and adapting some of the available sources. The evaluation of the historical source can be done by comparing the old source with the new one. Fickle interpretations cause changed the meaning of a historical event. In the course of Indonesian history of New Order and Reformation period, students believe in the results of analysis and evaluation listed on historical references. This is because historical sources used by students have used history books written by historians. These historians have certainly taken historiography method so the historian's interpretation has been done much better than students.

The ability to appreciate the selection of steps taken in the past is carried out by students by assessing the positive attitudes that historical figures have. In Indonesian history of The Colonial period, students assessed the steps taken by colonial resistance figures. The resistance was often based on a desire to gain freedom for his own people. From this desire, the community is also moved to fight along with historical figures. In the course of Indonesian history of New Order and Reformation period, the step that students appreciate can be seen from how the workers who held demonstrations in that era. Laborers's

demonstrations often lead to loss of protesters or violence. But even the threat perceived, laborers still held the demonstration until they are completely lost or killed. The students judged that this was a big move that needed high appreciation because they were willing to sacrifice for the benefit of himself and other workers.

The ability to understand that the past is different from the present means that what people did in the past cannot be judged according to the conditions, customs, beliefs, and knowledge of today. In the course of Indonesian history of The Colonial period students have the same similarities colonized without distinguishing races, tribes, and nations so at the colonial era, the feeling of the same once colony cultivated unity as today we know the term Arab nationalist or Chinese nationalist. In the course Indonesian history of New Order and Reformation period students were able to assess the ability of the New Order for food self-sufficiency that can no longer be done in today's conditions. Differences in the period make students analyze the causes of current and past differences. A large number of industrial land eventually led to the loss of land as Indonesia's food sources.

The ability to appreciate and sensitivity to the complexity of human actions at that time in the course of Indonesian history of The Colonial period, can be seen from the book written by Multatuli entitled *Max Havelaar*. The book tells about the quandary of Dutch people who became officers in Banten. His

desire to reveal the truth of the cheating he saw in his practice in the area he worked in. Max Havelaar's sincere intention sparked appreciation from students. What's more, Max Havelaar's position among the invaders makes it difficult to determine his demeanor. In the course of Indonesian history of New Order and Reformation period, students judged that Soeharto's retreat from the presidency was a difficult decision to make. But eventually, the decision to step down was taken as a step to end the riots of 1998.

Historical Thinking and Historical Empathy

History Education students, understand what happens to historical events, understand the emotions felt in the character, and understand the reasons for the selection of the attitude of the person at each historical event. Based on the student's ability to understand these things, then the student has been able to meet the indicators necessary to obtain the predicate to have cognitive empathy skills. The ability only gets there, because there is no act that the student do to leads to the affective ability of empathy or the desire to do more.

There is no affective appearance of empathy because looking at past events cannot be limited to just one historical perspective. But there are also other perspectives to consider. Students' ability to weigh various perspectives on historical events can be categorized quite well so the emotions that arise at each historical event can be balanced with rational things that

make affective empathy on courses in history education not found.

Empathy and affective cognitive ability empathy when followed by the third will be perfect empathy. Such empathy is a tendency to take action in response to understanding one's emotions. In historical events, taking direct action on what happened in the past is certainly not possible. So another response that can be used as a solution to take action directly is to do research and writing about emotionally interesting historical events.

The selection of topics conducted by history education students is generally done with an intellectual approach. The decision to choose a theme usually begins with the ability of students in a particular field. If the student wants to research food, usually he has learned a lot about food then he simply does a data search about other foods again so his research can be done. The formulation of problems in research with an intellectual approach is also not based on the emotional attraction felt by students. Based on the results of the study, students tend to find out more about new topics and then formulate problems. This does not indicate the absence of action as a result of the response in understanding emotions at historical events.

The relationship of historical thinking in building historical empathy can be seen in interviews and the results of student assignment analysis. Indicators contained in historical thinking have a connection to historical empathy indicators. Based on the analysis of

the historical thinking ability of history education students, it can also be seen historical empathy ability which the student has. Students who have good historical thinking skills also have quite good cognitive empathy abilities anyway. But in general, the historical empathy abilities of history education students are focused on cognitive empathy.

Conclusion

The historical thinking ability of history education students is quite diverse according to the indicators of the ability to think. In general, the student has been able to apply historical thinking even without him noticing the application of such thinking ability.

Concepts and terms used in historical thinking indicators tend to be new to students so they need to properly understand the questions of those historical thinking indicators.

Based on the sources obtained in interviews and student assignments, historical thinking indicators can be fulfilled by perfecting each other. There are indicators which are difficult to exemplify if not through writing so the discussions about them are more conveyed through student assignments. Similarly, there are more indicators that can be discussed through interviews, therefore on the assignment written by students, there is absolutely no discussion.

Historical empathy for history education students is new so when they asked about empathy in history, students are still confused and need more examples. Moreover, online

lectures that make it difficult for students to place empathy and many other things that are invisible to see while lectures. This is because the lecture can't see how the student's expression during the lecture takes place.

Generally, history education students have even cognitive empathy. Cognitive empathy of history education students is necessary because the historical way of thinking does lead to cognitive empathy. In addition, the history that is in the past makes someone who learned it can't do anything other than conveying his empathy through the writing or the lifting of the issue so many people can read it.

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