THE EFFECT OF EMPATHY PSYCHOEDUCATION THROUGH FAIRY TALES IN IMPROVING TOLERANCE BEHAVIOR OF INCLUSIVE ELEMENTARY SCHOOL STUDENTS

Aulia Endah Fitriani*, Tri Rejeki Andayani

Program Studi Psikologi Universitas Sebelas Maret, Surakarta, Indonesia, Pusat Studi Difabilitas LPPM Universitas Sebelas Maret, Surakarta, Indonesia

auliaendah@student.uns.ac.id*, menikpsy@yahoo.com

Abstract

Tolerance behavior is important in inclusive schools so that the goals of inclusive schools can be realized. However, intolerant behavior is still found at inclusive schools, so it needs to be addressed, and empathy is one of the factors. This research aims to determine the effect of empathy psychoeducation through fairy tales on the tolerance behavior of students at inclusive elementary school X. The research used a pre-experimental method with a one-group pretest-posttest design. The research sample was 50 students from Grades 2 to 6 of inclusive elementary school X who were obtained through a purposive sampling technique with the criteria for a pretest score on tolerance behavior in the low category and were willing to become participants. Data were collected using the Tolerance Behavior Questionnaire (Reliability 0.722). Data analysis used the Wilcoxon Test with IBM SPSS Statistics 25. The results obtained a Sig. (1-tailed) value of 0.030 (p <0.05). Psychoeducation through fairy tales has a positive influence on the tolerance behavior of students of inclusive elementary school X. Further research can add a control group so that external variables can be more controlled and the research results become more accurate.

Keywords: *Psychoeducation of empathy, Tolerance behavior, Inclusive school*

1. INTRODUCTION

Inclusive education is an educational approach that is expected to dissolve the wall of exclusivity that has been a barrier between regular students and students with disabilities to get to know each other well (Alfikri et al., 2022). Inclusive education provides opportunities for regular students and students with disabilities to learn in the same environment, interact with each other, respect each other, and together achieve their full potential. Therefore, inclusive education is described as education that emphasizes anti-discrimination (Compilation Team of the Directorate of Primary Schools, 2021). Inclusive schools as inclusive education institutions are built as schools that provide a guarantee that children can obtain an education without receiving discrimination based on parental background, gender, ethnicity, religion, and disability (Indonesia, 2014).

Tolerant behavior must be possessed by all school members so that the goal of inclusive schools as educational institutions without discrimination can be achieved. However, in reality, tolerance behavior has not been fully realized in inclusive schools. Students with disabilities still receive discrimination and negative stigma from their peers, which can be caused by physical differences and abilities (Zain et al., 2022). Intolerant behaviors such as being indifferent when students with disabilities want to borrow books, teasing students with disabilities, cheating, mocking, reluctant to group with students with disabilities, not accepting the presence of students with disabilities, and

avoiding students with disabilities are still carried out by regular students to students with disabilities in inclusive schools (Fitriana & Setyowati, 2019; Suroyyah & Harmanto, 2022; Erlinda & Darminto, 2023). A preliminary study conducted at inclusive primary school X found intolerant behaviors exhibited by students, such as physical taunting, undermining the abilities of female students, and calling friends by their parents' names (Mutiara, 2023). In addition, observations made by researchers also found that intolerant behaviors, such as choosing friends during group work, reluctance to group with children with disabilities, reluctance to play with children with disabilities, degrading and mocking slow-learning students were carried out by students of inclusive primary school X. This discrimination results in children with disabilities receiving discrimination. This discrimination resulted in psychological impacts and difficulties for children with disabilities to interact (Fahrul & Ahmad, 2023).

Therefore, tolerance behavior needs to be improved. Tolerance behavior can be improved through a character education model based on the tepa sarira culture integrated into the Learning Implementation Plan (RPP) (Andayani, 2013). In addition to the character education model integrated in the lesson plan, empathy is one of the strong predictors for individuals to accept diversity and differences (Gerson & Neilson, 2014). Someone who empathizes will be able to feel the feelings and see the point of view of others so that they are better able to control themselves, accept diversity, accept differences (Butrus & Wittenberg, 2013; Juliwati & Suharnan, 2014), be sensitive to injustices that occur around them and have the motivation to take action against injustice (Decety & Yoder, 2015). Research shows that empathy psychoeducation is effective in increasing student tolerance (Sofwana et al., 2020).

