The Application of Empathetic Learning in Facing the Covid-19 Pandemic as the Responsibility of Good Citizens

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Abstract: This study aims to be able to apply the empathy learning model in the face of the Covid-19 Pandemic as the responsibility of good citizens. Learning empathy is an attitude to be able to teach empathy to students in distance learning situations. Empathy is very necessary, because each individual needs to help one another help in a Covid 19 pandemic condition like this. Covid-19 is a virus that can attack a person's immune system. With this virus is very easy to develop, so it needs a help to be able to empathize with students through a learning model. The research method used is qualitative with the Research and Development (R&D) approach. Research and development or better known as research development is an appropriate research method to be able to produce and test a learning model before it is used by students. The participants in this study were pre-service teachers who were pursuing tertiary education at public universities in Jakarta. The results show that empathy learning models are needed and need to be studied by educators, especially in Indonesia. The empathy learning model in the Covid 19 pandemic situation is divided into four, namely giving appreciation to each achievement to students, Second, teaching how to deliver good and right, Third is applying positive discipline to students, and fourth, building an attitude of mutual help. In addition, the government also establishes a policy whereby students conduct distance learning or learning is carried out at home, as well as provide internet data packages to students. Thus, learning can still continue even if carried out in a distance.

Keywords: learning, empathy, character, Covid-19, citizens

Introduction

The corona virus, which is known to originate from Wuhan City, China has now spread to several countries in the world, including Indonesia. This causes the cessation of several sectors in the business sector, including in the field of education. Based on data from UNESCO, the corona virus has had an impact on education, this is because in order to avoid the spread of Covid 19, various countries conduct social distancing or social restrictions (Shereen, Khan, Kazmi, Bashir, & Siddique, 2020; Guangming, 2020). One of the methods used is to stop educational activities that is to impose learning at home. Based on data from UNESCO, more than 300 million students were disrupted by the process of teaching and learning activities due to the limited facilities and infrastructure owned by them to be able to carry out distance learning.

Social distancing is one of the trusted ways to slow down or even reduce the impact of corona virus spread (Xu, et al., 2004). With the spread or impact of the corona virus, people cannot carry out social activities that can invite many people, including in the education process where people gather in large numbers in the classroom. Nevertheless, social distancing activities are difficult to carry out, especially in rural areas, because they are accustomed to being able to do togetherness and publicity which is termed as friendly.

The enactment of social distancing activities has an impact on education. The Government of Indonesia through the Minister of Education and Culture said that it is very supportive of the policy of social restrictions by way

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of closing schools or doing learning at home. This is one way to reduce the impact of the spread of the corona virus to students who are learning. According to some experts, learning at home is very effective and is a very appropriate policy, because with the learning process at home, can reduce interaction between humans, especially students when in class. Although students do the learning process at home, but they can still do the learning process, because with the existence of sophisticated technology at this time, it can be a tool to be able to study at home without having to go to school (Roosa, et al., 2020; Ayenigbara, 2020).

The purpose of the learning process at home is to be able to minimize communication both between students, and between students and teachers, because by reducing these interactions, students and teachers expect to be able to stay in their homes and carry out a distance learning process between students and teacher. One way that can be done to be able to do distance learning is by giving assignments to students, both through whatsapp groups and with other applications that can support the process of distance learning.

At the tertiary level, lectures can also be held remotely. Lecturers and students can communicate using renewable applications and technology such as Zoom, Webex and others. The online meeting can effectively reduce the spread of covid 19, one of the quickest ways to spread it is by the crowd. So that with restrictions or social distancing the hope can reduce the spread and greater impact.

The Covid-19 pandemic can be seen from various theories, one of which is the symbolic theory of contraction, or labeling theory. This theory says that a social condition or theory is problematic in society because of a labeling. The current condition of the community in the world that has a problem caused by the covid outbreak 19 is labeled by the public and the media, so this is very worrying and makes people afraid because of the outbreak. The community evaluates and labels that the covid 19 or corona virus problem is a very serious problem, so this makes people more careful in the process of interacting with the community (Raschke, Till, & Luedy, 2020).

