



The Influence of Reflective Learning Models on Students' Historical Empathy Ability

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ABSTRACT

History education is often considered boring and students have difficulty understanding its function. However, history lessons can give us an understanding of current and future events. The problem that is often forgotten is actually only related to how we can adapt to learning models that are often less suited to real conditions. This research tested a learning model called reflective learning which was then tested on students, namely Al Kautsar High School students, Bandar Lampung. In this research, researchers used a quasi-experiment, namely one class was the control and the other received treatment in the form of reflective learning model to measure the effect on historical empathy. The research results show that a reflective learning approach can effectively foster historical empathy

INTRODUCTION

History lessons are an important lesson. From history learning activities we find out how human civilization developed and learn how events in the past influenced us (Evitasari & Santosa, 2022). Learning history is actually quite challenging. History lessons have the image of being boring and difficult to digest because they require high memory capacity. This causes students to experience excessive stress. Excessive stress on students means they cannot absorb lessons optimally and get unsatisfactory grades.

The challenge of history lessons is how to package history lessons so that they are not boring. Often history lessons become boring because of the lack of context in the history lesson. When children study history in class, they only learn to memorize facts and not learn history as a complete system which makes them learn how to take the essence of history and apply it to life (Almarisi, 2023). In fact, history lessons are an important subject and we should not look at history lessons as an effort to remember, but rather as how we form a complete building of thinking that is realistic and holistic so that the historical knowledge we have forms a mindset and thinking paradigm. By studying history we can understand the history and roots of the nation which also influence current problems. Apart from that, we also learn how to overcome problems that occur in the future because in these problems there are patterns that we can learn from.

To achieve this, we must understand that there are components of history lessons in it. One of the targets in history learning that must be achieved is historical empathy. What is meant by historical empathy is the ability to understand the reasons and motives as well as the relationships between historical figures involved in an event. By understanding the motives of historical figures and their needs, students can emulate the lives of these historical figures and can take various learning materials from them (Schroeder et al., 2022).

Even though it sounds like a simple concept, in practice, instilling historical empathy is not an easy effort. Some of the reasons why historical empathy is not easy to do is because students experience learning methods that do not support them in being able to have historical empathy. Many history lessons in schools are given in the discovery learning model.

In general, discovery learning also emphasizes students' independence in searching for learning materials related to the history lessons they are working on. However, discovery learning also has many problems. Some of the problems with discovery learning are limited space for teachers to build scaffolding to support students in developing more advanced thinking in the future.

The weakness of discovery learning is that this learning model emphasizes students' activeness in searching for information on their own and understanding the material that is the content of the curriculum (Sari and Abdulrahman, 2019). However, the time required is quite long and there is no guarantee that the lessons given can be understood perfectly. For this reason, there needs to be ideas for using other media to understand the subject matter. One of the proposed learning models is reflective learning.

Reflective learning is a learning model that is carried out by carrying out critical analysis of an incident and viewing it from various sides holistically

before then encouraging learning efforts through life experience and various other learning experiences. Reflective learning is a branch of constructivist science. Constructivism is an effort to organize knowledge into a complete knowledge construction building and become an analytical tool for us to solve various problems in the future, including understanding existing subject matter. (Masgumelar and Mustafa, 2021; Suparlan, 2019). With reflective learning, it is hoped that it will be easier for students to gain historical empathy skills.

Researchers conducted research by comparing the control class and the experimental class at SMA Al Kautsar Bandar Lampung. Al Kautsar High School students will receive different teaching models to see their understanding of history lessons using reflective learning and discovery learning as part of the control class. The results of the research will then be analyzed further to decide whether reflective learning really has a positive impact on the history teaching model or not.

The author acknowledges that this research has originality by comparing it with two previous studies. The first is research entitled Variations in Learning Methods for the History of Islamic Culture at MTS Miftahul Ulum Weding Bonang Demak by Eni Rifriyanti (Rifriyanti, 2019). This research is qualitative research that uses survey methods and direct interviews regarding history learning methods which were tested on a group of population samples.