This study used a psychoeducational module using the fairy tale method developed by (Rahmi, 2011). Storytelling techniques are needed to better attract students' attention and the message in the story can be conveyed well. This module contains storytelling techniques proposed by Hana (in Rahmi, 2011), which consist of (1) storytelling with illustrations, in this study the illustrations used images displayed through a projector; (2) telling fairy tales, fairy tales are told directly to students; (3) dramatization by playing fingers, dramatization is done by moving the body, fingers, and hands. In addition, the module is equipped with worksheets that can help increase empathy. Storytelling was chosen in this study because storytelling can train the imagination, provide deep emotional experiences, and effectively instill various values, ethics, and characters in children (Rosidah & Rusminati, 2017).

Research on empathy psychoeducation in increasing tolerance has been studied on adult individual subjects. Therefore, this study aims to determine the effect of empathy psychoeducation through fairy tales on the tolerance behavior of inclusive elementary school students X.

METHODS

Pre-experimental research with a group Pretest-Posttest Design was used in this study. This method is used to determine the effect of empathy psychoeducation on students' tolerance behavior. The study only used one sample group and the data was recorded twice, namely pretest and posttest, so it used One Group Pretest-Posttest Design (Hikamwati, 2020). The pretest was conducted before the sample received the intervention and the posttest was conducted after the sample received the psychoeducational intervention to see the difference in tolerance behavior scores before and after being given an empathy psychoeducational intervention through fairy tales.
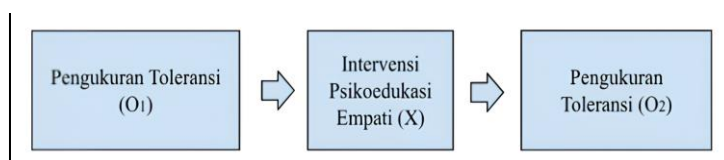

Image source: researcher document

Image 1: Research design

Description:

O1   : *Pretest* (tolerance behavior before psychoeducation)

X   : Empathy psychoeducation through storytelling

O2   : *Posttest* (tolerance behavior after being given psychoeducation)

The population of this study were students from Grade 2 to Grade 6 of SD Negeri Tugu Surakarta, totaling 180 students. The sample was selected using a purposive sampling technique based on the criteria of low category tolerance behavior pretest scores and willingness to be participants in the study. Grade 1 students were not sampled in this study because Grade 1 students are, on average, seven years old. Based on Piaget's cognitive development theory, Grade 1 students are just entering the concrete operational stage and have difficulty accepting new knowledge (Marinda, 2020). Based on these criteria, 50 samples were obtained consisting of seven Grade 2 students, nine Grade 3 students, 14 Grade 4 students, eleven Grade 5 students, and nine Grade 6 students.

The Tolerance Behavior Questionnaire was administered to all students from Grade 2 to Grade 6. Students who met the research criteria became the sample in the study. After the pretest was conducted, students in each class participated in psychoeducation according to the schedule that had been discussed with the homeroom teacher. The implementation of empathy psychoeducation was assisted by four pre-selected storytellers.

Psychoeducation was conducted in 90 minutes for three meetings. The first meeting was filled with introductions and ice-breaking, followed by the reading of the fairy tales "Ayam Jago, Elang, dan Jarum Emas" and "Tukang Sepatu dan Liliput". After the reading of the fairy tales was finished,

the activity continued with a discussion session and closing. The second meeting was filled with introductions and ice-breaking, followed by reading fairy tales with the titles "Malin Kundang" and "Farmer and Tiger Cub". When the reading of the fairy tales has been completed, the activity can be continued with a discussion session and working on the worksheet "How I Feel". After the students have finished working, the second meeting can be closed. The third meeting begins with introductions and ice-breaking. Then, proceed with the reading of the fairy tale "Onion and Garlic". The activity continued by dividing students into 7-8 groups and working on the "SMILE" worksheet. After all groups have finished, the third meeting can be closed.