The learning process at home caused by social distancing at home makes students and students less comfortable. This is because there are too many assignments given by teachers and lecturers using the latest applications, while the limitations of the tools and facilities and infrastructure possessed by students become one of the main obstacles in distance learning. The students both students and students have complaints in the process of learning, because it feels less effective in the learning process. By using technology, sometimes the signals used for the learning process are not very good, so students are not optimal in getting lecture material provided by the teacher and lecturer.

If the learning process at home does not go well, then there will be some problems that might occur to students and students who are doing the learning process at home. One problem that might occur if they study at home is playing online games. Online game is one of the activities favored by students, both among middle and high school students. So this will lead to new problems, including the misuse of online games during the learning process. Therefore it is necessary to have a strategy to be able to make students become effective when they do the learning process in their homes.

To be able to provide effective things, there are several things that might be done by teachers and lecturers, including increasing empathy toward students. Empathy can be used by encouraging students to be able to help their friends who are struggling when the distance learning process. This can be done by inviting students to be able to help others during the learning process.

If the attitude of empathy can continue to be applied properly, then the students can help each other friends or relatives who have an attitude of difficulty in the learning process. This attitude of empathy is very necessary in the learning process, and in all subjects. This is because with this attitude, students can help each other.

The impact of the corona virus has an impact on the Delay of All Agenda activities, both in schools and in universities such as student assignments in community service, cannot be carried out because in order to minimize meetings at close range and follow the government's call to avoid crowds / make a crowd, then all agendas planned activities must be postponed for an undetermined amount of time. The postponement / cancellation of the activity agenda is very well done in the current situation and conditions which are very worrying. As good citizens, the community must obey the rules made by the government in efforts to prevent the transmission of Corona Virus.
Responding to the various problems above, efforts are needed to build a sense of empathy and good character as an expression of national and state awareness. This should be done by the people and the government to deal with issues that threaten the life of the nation and state. The condition of the character of the Indonesian people has decreased along with the development of globalization. This can be seen from the problems that have been described above. Actually, the government's attention to character education can be seen by the presence of Presidential Regulation (Perpres) No. 87 of 2017 concerning Strengthening Character Education, which aims to shape a nation that is cultured through strengthening religious values, honesty, tolerance, discipline, hard working, creative, independent, democratic, curiosity, national spirit, love of the motherland, respect for achievement, communicative, love for peace, love to read, care about the environment, care about social, and responsible. Character education in primary and secondary education is integrated with subjects. The subjects that also focus on building the nation's character are Pancasila Education and Citizenship (Sarkadi, Casmana, & Rahmawati, 2020).

Pancasila Education and Citizenship is a multifaceted education that has a mission as political education, democratic education, legal education to character education ranging from basic education, secondary education to higher education. One of the mission of Pancasila Education and Citizenship is as character education. According to Pala (2011), character education is a national movement creating schools that foster ethical, responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share. Meanwhile, the Center for Curriculum Redesign (2015) states that character education is about the acquisition and strengthening of virtues (values), values (ideals and concepts), and the capacity to make wise choices for a well-rounded life and a thriving society. According to Lickona (1991), character education includes three main elements, namely knowing the good (knowing the good), loving the good (desiring the good), and doing good (doing the good). Character Education aims to instill character values to students which include components of knowledge, awareness or will, and actions to carry out the values of attitudes and behaviors related to God Almighty, self, fellow, environment, and nationality so that they become humans who have good character (Komarudin, Alkhudri, Ubedilah, Syaifudin, & Casmana, 2019).

