FACTORS INFLUENCING EMPATHY STUDENTS IN INCLUSIVE SCHOOLS

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Abstract
Inclusive education is a form of educational equality in Indonesia that aims to overcome various educational problems for Children with Special Needs (ABK) who carry out learning activities through public or regular schools by using existing resources to create opportunities for their preparation for life in society. In its implementation, there are problems in inclusive education due to the lack of empathy between regular and ABK students. Empathy is the ability to understand other people's feelings. Increasing empathy needs to be a priority in creating optimal inclusive education. The method used in this research is a literature review. This literature review aims to see what factors influence regular students' empathy towards students with special needs in inclusive schools. The review was carried out on an online database, namely Google Scholar, on 8 articles based on inclusion criteria. The results of the literature research show that there are factors that influence regular students' empathy towards ABK students, namely social support, perception, teacher communication strategies, school-based educational interventions, level of education and gender, child-friendly learning programs, group guidance using photovoice techniques, and psychodrama.

Keyword*s: inclusive education, empathy, literature review, regular students, special needs students*

INTRODUCTION

In the Constitution of the Republic of Indonesia Article 31 paragraph 1 states, "Education is also a right for every citizen, whether rich or poor, male or female, young or old, normal or disabled, to receive a minimum of 12 years of education". Education is materially beneficial where education must be able to provide knowledge that advances and enhances the quality of life, both on the scale of personal life, society and the state (Hermanto, 2020). A major change for the better can be facilitated by the existence of adequate educational institutions. Therefore, education that is equitable for all groups and conditions is important to be organized optimally.

Inclusive education is one form of education equality in Indonesia. In the Regulation of the Minister of National Education Number 70 of 2009, it states that inclusive education is an education delivery system that provides opportunities for all students who have abnormalities and have the potential for intelligence and/or special talents to attend education or learning in one educational environment together with students in general. The establishment of inclusive education is intended to improve the quality of education (Astawa, 2021).

The regulation on inclusive education in Indonesia states that local governments appoint schools at the primary, junior secondary and senior secondary levels to provide inclusive education. The Ministry of Education, Culture, Research and Technology (Kemebdikbudristek) of the Republic of Indonesia states that as of December 2022, there are 40,928 schools spread across Indonesia that have organized inclusive education at the primary, junior secondary, senior secondary and vocational secondary levels, both public and private. There are a total of 135,946 students with special needs who have been learning in these inclusive schools (Basic Education Data, 2023). The purpose of the inclusive learning process is to overcome various educational problems for children with special needs who carry out learning activities through public or regular schools by using existing resources to create opportunities for their preparation for life in the community (Hajar & Mulyani, 2017). However, the implementation of inclusive education in Indonesia is still controversial (Jauhari, 2017).

The controversy that occurs can be seen in terms of the relationship that exists between regular students and students with special needs, such as the situation shown in the preliminary study at SMPN X Surabaya, where regular students tend to perceive students with special needs as bullies in class, regular students have no intention of helping students with special needs who have difficulty in learning, being ignorant and ignoring the presence of students with special needs (Ramadhani et al., 2023). Another controversy also occurred in schools in the city of Makassar, where it was explained that most of the teachers had honorary status with few schools having special mentor teachers, which had an impact on the inclusive school work program so that services aimed at children with special needs were not optimal (Marsidi, 2021). In a study, it was said that there was still bullying committed by regular students against students with special needs in one of the inclusive schools in Surabaya, which shows that inclusive schools cannot accept the differences of each student (Damayanto et al., 2020). Bullying behavior carried out in a school setting is caused by a lack of empathy, where the bullying behavior carried out is considered something "normal" by the students who are bullying (Rahayu & Permana, 2019). This statement is reinforced by meta-analysis research which obtained the results of a negative relationship between empathy and bullying behavior (Andayani, 2016).