Then the second research is research on history learning entitled Various Approaches to Teaching from the Aspects of Delivery, Teaching Aids, Pedagogy and Confirmation in History Learning by N. Mookan et al. (Mookan et al., 2021). This research focuses on how history education research is carried out, whether it is in accordance with procedures or vice versa.

LITERATURE REVIEW

Historical empathy

Empathy originally came from the word *Einführung* which was used around the 19th century by German philosophers, which was later translated into the word empathy. The philosopher Rober Vicher originally used this word to describe the pleasure experienced when contemplating a work of art, where the word is presented as a projection of oneself and feelings onto a painting and even the beauty of nature (Nadila, et al, 2017:202). As stated by Stein (2002), what is meant by empathy is the ability to be aware of, understand and respect the feelings and thoughts of other people. Empathy is attuning oneself to the what, how, and background feelings of another person's thoughts as that person feels and thinks about them. Being empathetic means being able to read other people from an emotional perspective. Thus it can be concluded that basically empathy is the ability to see the world from another person's perspective, the ability to align oneself with what other people may feel and think about a situation at hand.

According to Endacott & Brooks (2013: 43-44) historical empathy requires three interrelations and interconnectedness of components:

- 1) Historical contextualization, namely temporal sensitivity to understand differences in social, political and cultural conditions according to the period studied so as to know the relevance of the historical situation that occurred.
- 2) Using perspective (perspective taking), namely first understanding life experiences, principles, positions, attitudes and beliefs to understand how someone thinks about a particular situation.

Affective ties or relationships are a reference to how life experiences, situations, or actions of historical figures become the influence of affective responses.

Historical empathy it can be interpreted as how someone feels as if they are experiencing a historical journey and is able to interpret historical events as if they experienced them themselves. Thus, historical empathy concerns the cognitive aspect for thinking and the affective aspect for the attitude formation process as a result of the interpretation carried out, which means that through the cognitive process, thinking will be able to produce the attitude formation process. Thus, these two aspects cannot possibly be separated from one another.

Furthermore, according to Stephen Briffa, to understand how historians work in relation to cultivating historical empathy in students, there are several skills that must be mastered, namely:

- 1) Building an interpretation of the past
- 2) Understand the goals and intentions of historical figures
- 3) Understand the situation that is the background to the actions of historical figures
- 4) Understand the reasons for the actions of historical figures

Reflective Learning Model

According to Dewey in Priyatni, et al. (2017: 2) the reflective learning model is adopted from thinking about reflective thinking. Reflective thinking as giving active, persistent and careful consideration to beliefs or forms of knowledge and supporting the consequences that arise or arise from giving such consideration.

Gurol (Fuady, 2017:105) defines reflective thinking as a process of directed and precise activities where individuals analyze, evaluate, motivate, obtain deep meaning, use appropriate learning strategies. Thus, reflective thinking is to get answers in the right way. Reflective thinking is important for teachers and students. But in reality, reflective thinking does not receive serious attention from teachers, teachers are only concerned with the final answer obtained by students without paying attention to how the answer was obtained. Reflective, which in its basic meaning is an examination of oneself that has been experienced or carried out so far so that a cross-check occurs between what is experienced and what is learned.

Meanwhile, Laila (2017:3) states that the reflective learning model is a learning model which is described as a learning process that reflects experience in depth, so that new understanding or learning processes emerge with the aim of providing problems so that students can modify their existing understanding if new problems are encountered.

Based on several references above, it can be concluded that reflective learning is a series of processes from a learning model applied by teachers so that students can link the knowledge they receive with their daily life so that students are able to modify their understanding depending on the situation experienced by the participants. the learner.

In current developments, the reflective learning model by Kolb in Sutriana (2019:6) uses steps that are more practical and can be implemented by developing learning procedures in reflective learning which consists of 4 stages, namely: 1) real experience stage; 2) reflection observation stage; 3) conceptualization stage; and 4) implementation stage. Kolb describes these four stages in the form of a circle as in the following image.