Primary data collection in the form of pretest and posttest data. This study uses the Tolerance Behavior Questionnaire that has been prepared by (Andayani, 2013) based on the results of interviews with inclusive elementary school students. Therefore, the understanding of tolerance in the questionnaire is adjusted to the understanding of tolerance of elementary school students. The questionnaire contains 2 aspects of tolerance, namely tolerance in the home environment and tolerance in the school environment. The test of measuring instruments was carried out with the Product Moment validity test and Cronbach's Alpha reliability test so the questionnaire was composed of 27 items and had a reliability of 0.722. This questionnaire was chosen because there are similar characteristics between the samples in this study and the interview subjects.

The pretest data that has been collected is then categorized. Tolerance behavior is categorized into three, namely low, medium, and high. Categorization refers to the formulation of three categories (Azwar, 2012).

Table 1. Three-Category Formula

Category	Formula
Low	$X < M - 1SD$
Medium	$M - 1SD \leq M + 1SD$
High	$M + 1SD \leq X$

Description:

M: mean

SD: standard deviation

The following are the categories of tolerance behavior in this study

Table 2. Tolerance Behavior Category

Category	Score
Low	0-49

Medium	50-69
High	70-90

Data were analyzed using the Paired Sample T Test. However, if the prerequisites are not met, then the analysis is carried out using non-parametric analysis, namely the Wilcoxon Test. However, this study wanted to determine the positive effect of psychoeducation through fairy tales, so a one-tailed analysis was needed. The one-tailed significance value is obtained by dividing the two-tailed values by two (Uyanto, 2009).

RESULTS AND DISCUSSION

The psychoeducation was completed in two weeks because it adjusted to the school's agenda. Psychoeducation was attended by all students from Grade 2 to Grade 6. This was done to avoid feelings of differentiation and jealousy between students.

Based on the results of the data that has been collected, the pretest average score is 43.14, while the posttest average score is 45.08. Descriptively, it appears that there is a difference between the tolerance behavior scores before and after participating in psychoeducation through fairy tales.

Before analyzing the data using the Paired Sample T Test, the assumption test was carried out first, namely the normality test and homogeneity test.

Table 3. Normality Test

Test of Normality				
	Kolmogorov-Smirnov		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.
Pretest	0,172	0,001	0,905	0,001
Posttest	0,104	0,200	0,962	0,109

The pretest data is not normally distributed because the Sig. $<0,05$. Therefore, data analysis cannot be continued using the Paired Sample T Test and continued with non-parametric analysis using the Wilcoxon Test.

Table 4. Wilcoxon Test Results

Ranks

		N	Mean Rank	Sum of Rank
pretest - posttest	Negative Ranks	14 [a]	21,54	301,50
	Positive Ranks	28 [b]	21,48	601,50
	Ties	8 [c]		
	Total	50		

a posttest < pretest

b posttest > pretest

c posttest = pretest

Then, statistical tests are required to see the significance values.

Table 5. Wilcoxon Test Statistic Results

Test Statistics [a]	
Z	-1,878 [b]
Asymp. Sig. (2-tailed)	0,060

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

*) Signifikan (p < 0,05)

The Wilcoxon statistical test results show that the Asymp. Sig. (2-tailed) is 0.060 (>0.05). However, to find out the results of the right-side one-way hypothesis analysis, the Sig. (2-tailed) value needs to be divided by two so that the Sig. (1-tailed) value of 0.030. This means that empathy psychoeducation through fairy tales has a positive effect on students' tolerance behavior.

Elementary schools are divided into two levels, namely low grade (grade 1, grade 2, and grade 3) and high grade (grade 4, grade 5, and grade 6). Additional analysis can be conducted to see the effect of empathy psychoeducation through fairy tales in high and low grades.

Table 6. Pretest-Posttest Comparison of Low and High Classes

Comparison of Low Class and High Class scores			
Class	Total	Pretest	Posttest
Low	16 students	42,94	47
High	34 students	43,24	44,18

Based on the comparison of the tolerance behavior scores of the low and high classes, it appears that the low class has a greater improvement than the high class. The increase in tolerance behavior in the low class was 4.06 points, while the increase in tolerance behavior in the high class was 1.94 points. Then, for further analysis, the Wilcoxon Test was conducted.