Empathy in Alfred Adler's view is the ability to identify with someone to understand what it is like to be that particular individual (Clark, 2016). In Adler's understanding of empathy, he refers to the writings of an anonymous English writer who states that "One must see with another's eyes, hear with another's ears, and feel with that person's heart." Empathy plays an important role in the development of social understanding and positive social behavior, serves as the foundation of relationships, and is the basis for stress coping and conflict resolution (Rismi et al., 2022). Empathy is one of the important abilities to interact in diverse conditions (Suharmini et al., 2017). Empathy is defined as the ability to understand other people's feelings and problems and think from their point of

view, as well as giving good appreciation of existing differences (Goleman, 2007).

Based on the explanation of education in inclusive schools that experience obstacles due to low student empathy, increasing student empathy, especially regular students towards students with special needs, is something that needs to be prioritized. Knowledge about increasing student empathy is important to create an inclusive school environment that is in accordance with its purpose. This literature review aims to review articles that discuss the factors that can affect student empathy in inclusive schools. Knowledge related to factors that affect empathy can then be used as information to increase empathy in students in inclusive schools.

METHOD

The research design used in this article is a literature review. The type of literature review used in this article is the narrative review type, which is a qualitative summary of the relevant literature, whether the literature uses statistical tests or not (Pautasso, 2019). A literature search was conducted through Google Scholar using the keywords "Student Empathy", "Factors of Student Empathy", and "Student Empathy in Inclusive Schools" with a time span of the last 6 years (2017 - 2023). In this search, 38 articles were obtained that discussed the topic to be studied, then 8 articles were selected in accordance with the inclusion and exclusion criteria previously set. The inclusion criteria in this study are (1) describing the factors that influence student empathy, (2) the research subjects are students in inclusive schools, (3) articles published in the range of 2017 - 2023 with the aim that researchers obtain the latest findings that are still relevant to the situation and conditions that occur, (5) research publications in Indonesia. The exclusion criteria in this study are (1) variables do not have a relationship or influence on student empathy, (2) research subjects are students in regular schools, and (3) articles use Indon

RESULT

The Result of the literature review (Cahyani, 2019; Dara dkk., 2023; Faizah dkk., 2017; Hamidaturrohmah dkk., 2020; Kurniawati dkk., 2018; Kusnadi & Noviyanti, 2022; Nirmala & Huda, 2023; Primasari dkk., 2021). A summary of the article is listed table 1 below.

Table 1. Summary of Research Findings Related to Factors Affecting Reguler Students Empathy for Student with Disabilities in Inclusive Schools

No	Title, Author, and year of publication	Research Objective	Research Subject	Research Result

No.	Title	Purpose	Subjects	Results
1.	Social Support and Empathy in Students with Special Needs Based on Secondary School and College Levels (Kurniawati dkk., 2018).	The purpose of this study is to determine the role of peer social support on empathy in students with disabilities in inclusive schools.	The subjects in this study included 454 inclusive school students in Malang city. The distribution includes 192 students at the junior high school level, 114 students at the high school level, and 148 students at the college level. level.	Peer social support played a role in the empathy of students with disabilities at each level of education. The percentage of the role was 23.3% at junior high school level, 21.2% at high school level and 5.8% at college level. college level.
2.	The Influence of Students' Perception of Autistic Children on Their Empathic Traits (Case Study of Students in Grade VI of Bogor Nature Elementary School Inclusive School) (Kusnadi & Noviyanti, 2022).	The purpose of this study was to determine students' perceptions of autistic children and the inclusive influence of these perceptions on students' empathy traits.	The subjects in this study were 41 grade 6 elementary school students at SD Alam Bogor inclusive school.	There is a fairly good influence between students' perceptions of autistic children on their empathy.
3.	Teacher's Communication Strategy in Fostering Regular Students' Empathy in an Inclusive Education Environment (Case Study at Creative School SD Muhammadiyah 16 Surabaya) (Nirmala & Huda, 2023).	The purpose of this research is to know the communication carried out by the teacher and the relationship communication in fostering regular students' empathy for children with disabilities..	The subjects in this study included homeroom teachers, regular students, alumni, parents of regular students, and parents of students with special needs at SD Muhammadiyah 16 Surabaya..	The teacher's communication strategy is influential in fostering regular students' empathy for students with special needs, especially the communication strategy with the method of seeing and imitating the attitude shown by the teacher. shown by the teacher.
4.	School-based Education Intervention in Building Students' Empathy in Inclusive Junior High School (Dara et al., 2023).	The purpose of this study is to increase students' empathy and disability awareness (peers) through program implementation.	The subjects in this study were 150 7th and 8th grade students at SMPN 20 Malang which is an inclusive school.	There is an increase in knowledge and empathy awareness towards students with disabilities after receiving a psychoeducation program. psychoeducation program.