Citizenship Education has a very important role in shaping the character of students. Citizenship Education is expected to develop intellectual intelligence, noble morals, and learners' skills. This is also reinforced by the existence of Law Number 12 of 2012 Regarding Higher Education, Article 35 Paragraph 3 which requires Citizenship Education as one of the compulsory courses held in Higher Education in addition to Religious Education, Pancasila and Indonesian Language. Changes in the character of students is a deliberate / planned (instructional effect), not just a follow-up effect / accompaniment (nurturant effect) [1]. As Branson pointed out, this can be seen in Civic Education covering three dimensions, namely civic knowledge, civic skills, and civic disposition [2].

Civic disposition is the most substantive and essential dimension among the three dimensions in the subject of Civics Education. The main purpose of the character / character of citizenship is to foster the character of citizens, both personal characters such as; moral responsibility, self-discipline, and respect for the dignity and human dignity of each individual, as well as public character for example; awareness as citizens, politeness, heeding the rule of law, critical thinking, and a willingness to listen, negotiate and compromise [3]. The purpose of character education in citizenship education is also to foster empathy in students. Empathy is a person's ability to identify and understand what other people feel, an identification with the feelings and situations of others and understand them. According to Daniela Owen (2004), empathy is the ability to identify the feelings and perspectives of others and to respond appropriately to the feelings and perspectives of others. On the other hand, empathy also shows cognitive and affective maturity in understanding others, the ability to love and respect others, as well as readiness to live together and develop each other with others [4]. Learning empathy in Citizenship Education can be in the form of respecting the opinions of others, not imposing the will of others, caring for fellow citizens, helping each other with mutual cooperation and so on. So that in a state of the spread of the Covid-19 pandemic this can be done with empathy learning through Citizenship Education (Sumadi & Casmana, 2020).

Literatur review

The concept of empathy

Empathy is one of the characters that needs to be developed by teachers or educators to students. These character values can be integrated through the learning process or the subjects that are being delivered by the
teachers, both social studies and exact lessons. But before discussing the implementation and integration of character values, it is necessary to first discuss the concepts and understandings of empathy (Hijrawadi, Casmana, & Zid, 2020).

In general, the meaning of the word empathy can be defined as a person's ability to understand others by positioning themselves as that other person. In other words, empathy means the ability of humans to be able to respond to the wishes of others who are not spoken verbally. The meaning of the word empathy is different from the notion of sympathy. If sympathy is more focused on behavior that "we think is good", then empathy is an attitude that "other people want us to do". This difference in meaning between empathy and sympathy will also affect the different actions we will take. If sympathy usually only stops at compassion, then empathy will continue on the act of helping (Li & Yu, 2015).

In addition to general understanding, some experts also have their own definitions for the terminology of empathy. Empathy according to experts certainly has different meanings, even though all of these definitions conical to the same big thought.

Kohut defines empathy as a process in which a person thinks about the condition of others as if he were in the other person's position. Kohut also strengthened his definition by saying that empathy is the ability to think objectively about the deepest lives of others.

Meanwhile, Carl Rogers offers two conceptions about the meaning of the word empathy. First, Rogers defines empathy as the ability to see the internal framework of others accurately. Second, in understanding other people as if individuals entered into other people so they can feel and experience as perceived and experienced by others, but without losing their own identity. The second definition of Rogers is a very important thought because it contains an understanding even though the individual puts himself in the position of others, but he must continue to exercise self-control over the situation, not made up and not carried away in the situation of others.

**Aspect of Empathy**

As a complex attitude, the process of forming empathy goes through various aspects that will be different for each individual. There are at least two aspects that influence the process of creating empathy. Both aspects are cognitive empathy and affective empathy.

1. **Cognitive Empathy**

Cognitive empathy is an attitude of empathy that arises on the basis of one's thoughts. An individual usually learns a pattern that occurs when other people feel sad, happy, or angry through reactions shown through expressions and body language. This process occurs not because an individual can feel what is being felt by others around him, but purely because of his knowledge of other people's reactions. In addition to the knowledge gained through experience, cognitive empathy can occur because of the perception it gives to the situation.