Table 7. Low Grade and High Grade Analysis

	Low Grade and High Grade Analysis					
	Assumption Test		Assumption Test Result			
Grade			Paired Sample T Test			Wilcoxon
	Normal	Homogenous	t	df	Sig. (1-tailed)	Asymp. Sig. (1-tailed)
Low	✕	✓	-	-	-	0,049 (<0,05)
High	✓	✓	-1,075	33	0,145 (>0,05)	-

Empathy psychoeducation through fairy tales has a positive effect on the tolerance behavior of low-grade students (p=0.049; p<0.05). However, it was not significant in high-grade students (p=0.313; p>0.05). Furthermore, an analysis of the increase in tolerance behavior per class was carried out to see the increase in tolerance in each class because the implementation of psychoeducation was carried out per class. This additional analysis was carried out to support the evaluation of the implementation of the experiment.

Table 8. Pretest-Posttest Comparison Per Class

Score Comparison Per Class			
Class	Total	Pretest	Posttest
2	7 students	45,29	47,14
3	9 students	41,11	46,89
4	14 Students	41,93	45,07
5	11 Students	43,73	42,09
6	9 students	44,67	45,33

The increase in tolerance behavior scores occurred in Class 2, Class 3, Class 4, and Class 6. Unlike the other classes, Class 5 experienced a decrease in tolerance behavior. Therefore, analysis with the Paired Sample T Test or Wilcoxon Test is needed to understand the significance analysis of the effect of empathy psychoeducation in each class.

Table 9. Analysis Per Class

Analysis Per Class						
	Assumption Test		Results of Data Analysis			
Class			Paired Sample T Test			Wilcoxon
	Normal	Homogen	t	df	Sig. (1-tailed)	Sig. (1-tailed)
2	✕	✔	-	-	-	0,337 (>0,05)
3	✔	✔	-2,852	8	0,010 (<0,05)	-
4	✔	✔	-3,537	13	0,002 (<0,05)	-

| 5 | ✔ | ✔ | 0,933 | 10 | 0,186 (>0,05) | - |
| 6 | ✔ | ✔ | -0,368 | 8 | 0,361 (>0,05) | - |

Based on the analysis that has been done, empathy psychoeducation has a positive effect on the tolerance behavior of students in Grade 3 and Grade 4. In addition, empathy psychoeducation through fairy tales also has a positive effect on the tolerance behavior of students in Grade 2 and Grade 6. However, the increase is not significant. Unlike the other classes, empathy psychoeducation did not have a positive effect on the tolerance behavior of Grade 5 students who experienced a decrease in tolerance behavior. However, this decrease was not significant. The difference in results occurred due to the different dynamics in each class during empathy psychoeducation.

Empathy psychoeducation through fairy tales has a positive effect on tolerance behavior in X-inclusive elementary school students. This supports previous research which reveals that empathy psychoeducation can increase tolerance (Sofwana et al., 2020). Psychoeducation can increase students' understanding of tolerance and tolerance behavior (Mustofa et al., 2023). An empathetic person can understand other people's points of view and try to understand the reasons behind other people's actions (Lähdesmäki et al., 2022) so that a person is not easy to judge the opinions and actions of others who are not in accordance with their principles (Chow et al., 2013). When someone empathizes, the brain will respond to the state of the subject of empathy in the same way as responding to the situation experienced by oneself, so that it is as if the situation is experienced by oneself (Singer & Tusche, 2014; Cuff et al., 2016). Therefore, someone who has high empathy is an individual who can behave more tolerably.

Psychoeducation trains students to empathize, both in affective and cognitive aspects. Discussion activities with the question "How would you feel if you were one of the characters in the fairy tale that has been delivered?" can train students' affective aspects by learning to feel the feelings of others. The cognitive aspect of students is trained through working on the worksheet "How Do I Feel?" which trains students to know various expressions, and the worksheet "SMILE," which trains students to understand the feelings of characters using emojis.

Based on observations, the lower grades were more enthusiastic about listening to storytelling activities than the higher grades, especially Grade 5 and Grade 6. This can be seen from the lower classes who are more interactive when the storyteller dramatizes and interacts with students. Grade 5 and Grade 6 seemed to be doing other activities and were not focused during the storytelling activity, while Grade 4 was focused and calm listening to the storytelling. In addition, Grade 6 wanted to choose their group rather than the group that had been chosen to work on the "SMILE" worksheet.