No.	Title	Purpose	Subjects	Results
5.	Empathy towards students with special needs: in terms of inclusive education level and gender (Faizah et al., 2017).	The purpose of this study is to see the effect of education level and gender on students' empathy level.	The subjects in this study were 446 inclusive school students in Malang city at the elementary, junior high, high school, and college levels. high school.	Differences in education level and gender affect students' level of empathy.
6.	Implementation of Learning with Child Friendly Concepts in Building Student Empathy in Elementary Schools (Hamidaturrohmah et al., 2020).	The purpose of this research is to analyze learning methods with child-friendly concepts in increasing empathy of elementary school students. Elementary School students.	The subjects in this study were students and teachers at SD Semai which is an inclusive school..	Learning methods with child-friendly concepts can increase student empathy
7.	Virtual Group Guidance Photovoice Technique to Increase Empathy of Junior High School Students (Primasari et al., 2021).	The purpose of this study is to see the effectiveness of virtual group guidance with photovoice technique photovoice technique in improving students' empathy skills	The subjects of this study were 8 inclusive junior high school students..	Virtual group guidance with photovoice technique is effective in improving empathy skills of students.
8.	Psychodrama to Increase Student Empathy in Inclusive Schools (Cahyani, 2019).	The purpose of this research is to determine the effectiveness of the psychodrama method in increasing the empathy of regular students towards students with disabilities in inclusive schools. inclusive school.	The subjects in this study were 15 regular students at Junior Highschool Muhammadiyah 2 Malang.	The psychodrama method can increase the empathy of regular students towards students with disabilities in inclusive schools.

DISCUSSION

Factors Influencing Empathy in Inclusive Schools

1. Social Support

The definition of social support presented by (Sarafino, 1994) is in the form of comfort, care, appreciation, or assistance that comes from other people both individuals and groups. Harmony in inclusive education can occur due to social support from peers in the form of communication acceptance, self-adjustment, and social skills (Bond & Castagnera, 2006). There are five aspects of social support consisting of emotional support which involves expressions of affection, appreciation support which involves expressions of positive appreciation, instrumental support which involves tangible assistance, informational support which involves broadening insight and understanding, and social network support which involves feelings of membership in a group (Sarafino, 1994). The five aspects of social support are used in quantitative research to see how social support affects the empathy of regular students towards students with disabilities in inclusive schools. Social support has an influence on student empathy in inclusive schools with different percentages at each level of education. The social support shown can strengthen student empathy, where a sense of acceptance and understanding by peers in the school environment creates feelings that are more sensitive to others (Kurniawati et al., 2018

2. .Persepsi

Every human being has differences in various ways, including in the way they think and perceive things. Perception is an individual process in interpreting, organizing, and giving meaning to stimuli that come from feeling, and behaving is often based on perceptions received by the five senses (Dwi et al., 2020). Negative statements given by regular students towards students with special needs are often based on negative understanding of experiences when interacting with students with special needs. To foster the thoughts, feelings, and empathetic behavior of regular students towards students with special needs, it is very necessary to form positive perceptions and a deep understanding of the conditions of students with special needs (Arifiana et al., 2019).