2. **Affective Empathy**

Affective empathy is an attitude of empathy that arises on the basis of one's emotions or feelings. Affective empathy can occur directly or obtained as a result of cognitive empathy. As a result of cognitive empathy, affective empathy emerges as a deeper response. Meanwhile, affective empathy can also arise directly through emotional contagion. Transmission of emotions can occur through verbal (words), pre-verbal, and non-verbal cues. Even so, affective empathy has a far more complicated process. Things in an individual such as arrogance and ignorance can prevent the emergence of affective empathy even though he can know what is felt by others through his cognitive abilities.

**The Pandemic Covid-19 (The Virus of Corona)**

Severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2), better known as the Corona virus, is a new type of coronavirus that is transmitted to humans. Although more attacking the elderly, this virus can actually affect anyone, ranging from infants, children, to adults, including pregnant women and nursing mothers. Corona virus infection is called COVID-19 (Corona Virus Disease 2019) and was first discovered in the city of Wuhan, China at
the end of December 2019. This virus is transmitted very quickly and has spread to almost all countries, including Indonesia, in just a few months.

This makes some countries implement policies to impose lockdowns in order to prevent the spread of Corona virus. Indonesia adopted a Large-Scale Social Restrictions (PSBB) policy to reduce the spread of this virus.

Coronavirus is a collection of viruses that can infect the respiratory system. In many cases, this virus only causes mild respiratory infections, such as flu. However, this virus can also cause severe respiratory infections, such as lung infections (pneumonia). In addition to the SARS-CoV-2 virus or Corona virus, viruses that are also included in this group are the viruses that cause Severe Acute Respiratory Syndrome (SARS) and the virus that causes Middle-East Respiratory Syndrome (MERS). Although caused by viruses from the same group, namely coronaviruses, COVID-19 has some differences with SARS and MERS, among others in terms of the speed of spread and severity of symptoms.

Method

This study aims to determine the values of empathy in the learning of Pancasila and Citizenship Education subjects which will then be developed into an empathy learning model for strengthening the character education of students, so that they can anticipate the radicalism of students. This research is a research development (R&D). According to Sugiyono, development research is used to produce certain products and test the effectiveness of a product (Sugiyono, 2010). As according to Borg, W.R & Gall, educational research and development (R&D) is a process used to develop and validate educational production (Borg & Gall, 1989). R&D research in education consists of 10 (ten) steps namely; (1) Research and Information Collections (Research and data collection), (2) Planning, (3) Developing the Preliminary form of Product, (4) Preliminary Field Testing (Initial field testing), (5) Main Product Revision (Revising the results of the trial), (6) Main Field Testing, (7) Operational Product Revision (Improving the product of the results of the field test), (8) Operational Field Testing, (9) Final Product Revision, and (10) Dissemination and Implementation.

Results and Discussion

Learning empathy is one of the educational models to be able to educate students' characters, especially the character of empathy. This character is very important to be applied to students, because it can improve good relations between students. They can help each other, especially if students find it difficult in the distance learning process that is carried out at home. Students can help their friends if there are those who find it difficult, such as those who have difficulty connecting to the internet while the learning process is ongoing.

This section will discuss and examine how government policies in the Covid 19 pandemic situation, as well as lessons that apply the values of empathy to students. By using an empathy character based learning model.

The Policy in dealing with Covid Pandemic 19

In a national situation that is in the midst of a non-natural disaster emergency, the Indonesian government has stipulated in Presidential Decree number 12 of 2020 concerning a national non-natural disaster emergency. This has made people need to be careful when meeting other people and take care of themselves in order to avoid the spread of the corona virus. With the enactment of this national emergency status, people from all walks of life can be vigilant in any situation and condition, so this can make people more protected from the corona virus problem.