However, the higher classes remained enthusiastic about working on the worksheets, especially the worksheets that were done in groups. This is in accordance with the characteristics of low and high students. Low-grade students are learning to develop values, morals, conscience, and skills to help others (Zulvira et al., 2021). High grades tend to form peer groups, have a great desire to learn and be curious, are not bound by rules when playing, and try to complete tasks with their abilities (Iswanda & Furnamasari, 2023).

Upper-grade students seem more enthusiastic about activities that involve active roles, such as working on worksheets. Additional activities that involve students' active roles can be added to increase students' enthusiasm and understanding. Learning methods that require student proactivity, individual and group learning, and direct experience can help make information less abstract for students and the learning process more memorable (Hidayatulloh et al., 2023). Empathy training carried out by involving participants in reading stories, telling stories, drawing, coloring, discussing, watching videos, singing, playing, and observing examples in the surrounding environment helps elementary school students improve prosocial behavior, one of which is tolerance behavior (Suparmi & Sumijati, 2021).

Differences in post-test results in each class can occur due to differences in conditions in each class when participating in empathy psychoeducation. Empathy psychoeducation in Class 2 was quite conducive although some students chatted and played. Class 2 students were quite enthusiastic, which was indicated by a good response when the storyteller dramatized and actively answered during the discussion session. Grade 2 students were very enthusiastic about doing the worksheets, especially the "SMILE" worksheet because it uses colored emoji pictures, and students can paste the emoji on the worksheet. Class 4 students were quite calm during the psychoeducation, focused on listening to the story, and active in the discussion session although some of them seemed shy to express their opinions.

Some students played with the shadows on the projector screen, and some other students stood up from their seats, making the atmosphere less conducive. However, students seemed enthusiastic to listen to the story even though the atmosphere became less conducive several times, students were able to refocus. This was shown by students who were quite responsive to the dramatization done by the storyteller.

The implementation of psychoeducation in class 5 was quite calm, with not many students chatting. However, some students did not seem to focus on the story. Students sitting at the back often looked down, drew, and played with objects that could be found around the seat. However, Grade 5 students were enthusiastic to work on the "SMILE" worksheets. In contrast to Grade 5, the psychoeducational conditions in Grade 6 were less conducive. Some students repeatedly asked

permission to leave the room and some students chatted with other students.

Crowded psychoeducation conditions can disturb other students and psychoeducation conditions become less conducive. Whereas the state of the environment can affect students understanding of the message conveyed in the fairy tale. A comfortable and peaceful environment is an environment that supports the process of understanding information (Hasibuan, 2018). A calm and conducive environment helps students to demonstrate and prevents students from losing focus (Mustofa et al., 2023). The involvement of co-facilitators in the study can help the facilitator in controlling students and keeping conditions conducive.

This study shows that empathy psychoeducation has a positive effect on students' tolerance behavior and can be a consideration in efforts to improve tolerance behavior. However, this research is certainly not free from limitations. The implementation of psychoeducation involved many children, making psychoeducation less conducive. Future research could consider a smaller sample size and adding co-facilitators to help keep the psychoeducation conducive. There was a long time span between the pretest and the psychoeducation, so there was a possibility of changes in students' conditions. Future research is expected to pay more attention to time, coordination with various parties, and strive for activities to run effectively. Psychoeducation through fairy tales was less effective for Grade 5 and Grade 6, so future research is expected to consider more relevant fairy tales and add activities that involve active participation. This study did not have a control group, so future research is expected to add a control group.

CONCLUSIONS AND RECOMMENDATIONS

Psychoeducation through fairy tales has a positive influence on the tolerance behavior of X-inclusive primary school students. Empathy psychoeducation can be one of the considerations to improve tolerance behavior. However, this study did not have a control group and used a pre-existing module. Future research can develop modules with more relevant fairy tales, add activities that involve proactive participants, and consider the characteristics of the sample. In addition, the addition of a control group can be carried out by future researchers so that external variables can be better controlled so that the research results become more accurate.

DAFTAR PUSTAKA

Alfikri, F., Khodijah, N., & Suryana, E. (2022). Analisis Kebijakan Pendidikan Inklusi. *Syntax Literate: Jurnal Ilmiah Indonesia*, *7*(6), 1–12.