Regular students' perceptions of students with special needs in inclusive schools have a fairly good effect on the empathy shown by these students. The more positive perceptions regular students have of students with special needs, the better the empathy shown by regular students towards students with special needs. (Kusnadi & Noviyanti, 2022). from the environment where the individual is (Asrori, 2009). How individuals think,

3. Communication Strategy Teacher

Teachers have a very important role in building students' attitudes to always respect others, especially for those who are different in different groups (Nugroho & Mareza, 2016). Teachers also play a role in providing direction and motivation to students in inclusive schools who can always move, determine, and select student actions to achieve maximum inclusive education goals (Amiroh, 2023). Direction and motivation in education are delivered with an effective communication strategy, which regulates the form of interaction with others in the form of ordinary conversation, persuading, inviting, and negotiating appropriately (Abidin, 2017).

The way teachers communicate, both verbally and nonverbally, which is done repeatedly can foster long-term empathy in regular students towards students with special needs (Nirmala & Huda, 2023). The way teachers communicate about the conditions and understanding of the unusual behavior of students with special needs to regular students is done by smiling, warm, and friendly. Teachers also promote a reward system for students if they do good things that can be emulated by their peers as an appreciation and motivation to become a loving and humble person. The reward system can increase student motivation by 38% (Sari, 2018), but its application must be adjusted to the level of student competitiveness (Wahyuni et al., 2023). The position of the teacher in communicating in the classroom is also arranged so that all students are more integrated. The context of communication in the form of space can affect the way individuals communicate in it (Maulida, 2020). Providing direct examples of how teachers communicate with understanding and compassion to students with special needs in classroom settings and even canteens is the most successful communication strategy to increase empathy for regular students.

4. School Based Education Interventions

Intervention is an activity that is carried out systematically and planned based on the results of an assessment to change the state of a person, group of people or community towards improvement or preventing the worsening of a situation or as a preventive or curative effort (HIMPSI, 2010). Increasing empathy can be a goal contained in intervention programs, one of which is school-based educational intervention. Interventions in educational settings in inclusive schools to increase student empathy with psychoeducation and role play (Dara et al., 2023).

Psychoeducation is carried out by providing material on disability awareness to provide initial understanding of obstacles, potential, and how to behave towards individuals with special needs. Through disability awareness material, individuals can understand, realize, accept, and acknowledge the existence of individuals with disabilities to further create positive views and attitudes towards people with disabilities (Astri et al., 2022). Content mastery creates an integrated understanding that contributes to increasing students' empathetic attitudes (Fitriyanti et al., 2020). Role play in the school-based education interventions provided led to knowledge and experience

of interacting when making friends with students with special needs. Through role-playing, aspects of empathy can be learned starting from perspective taking, namely individuals able to recognize the feelings of others, fantasy where individuals are able to imagine the feelings of others, empathic concern which emphasizes individual concern for the feelings of others with a willingness to help, and personal distress in the form of appreciation for the feelings of others and control of helplessness when seeing the suffering of others (Mariskha & Umaroh, 2019).

5. Education Level and Gender

Inclusive education in Indonesia is organized at various levels of education ranging from early childhood to higher education, but the most common are elementary, junior high, and high school levels. Differences in the level of empathy shown by students based on the level of education taken, where the highest empathy is shown at the junior high school level and the lowest at the elementary school level (Faizah et al., 2017). This is in line with Kohlberg's theory of moral development, where at the elementary level, individuals are at the stage of preconventional morality, where behavioral motives are only measured based on consequences and tend to only serve their own interests (Hasanah, 2019). Whereas at the junior high school level, individuals begin to enter adolescence and are generally at the second stage of moral development, namely conventional morality. Teenagers tend to build positive relationships with the environment by showing prosocial behavior and empathy so that they can adapt to the social environment (Amseke & Panis, 2020).