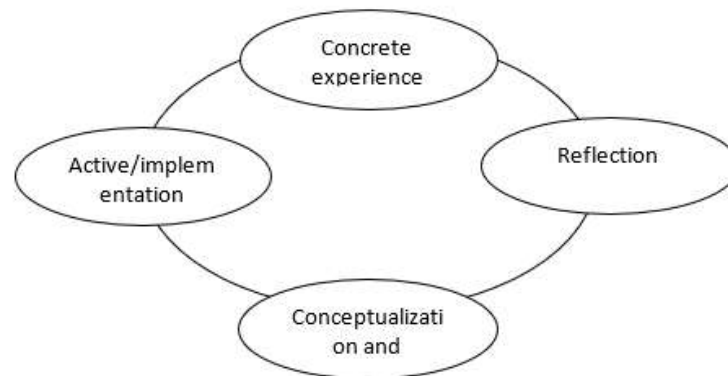


Figure 1. Reflective learning cycle

METHODOLOGY

This research is classified as quantitative research through a quasi-experimental (pseudo) research design. It is the same type as experimental research in general, but the difference is that the control variables measured cannot fully control other factors that may be involved. In quasi-experimental design, the emphasis is on quasi-experimental, namely a research method in which researchers carry out interventions or treatments on certain groups to study their effects, but do not randomly assign subjects or participants to treatment groups or control groups. (Abraham and Supriyati, 2022). In a quasi-experimental design, the treatment group and control group are formed based on existing characteristics or conditions, not through randomization as in a pure experiment.

The data obtained in this study used tests and non-tests. The test itself is directed at descriptive questions and non-tests based on the results of learning observations that have been carried out. Meanwhile, the data processing technique used was the t test and the influence of n Gaind from the model used.

RESEARCH RESULT

Before conducting research in the field, the first step that needs to be taken is to design and create a Learning Implementation Plan (RPP). This lesson plan is an important element in the teaching and learning process. Without an appropriate lesson plan, the learning model will not be as we expect (Scott et al.,

2022). In this model, we will study how reflective learning influences the understanding of history lessons. For this reason, we will use a learning plan that is adapted to the reflective learning model that will be used in the experimental class, but this model is not applied to the control class.

Pretest

The initial stage of research after preparing the learning tools is to look at the students' initial abilities. Please note that through this pretest we are trying to understand the students' basic knowledge. Once we understand their basic knowledge, we will be able to see the results of different treatments in the expression class and also in the control class. If we do not do a pretest, then there is a possibility that the research results will be biased (Miller et al., 2023).

On January 5 2023, a pretest was carried out in the form of questions covering new material or basic competencies for the experimental class and control class. The material tested in this pretest had never been given to the two groups before. The purpose of this pretest is to measure students' initial knowledge before they receive learning material or before receiving treatment using the reflective learning model in the experimental class and the discovery learning model in the control class.

This pretest contains questions that evaluate historical empathy ability indicators, and all students from both groups work on the same questions. It should be noted that the material in this pretest is material that has never been given to students in the previous learning process. Students are given 2 x 45 minutes (90 minutes) to work on the pretest questions, and then the questions are collected again after they have finished working on them.

The expectations of the pretest are to fulfill the following functions:

- a. Measurement of Initial Knowledge: The main function of the pretest is to measure students' initial level of knowledge before they participate in the learning program. By conducting a pretest, educators or researchers can assess the extent to which students understand the material or skills before they engage in further learning. Pretest results provide information about students' initial understanding and assist in adapting teaching approaches to suit their level of knowledge.
- b. Evaluation of Learning Needs: Through pretests, educators can identify areas where students already have a good understanding and areas where they still need further help or encouragement. By knowing students' initial learning needs, educators can plan more effective and targeted learning programs. Pretests also help in adapting learning materials and methods to make them more relevant and appropriate to the individual needs of students.
- c. Measuring Learning Progress: The pretest also acts as a reference point for measuring student learning progress during the program. By comparing pretest results with posttest results (tests carried out after the program is completed), educators can measure the extent to which students have improved their knowledge and skills during the learning period. This information is important for assessing the effectiveness of the program and determining whether the program is successful in achieving predetermined learning objectives.