There are several things that need to be done as a form of government policy in dealing with the Covid Pandemic 19, both in general and in the education sector. As stated in Law Number 24 of 2007, Article 26 says that every person affected by a disaster has the right to receive assistance in meeting basic needs. The Government of the Republic of Indonesia has established policies in the field of Education, one of the policies being Distance learning. Distance learning is one thing where students can learn from home, without going to school or campus where they study.

One of the problems felt by students globally is the limited internet quota or data package to be able to carry out distance learning. Some students complained about how they more often bought data packages in one month of
distance learning at home. For some people, it becomes easier and more convenient the distance learning process, but for some people, that also becomes an objection.

The policy undertaken by each educational institution is to provide a data package quota for students. This policy refers to Law Number 24 of 2007 which needs basic needs that are met by the government. One of the basic needs of students is the internet package quota. So that the government in this case through the unit of each educational institution provides a quota of data package assistance to each student.

This is one of the models of empathy shown by the government through educational institutions to be able to help people affected by disasters. With the assistance of the quota, the government showed empathy to those affected by the Corona pandemic problem.

In good governance to realize good governance can be supported by several pillars of trust. Like the participation of all citizens when making decisions, both directly and through legitimate representative institutions to represent their interests. In handling COVID 19, trust that is governed by the government is considered as output. This means that the government is believed to trust the government because evidence is not a promise that is not realized at all. This trust arises because the government is able and willing to fulfill promises in the form of meeting the needs or social assistance that has been delivered. The ability to answer or fulfill promises to others or yourself is called a responsibility. In addition to providing assistance to people affected by Covid 19 issues, there are also non-medical treatments that can be done to be carried out by the government.

Non-medical treatment can also be through community solidarity. Solidarity in the community to be able to help people affected by the corona virus. In this case, the government allocated several budgets to be used in handling Corona Virus. In addition to the government, several non-governmental organizations also implement various ways to provide assistance to the people affected by the corona virus. Such assistance can be in the form of logistics, financial assistance and others. Examples of attitudes taken by the government and some of these non-governmental organizations can be called as empathy attitudes carried out by the government and some social organizations.

Resilience is also very important during this disaster, resilience means the capacity of a person's ability to accept, face and transform the problems that have been, are and will be faced by someone in life. This resilience itself can also be said of one's immunity power in dealing with problems outside one's physical well due to economic, social, and other problems. Resilience in the impact of COVID-19 is important because it can help someone in dealing with and overcoming difficult situations at this time and also resilience in the community will also determine the length of time that will be taken so that the situation returns to available when in this COVID-19 problem. Indonesia, of course, belongs to a country that is often hit by disasters or other problems. Of course the disaster that was previously faced by the Indonesian people is very different from the COVID-19 pandemic, but we can take resilience values from the disasters that we have experienced in order to make the race to be more optimistic and accelerate so that the situation can be in a state as it was before.

**Empathy attitude towards students during covid dissemination 19**

Empathy is very necessary in the event of a national non-natural disaster emergency that is being experienced by the world community. With the swift flow of information obtained both from social media and from other media, has made people panic and fear if they are infected or exposed to the corona virus. In addition, some countries carry out social restriction policies or limit them to remain in their homes, this results in people becoming very bored and stressed about the situation that is happening.

One of the things that can be done by someone is by maintaining a positive attitude or positive thinking towards students. This positive attitude needs to be fostered and maintained so that it can help and maintain the health of each individual, so that people become more calm and not become emotional when in situations and conditions that are in the Corona virus emergency as it is today.

As an educator, both from elementary to tertiary level, this is very necessary to be able to maintain and spread a positive attitude and empathy to the students or students they are teaching. In the covid pandemic 19 period, the role of the teacher is needed to be able to maintain and teach empathy, both in the learning process and in the environment.
The results of research on learning models of empathy in the Covid 19 pandemi concluded that there are at least four ways to spread empathy in the learning process.