In addition, it is known that empathy in regular students towards students with special needs in inclusive schools is greater in female students than male students. This is in line with research conducted by (Gustini, 2017) which also found that empathy, especially cultural empathy based on gender, is dominated by women with a percentage that is not much different from men. Women have a higher level of empathy than men in both cognitive and affective empathy concepts (Nurdin & Fakhri, 2017). The consistent difference between empathy in women and men can occur due to the socialization process where men tend to be raised rigidly and emotionally strong, while women are raised to always be able to understand the emotions of others. In addition, the role of stereotypes in society in viewing men who are expected to respond rationally to social problems, while women are expected to respond emotionally to social problems (Villadangos et al., 2016).

6. Child Friendly Learning Program

Conditioning of empathic attitudes in students can be done through learning programs carried out at school, one of which is child-friendly learning. Child-friendly learning itself is learning that centers on the active role of students, which also contains several principles in it, namely non-discrimination, the best interests of children, survival and development, respect for children's views, and good management (Nurbaeti et al., 2020). Child-friendly learning can increase student empathy in inclusive primary schools through two important points, namely through child-friendly learning strategies and the form of activity programs organized (Hamidaturrohmah et al.,

2020).

Child-friendly learning strategies are implemented through innovative learning strategies with sociodrama, service learning, and storytelling. In sociodrama learning, there are role plays performed by regular students and students with special needs. By playing roles, students can explore the feelings of others even without experiencing similar conditions (Mahdiani, 2012). In service learning, students are involved in social service activities. While learning with storytelling, the teacher conveys the material by telling stories with props and interesting expressions. Storytelling activities have an impact on students' interpersonal relationships, empathy, and uniqueness because there is cognitive development by imagining and utilizing fantasy aspects (Amrullah & Awalunisah, 2022).

7. Group Guidance with Technique *Photovoice*

Photovoice is a learning technique that is carried out through the presentation of photos followed by discussions related to the meaning of photos in a group setting. Photovoice aims to allow individuals to record and reflect on all their activities and even gain insights from discussions in group situations (Ulviatun, 2016). New understanding and views of a situation can be generated through learning with photovoice techniques. The combination of the photovoice technique with photo presentation and discussion was able to significantly increase empathy from the moderate category to the high category in virtual group guidance for regular students in a junior high school (Primasari et al., 2021). With photo media in the photovoice technique, it can evoke individual emotional feelings (Han & Oliffe, 2015). The photovoice technique involves cognitive processes derived from visual stimulus with photos that can evoke emotional turmoil. In addition, the strength of increasing empathy in the photovoice technique group guidance is that students learn to listen to the explanations of friends who are telling the meaning of the photos given (Miranda & Setiawati, 2023).

8. Pyschodrama

Psychodrama is a performance played by students where they can tell their problems guided by the teacher regarding ways to express feelings about conflict, anger, aggression, guilt, and sadness (Oktarina et al., 2022). Psychodrama which contains role reversal techniques so that students play the role of a particular individual so that they can see relationships and conflicts through the point of view of the individual being demonstrated (Prawitasari, 2012). Cognitive empathy is obtained through understanding related to the behavior of students with disabilities informed by the facilitator before the psychodrama begins, while affective empathy is obtained during role play where regular students can feel what students with special needs feel (Cahyani, 2019).

CLOSING

Conclusion

Empathy is the ability to understand the conditions and feelings of others. In inclusive education, empathy is needed especially for regular students towards students with special needs. Based on a review of 8 articles used in this literature review, it shows the factors that influence the empathy of regular students towards students with special needs in inclusive schools. These factors are social support, perception, teacher communication strategies, school-based education interventions, education level and gender, child-friendly learning programs, group guidance with photovoice techniques, and psychodrama

Recommendations

Research that specifically discusses the factors that influence empathy in regular students towards students with special needs in inclusive schools at every level of education has not been published. empathy in regular students towards students with special needs in inclusive schools at every level of education has not been widely published so that every factor obtained cannot necessarily be generalized at every level of inclusive education. It is hoped that research that discusses similar topics can more specifically and in-depth discuss the factors that influence the empathy of regular students towards students with special needs in inclusive schools at each level of education.

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