Overall, pretests have a crucial role in assessing students' initial knowledge, evaluating learning needs, and measuring learning progress during the learning program. Information obtained from the pretest helps educators plan and develop more effective learning programs, according to the level of understanding and individual needs of students.

Teaching and learning activities

The research was conducted at SMA Al Kautsar Bandar Lampung with two sample classes, namely class XI IPS 4 as the experimental class and class XI IPS 1 as the control class. These two classes are considered homogeneous because they have students with a similar level of understanding based on daily value analysis. The experimental class consisted of 36 students, with 17 males and 19 females. Meanwhile, the control class had 35 students, with 15 boys and 20 girls.

Learning was carried out in four meetings, including pretest and posttest, as well as two learning activities. In the experimental class, learning uses the reflective learning model. The learning process in the experimental class involves dividing students into six groups, then each group seeks information about their discussion topic. Finally, each group presented their findings in front of the class.

On the other hand, the control class uses a discovery learning model. Even though the learning material about the impact of the Japanese population in Indonesia is the same between the two classes, the way the material is delivered is different. With this approach, the research aims to compare the effectiveness of reflective learning-based learning in the experimental class with the discovery learning model in the control class in improving students' historical empathy abilities. In implementing reflective learning in teaching and learning activities (KBM), researchers must ensure that the reflective learning process is carried out carefully and pay attention to several important things so that there is no bias in the analysis and evaluation. Here are some important things to pay attention to in reflective learning:

Objectivity: Researchers should encourage students to reflect objectively about their learning experiences. Students must be directed to view events or situations more objectively, without being influenced by emotions or personal prejudices. This is important so that the reflection results are more accurate and in-depth. **Openness:** Students need to be encouraged to be open and honest in the reflection process. They should feel comfortable expressing their feelings, thoughts, and learning experiences without fear of being judged or evaluated. This openness will help in identifying problems that may arise and finding solutions to improve learning.

Deep Analysis: The reflection process is not only limited to remembering what has happened, but also analyzing the situation in depth. Learners should be encouraged to explore the reasons behind their behavior or actions, identify factors that influence success or failure, and seek opportunities for further learning. **Continuous Learning:** Reflective learning should be considered as part of a continuous learning process. Students need to understand that reflection is a means of continuing to improve their knowledge and skills. By looking back on

learning experiences, students can evaluate their development over time and plan corrective actions or future development.

Support and Guidance: The researcher or educator must provide appropriate support and guidance during the reflection process. They can provide guiding questions to help students reflect more purposefully. This support can also take the form of constructive feedback after students have reflected, which can help them see new points of view and strengthen their understanding.

Implementation of Corrective Actions: The results of reflection must be followed by concrete actions to improve learning. Students need to plan specific and realistic steps to overcome obstacles or strengthen the strengths that have been identified through the reflection process. Implementation of these corrective actions is key in turning reflection into real improvements in learning. By paying attention to the important aspects above, the application of reflective learning in teaching and learning can be an effective tool for increasing students' understanding, skills and awareness of themselves as learners. This also helps reduce bias in evaluations, thereby providing more accurate and valuable information in improving the quality of the learning process.

Posttest

The posttest or final test was carried out at the last meeting of the research to evaluate students' final achievements or abilities after they received learning using the reflective learning model in the experimental class and the discovery learning model in the control class. The purpose of this posttest is to identify whether there has been a change in students' historical empathy abilities after learning.

By having a posttest, we use an evaluation method that is used to measure learning outcomes or achievements after students have finished following a learning or training program. The function of the posttest is very important in the world of education and research because it provides valuable information about the extent to which students have understood the material or skills being taught. Following are the three main functions of the posttest (Burton et al., 2022):

- a. **Measurement of Learning Achievement:** The main function of the posttest is to measure the extent to which students have achieved the learning objectives that have been set. By using a posttest, educators or researchers can evaluate students' level of understanding and mastery of the subject matter or skills that have been taught. The results of this posttest can provide an accurate picture of the effectiveness of the learning program and help identify areas that need improvement.
- b. **Evaluation of Learning Programs:** Posttests also play a role in evaluating the overall effectiveness of a learning program. By comparing the posttest results with previously determined learning objectives, educators or researchers can assess whether the learning program has succeeded in achieving its targets. If the posttest results show a good level of achievement, this indicates that the learning program is running well. However, if the results are less than

satisfactory, further evaluation needs to be carried out to improve the quality of the program.