First, give appreciation to each achievement to students. Appreciation is something that is very much expected by students, especially during the pandemic covid 19. In general, students experience confusion about the assignments given by teachers and lecturers, especially if the internet connection used is less stable during the learning process. One form of appreciation is to give praise, good grades or words that give enthusiasm to students so that they continue to work hard in continuing the learning process at home. Therefore, giving a positive appreciation is something that is needed by students.

If appreciation continues to be given by educators in distance learning activities, then positive things will emerge from students. With the positive energy given to students, innovation, creativity from students will develop maximally. The most important thing is that these students will be increasingly concerned about the environment around them, so that empathy will be formed naturally.

Second, teach how to deliver good and right. This is a statement that teachers need to give to students in order to give positive words to students. These positive and good words will teach students so they can appreciate and give positive statements. For example, if teachers want their students not to cheat, it is better to avoid the word "do not cheat", but it is better to use the word "do their work in a way so that you are faster in mastering the material". This method of delivery will be easily accepted by students, so they will feel comfortable and can respect the feelings of others. Empathy attitude can arise starting from statements and words conveyed to students.

Third is to apply positive discipline to students. Discipline is one way that can be done to build the value of discipline to students without violence and threats. Students can be taught about the attitude of responsibility and understand about an effect that occurs because of something that has been done by them. By being taught discipline, these students will be careful when acting and making a decision.

During the Covid 19 pandemic, discipline can also be taught to students. For example on the sidelines of learning, students are taught how to be able to maintain personal hygiene and the environment, because it is very important for students and the environment. By teaching the importance of maintaining personal and environmental hygiene, the spread of covid 19 can be avoided and stopped. Furthermore, also convey to students the importance of social distancing, or by keeping a distance from students.

Fourth, build mutual help. Mutual assistance to students cannot emerge automatically. But it needs to be taught to students slowly. Furthermore, the teacher also needs to be able to practice it to the students, so students can do it well. There are many ways that can be done to be able to build a helping attitude, for example by teaching to be able to help students who have difficulties in obtaining internet data package quotas, or inviting students to be able to help their neighbors who are having difficulties. These attitudes can be developed by continuing. So that students' empathy can appear slowly.

During the Covid 19 pandemic situation, students can be invited to make donations aimed at people who are less able and affected by Covid 19. In addition, invite students to be able to distribute masks and other social assistance. These attitudes can teach empathy in coand pandemic situations 19. Attitudes of help that are taught from an early age can make students more concerned about the environment and have a high sense of empathy.

Those are the four ways that teachers can apply in teaching positive attitudes and empathy to students during the Covid-19 pandemic. Thus, even though distance learning, but the attitude of empathy can be implemented and applied to students.

Conclusion

Empathy is one of the characters that needs to be developed by teachers or educators to students. These character values can be integrated through the learning process or the subjects that are being delivered by the teachers, both social studies and exact lessons. But before discussing the implementation and integration of character values, it is necessary to first discuss the concepts and understandings of empathy. During the covid pandemic 19, the empathy character of students is very necessary, and needs to be taught to students.
Corona virus is a new type of coronavirus that is transmitted to humans. Although more attacking the elderly, this virus can actually affect anyone, ranging from infants, children, to adults, including pregnant women and nursing mothers. Corona virus infection is called COVID-19 (Corona Virus Disease 2019) and was first discovered in the city of Wuhan, China at the end of December 2019. This virus is transmitted very quickly and has spread to almost all countries, including Indonesia, in just a few months.

To be able to teach the value of empathy character, there are at least four ways that need to be developed. First, giving appreciation to each achievement to students, Second, teaching how to deliver good and right, Third, applying positive discipline to students, and fourth, building mutual help. In addition, the government also establishes a policy whereby students conduct distance learning or learning is carried out at home, as well as provide internet data packages to students. Thus, learning can still continue even if carried out in a distance.

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