Andayani, T. R. (2013). Peningkatan Toleransi Melalui Budaya Tepa Sarira. *Prosiding Seminar Nasional Parenting*. https://publikasiilmiah.ums.ac.id/xmlui/handle/11617/3957

Azwar, S. (2012). *Penyusunan Skala Psikologis (Edisi III)*. Pustaka Belajar.

Butrus, N., & Witenberg, R. T. (2013). Some Personality Predictors of Tolerance to Human Diversity: The Roles of Openness, Agreeableness, and Empathy. *Australian Psychologist*, *48*(4), 290–298. https://doi.org/10.1111/j.1742-9544.2012.00081.x

Chow, C. M., Ruhl, H., & Buhrmester, D. (2013). The Mediating Role of Interpersonal Competence Between Adolescents' Empathy and Friendship Quality: A Dyadic Approach. *Journal of Adolescence*, *36*(1), 191–200. https://doi.org/10.1016/j.adolescence.2012.10.004

Cuff, B. M. P., Brown, S. J., Taylor, L., & Howat, D. J. (2016). Empathy: A Review of The Concept. *Emotion Review*, *8*(2), 144–153. https://doi.org/10.1177/1754073914558466

Decety, J., & Yoder, K. J. (2015). Empathy and Motivation for Justice: Cognitive Empathy and Concern, but Not Emotional Empathy, Predict Sensitivity to Injustice for Others. *Social Neuroscience*, *11*(1), 1–14. https://doi.org/10.1080/17470919.2015.1029593

Erlinda, S. T., & Darminto, E. (2023). Hubungan antara Persepsi dengan Penerimaan Sosial terhadap Peserta Didik Berkebutuhan Khusus dengan Perilaku Bullying Sekolah Inklusi Menengah Pertama di Surabaya Barat. *Jurnal BK UNESA*, *13*(2), 237–243.

Fahrul, A., & Ahmad, M. R. S. (2023). Diskriminasi Pendidikan (Studi Kasus Pada Anak Berkebutuhan Khusus di Kabupaten Kepulauan Selayar). *Jurnal Sosialisasi: Jurnal Hasil Pemikiran, Penelitian Dan Pengembangan Keilmuan Sosiologi Pendidikan*, *1*(1), 121. https://doi.org/10.26858/sosialisasi.v1i1.44538

Fitriana, N. H., & Setyowati, R. R. N. (2019). Respon Peserta Didik Reguler tentang Keberadaan Anak Berkebutuhan Khusus (ABK) di SMP Negeri 29 Surabaya. *Kajian Moral Dan Kewarganegaraan*, *07*(3), 1331–1345.

Gerson, M. W., & Neilson, L. (2014). The Importance of Identity Development, Principled Moral Reasoning, and Empathy as Predictors of Openness to Diversity in Emerging Adults. *SAGE Open*, *4*(4). https://doi.org/10.1177/2158244014553584

Hasibuan, A. A. (2018). Kontribusi Lingkungan Belajar dan Proses Pembelajaran terhadap Prestasi Belajar Siswa di Sekolah. *Jurnal Tarbiyah*, *25*(2), 1–20. https://doi.org/10.30829/tar.v25i2.365

Hidayatulloh, I., Kurniati, & Maimunah. (2023). Karakteristik Pembelajaran Siswa Tingkat Sekolah Dasar. *Seminar Nasional Teknologi Pendidikan*, *3*(1), 123–127.

Hikamwati, F. (2020). *Metodologi Penelitian*. Rajagrafindo Persada.

Indonesia. (2014). *Peraturan Menteri Negara Pemberdayaan Perempuan dan Perlindungan Anak Nomor 8 Tahun 2014 tentang Kebijakan Sekolah Ramah Anak*.