- c. Teaching Development and Improvement: Through posttest results, educators can identify weaknesses in teaching methods or the material taught. This information can be used to make improvements and improvements in the delivery of lesson material in class. Apart from that, posttest results can also help educators understand students' learning styles, so that teaching strategies can be adjusted to increase their learning effectiveness.

With these functions, posttests have a crucial role in ensuring the quality and success of learning programs and helping create a more effective and results-oriented learning environment.

The posttest is given in the form of the same questions as the pretest, namely in the form of essay questions or descriptions to measure students' historical empathy. In this way, researchers can compare the final results of students from both classes and assess the effectiveness of the implementation of the learning model that has been used, especially reflective learning in the experimental class.

Pretest and Posttest Results

An initial description of students' historical empathy can be seen in table 1.

Table 1. Frequency Distribution of Pretest Scores for Experimental Class and Control Class

Description	Experimental Class	Control Class
Ideal Value	100	100
The highest score	85	85
Lowest Value	50	50
Average	68.89	67.57
Standard Deviation	11,408	9,879
Variance	130.15	97.60
The number of students	36	35

Source: Data processing, 2023

Based on Table 1, it can be seen that the experimental class pretest results have an average value of 68.89, a standard deviation of 11.408, and a variance of 130.15. Meanwhile, the control class pretest results had an average value of 67.57, a standard deviation of 9.879, and a variance of 97.60. Both classes, both experimental and control, have the same highest score, namely 85, and the same lowest score, namely 50.

Meanwhile, the posttest results regarding historical empathy in the two classes are seen in table 2.

Table 2. Posttest Frequency Distribution for Experimental Class and Control Class

Description	Class	
	Experimental Class	Control Class
Ideal Value	100	100
The highest score	95	90
Lowest Value	60	55
Average	82.22	72.28
Standard Deviation	9,215	12,207
Variance	84.92	149.03
The number of students	36	35

Source: Data processing, 2023

Based on Table 2, it is known that the experimental class posttest results have an average value of 82.22, standard deviation of 9.215, and variance of 84.92. Meanwhile, the posttest results in the control class had an average value of 72.28, a standard deviation of 12.207, and a variance of 149.03. Apart from that, the experimental class has the highest score of 95 and the lowest score of 60 and the control class has the highest score of 90 and the lowest score of 55.

Based on the results of these calculations, a prerequisite test is carried out as a stage that must be fulfilled to carry out the next test. Systematically, the first prerequisite stage to be carried out is the normality test, followed by the homogeneity test. The normality test is carried out to determine whether the distribution of data can be categorized as normal for the distribution of the majority of data processed. At the homogeneity test stage, it is carried out with the aim of determining the same or homogeneous variance if similar research is carried out. The results of these two tests will be followed up using a t-test via a hypothesis test to analyze the differences between the two groups.

Hypothesis Testing

Hypothesis testing was carried out to determine whether there was a difference in students' historical empathy abilities before and after learning using a reflective learning model that used material on the impact of the Japanese occupation in Indonesia. This research involved class XI students at SMA Al Kautsar Bandar Lampung. The statistical test used is the t test (paired samples t-test) using SPSS software.

The first hypothesis in this research is as follows:

- H₀: There is no difference in students' historical empathy abilities in history learning using the reflective learning model compared to history learning using the discovery model.
- H₁: There is a difference in students' historical empathy abilities in history learning using the reflective learning model compared to history learning using the discovery model.

The criteria for testing this hypothesis use the significance level α (alpha) of 0.05. If the Sig value. (probability value) from the t test is greater than α (0.05), then the null hypothesis (H₀) is accepted, which means there is no significant

difference between reflective learning and discovery learning models on students' historical empathy abilities. However, if the Sig. smaller than α (0.05), then the null hypothesis (H_0) is rejected, which means there is a significant difference between the two learning models on students' historical empathy abilities.

After carrying out data analysis calculations using SPSS, the results will show whether H_0 is accepted or rejected, and whether there is a significant difference between students' historical empathy abilities in the two learning models. The results of this test can provide valuable insight for educators to understand the effectiveness of the reflective learning model in improving students' historical empathy abilities in learning history.

Based on the t test in both classes, the Sig value was found. of 0.000, which is less than the value α (usually 0.05). Apart from that, the t-count value of 6.624 is also greater than the table value of 2.04. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted, which means that there is a difference in the results of historical empathy abilities between the experimental class that uses the reflective learning model and the control class that does not use the reflective learning model. In other words, the use of the reflective learning model has a different impact on students' historical empathy abilities compared to the use of the discovery learning model.

In the next stage, the second hypothesis was tested in this research as follows:

H_0 : There is no effectiveness of learning by applying the reflective learning model to students' historical empathy abilities in history subjects.

H_2 : There is effectiveness of learning by applying the reflective learning model to students' historical empathy abilities in history subjects.

The second hypothesis aims to evaluate whether the application of the reflective learning learning model has a significant effect on students' historical empathy abilities in learning history. To measure this effectiveness, this research uses the N-Gain formula (N-Gain Score). So the results of the N-Gain calculation can be obtained in table 3.

Table 3. N-Gain Test Results (g)

Class	Pretest	Posttest	N-Gain
Experiment	68.89	82.22	0.428
Control	67.57	72.28	0.145

Source: Data processing, 2023

Based on this table, the calculated N-Gain (g) value in the experimental class after being treated with the reflective learning model was 0.428 (zero point four two eight), while the N-Gain (g) value in the control class was 0.145 (zero point one four five). The criteria for assessing learning effectiveness based on the N-Gain value are as follows:

- 1) If the N-Gain is in the range ($0.7 > g > 0.3$), then it has "medium" criteria.
- 2) If the N-Gain is in the range ($g < 0.3$), then it has "low" criteria.

Based on the results of the N-Gain calculation, it was found that the experimental class with the application of the reflective learning model had an N-Gain value of 0.428. Thus, the N-Gain value of the experimental class is included in the "medium" criteria, indicating that the application of learning using the reflective learning model provides a significant increase in students' historical empathy abilities. Meanwhile, the control class with another learning model had an N-Gain value of 0.145. This value is also included in the "medium" criteria, but has a lower increase compared to the experimental class.

Thus, the calculation results show that the application of learning using the reflective learning model provides an increase in students' historical empathy abilities on a "medium" scale, which indicates that this model is effective in increasing students' understanding and involvement in history learning. However, it should be noted that this effectiveness needs to be analyzed further by considering other factors that might influence learning outcomes.

DISCUSSION

From the results of the research that has been carried out, reflective learning has a big influence on students in studying history. Reflective learning is a learning process that uses videos and various other visual media that help children to feel and also carry out critical evaluations where they seem to be in historical situations which become learning material (Heymann et al., 2022).

In learning using the reflective learning model, visual media has several important functions that can increase learning effectiveness and improve students' historical empathy abilities (Alt et al., 2022). The following are several functions of visual media in reflective learning, such as (1) Increasing involvement and imagination: Visual media, such as images, photos, videos or animations, can attract students' attention and help them be more actively involved in the learning process. By viewing historical pictures or videos about historical events, students can imagine the situations and circumstances that occurred, thereby increasing their imagination and making learning more lively. (2) Facilitates understanding of concepts: Visual media can help convey historical concepts more clearly and concretely. In reflective learning, students are invited to reflect and understand the learning content in depth. With visual media, students can easily understand the historical context, events or important figures, so that the reflection process becomes more effective. (3) Facilitating Discussion and Collaboration: In reflective learning, discussion and collaboration between students is important. Visual media can be used as a tool to spark discussion or show different perspectives. By looking at pictures or videos, students can share views, make analyses, and reflect together, so that the reflection process becomes richer and more meaningful. Students are invited to reflect and understand the learning content in depth. With visual media, students can easily understand the historical context, events or important figures, so that the reflection process becomes more effective. (3) Facilitating Discussion and Collaboration: In reflective learning, discussion and collaboration between students is important. Visual media can be used as a tool to spark discussion or show different perspectives. By looking at pictures or videos, students can share views, make

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By utilizing visual media in reflective learning, students can be more involved, empathetic and deepen their understanding of history. Visual media is a powerful tool in facilitating the reflection process and improving the quality of learning, so that students can achieve learning goals more effectively.