Iswanda, & Furnamasari. (2023). Analisis Tugas dan Kemampuan Seorang Guru Kelas dalam Menyikapi Perbedaan Karakter Siswa Sekolah Dasar. *Jurnal Riset Pendidikan Dan Bahasa*, *2*(3), 84–90. https://doi.org/https://doi.org/10.58192/insdun.v2i3.963

Juliwati, & Suharnan. (2014). Religiusitas , Empati dan Perilaku Prososial Jemaat GKT Hosana Bumi Permai. *Persona: Jurnal Psikologi Indonesia*, *3*(02), 130–140. https://garuda.kemdikbud.go.id/documents/detail/279799

Lähdesmäki, T., Baranova, J., Ylönen, S. C., Koistinen, A. K., Mäkinen, K., Juškiene, V., & Zaleskiene, I. (2022). Tolerance, Empathy, and Inclusion. In *Learning Cultural Literacy through Creative Practices in Schools: Cultural and Multimodal Approaches to Meaning-Making* (pp. 1–151). Springer International Publishing. https://doi.org/10.1007/978-3-030-89236-4

Marinda, L. (2020). Teori Perkembangan Kognitif Jean Piaget dan Problematikanya pada Anak Usia Sekolah Dasar. *An-Nisa' : Jurnal Kajian Perempuan Dan Keislaman*, *13*(1), 116–152. https://doi.org/10.35719/annisa.v13i1.26

Mustofa, Z., Ulya, I. L., Muqorrobbin, Z., Pangestu, R. T., Rochim, R. L., & Prayitno, M. A. (2023). Strategi Peningkatan Konsentrasi Belajar Siswa dalam Memahami Materi Pembelajaran Sejarah Kebudayaan Islam (SKI). *Damhil Education Journal*, *3*(1), 19–35. https://doi.org/10.37905/dej.v3i1.1755

Mutiara, A. (2023). *Studi Pendahuluan Magang Mahasiswa Penggerak dan Pendampingan Anak Berkebutuhan Khusus di Sekolah Inklusif*.

Rahmi, M. (2011). *Efektivitas Dongeng untuk Meningkatkan Empati pada Siswa-Siswi Kelas IV dan V di SD Negeri Tugu Surakarta*. Universitas Sebelas Maret.

Rosidah, C. T., & Rusminati, S. H. (2017). Mendongeng Sebagai Media Menumbuhkan Karakter dan Nilai Budaya Bangsa pada Siswa Sekolah Dasar. *Jurnal Pendidikan Guru*, *1*(1), 40–50. https://pigur.ejournal.unri.ac.id/index.php/pigur/article/view/5411

Singer, T., & Tusche, A. (2014). Understanding Others: Brain Mechanisms of Theory of Mind and Empathy. In *Neuroeconomics: Decision Making and the Brain (Second Edition)*. Elsevier Inc. https://doi.org/10.1016/B978-0-12-416008-8.00027-9

Sofwana, H. M., Rosiana, F., & Haryanto, H. C. (2020). Efektifitas Psikoedukasi Kemampuan Empati Dalam Meningkatkan Toleransi Beragama Pada Mahasiswa Salah Satu Perguruan Tinggi Swasta Di Jakarta. *Insight: Jurnal Ilmiah Psikologi*, *22*(2), 130. https://doi.org/10.26486/psikologi.v22i2.1141

Suparmi, & Sumijati, S. (2021). Pelatihan Empati dan Perilaku Prososial pada Anak Usia Sekolah Dasar. *Psikodimensia: Kajian Ilmiah Psikologi*, *20*(1), 46. https://doi.org/10.24167/psidim.v20i1.2879

Suroyyah, N., & Harmanto. (2022). Strategi Penanaman Sikap Toleransi Di Sekolah Inklusi SMPN 3 Krian Sebagai Perwujudan Education For All. *Kajian Moral Dan Kewarganegaraan*, *10*(2), 367–381. https://doi.org/10.26740/kmkn.v10n2.p367-381

Tim Penyusun Direktorat Sekolah Dasar. (2021). *Buku Saku Penyelenggaraan Pendidikan Inklusif di Sekolah Dasar*. http://ditpsd.kemdikbud.go.id/

Uyanto, S. (2009). *Pedoman Analisis Data dengan SPSS*. Graha Ilmu.

Zain, Z., Yoenanto, N., & Fardana, N. (2022). Inclusive Education in Public Schools, What is the Reality? *Jurnal Pendidikan Inklusi*, *5*(1), 1–23.

Zulvira, R., Veniyarni, & Irdamurni. (2021). Karakteristik Siswa Kelas Rendah Sekolah Dasar. *Jurnal Pendidikan Tambusai*, *3*(6), 488–493. https://doi.org/10.59188/jurnalsostech.v3i6.810