This reflective learning model is actually not only applied to history learning models. On the other hand, this learning model is also applied to vocational schools which require students to be able to face various situations and problems with the techniques and abilities they have. With the reflective learning model, the expected point is to form constructivist thinking which ultimately is to answer research questions which can be diverse and require complex critical analysis (Mulyadi, 2022).

If we then look at the context of history lessons, the target of this learning model is holistic understanding which is much more important than memorization. For example, in the context of the Japanese occupation of Indonesia. If other learning models only end with the fact that Japan occupied Indonesia three years before independence, reflective learning encourages children to be critical of questions such as why did Japan occupy Indonesia? What made Japan choose Indonesia over other countries? This is a realistic question but is often forgotten in today's learning models. In fact, with the reflective learning model we will be in the process of encouraging students to have a much deeper understanding and at the memory level it will also have a more positive impact (Achmadin, 2022; Sahid & Hashim, 2022).

Reflective learning it can also be said that constructivist learning involves building strong knowledge scaffolding (Mustofa, 2023). Scaffolding means that we create support for students to be able to understand the material completely.

Indonesian history, for example, is built from various events and each event has an important meaning. We can describe this historical event in Indonesia as a chronological series of causes and effects. Reflective learning encourages us to understand this cause and effect chain so that we remember events that are important rather than remembering historical events as separate memories (Munte, 2022).

When compared with discovery learning, this does not mean that this model is worse, but the results provided from reflective learning are much more comprehensive because discovery learning provides less space for building strong knowledge scaffolding (Levrini et al., 2019). This causes the final target of history learning, namely historical empathy, to not be achieved.

In the end, Historical empathy then becomes the highest process in the history learning process that we carry out (Eisman and Patterson, 2022). We can think of the process of cultivating historical empathy as understanding why Soekarno made certain speeches and made certain decisions because we understand the personal analysis of Soekarno's figure. We understand what the difference is when, for example, Mohammad Hatta and not Soekarno becomes president of Indonesia. Students learn to assess that with these differences, history will change as well as the way we understand history becomes more holistic (Tricahyono, 2022).

By developing historical empathy, students can even predict the future, including political dynamics in Indonesia or even simpler things such as regional economic and cultural development (Saidovna, 2023). In this way, we can feel the utility side of history lessons more deeply than the process of studying history as an obligation and limiting the function of history as just memory training. In the end, the utility function of the lesson will also increase students' interest in history lessons rather than just studying a science as an obligation (Raihany et al., 2022).

In the end, history lessons are no longer an obligation but have a function that helps students understand how knowledge should be developed (Que et al., 2022).

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results, it can be concluded that the use of the reflective learning model has succeeded in increasing students' historical empathy abilities. This means that students are able to better understand and experience historical events empathetically, so that history lessons become more relevant and can be connected to current needs.

The ability of historical empathy obtained through reflective learning helps students to better understand the historical context and perspective, so that they can connect past events with current situations and problems, especially in the political, economic and socio-cultural fields. With this ability, students can make better predictions and analysis of developments in these fields.

The skills to analyze and predict historical events more holistically and in depth, resulting from increased historical empathy through reflective learning, enable the younger generation to take valuable lessons from history and apply

them in today's context. This can help them make wiser decisions in complex political, economic and socio-cultural situations.

Thus, the use of reflective learning in teaching history has proven effective in fostering historical empathy skills in students, which ultimately allows history lessons to be more relevant to current needs and helps students to be better prepared to analyze and predict events in the political field, economic and socio-cultural.

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