

## Case method learning with multicultural approach: The implementation to increase students historical empathy and love for the country

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**Abstract:** This research aims to increase historical empathy and love for the student's country in the history education study program. The case method model was chosen as a solution to answer problems in the field related to the low historical empathy and love for the country of students which is visible during the lecture process. This research is classified as classroom action research which is divided into 3 cycles. In each cycle is divided into four stages, there are plan of action, implementation, observation and reflection. The data collection techniques used were observation, interviews, documentation and literature study. Based on the research results, it can be seen that the case method learning model with a multiculturalism approach in contemporary Indonesian history courses can increase students' historical empathy and love for their country. Students' historical empathy and love for the country have increased in each cycle. The percentage of historical empathy obtained in the cycle is 20.6, in cycle II is 27.6 and in cycle three increased to 35.8. Meanwhile, for love of the country in cycle I, the percentage obtained was 69.6, cycle II 74.2 and cycle III 79.8.

**Keywords:** Case method, multiculturalism, historical empathy, love for the country

## Pembelajaran *case method* dengan pendekatan multikultural: Penerapannya untuk meningkatkan empati sejarah dan cinta tanah air siswa

**Abstrak:** tahun tera Penelitian ini bertujuan untuk meningkatkan empati sejarah dan cinta tanah air mahasiswa program studi pendidikan sejarah. Model *case method* dipilih sebagai solusi untuk menjawab permasalahan di lapangan terkait masih rendahnya empati sejarah dan cinta tanah air mahasiswa yang dilihat selama proses perkuliahan. Penelitian ini tergolong ke dalam penelitian tindakan kelas yang terbagi dalam tiga siklus. Setiap siklus memiliki empat tahap yang terdiri dari perencanaan, implementasi tindakan, observasi, dan refleksi. Adapun teknik pengumpulan data yang digunakan berupa observasi, wawancara, dokumentasi dan studi literatur. Berdasarkan hasil penelitian dapat diketahui bahwa model pembelajaran *case method* dengan pendekatan multikulturalisme pada mata kuliah sejarah Indonesia kontemporer dapat meningkatkan empati sejarah dan cinta tanah air mahasiswa. Empati sejarah dan cinta tanah air mahasiswa mengalami peningkatan dalam setiap siklus. Persentase empati sejarah pada siklus I persentasenya 20,6, pada siklus II persentasenya menjadi 27,6 dan pada siklus tiga mengalami peningkatan persentase menjadi 35,8. Sedangkan untuk cinta tanah air pada siklus I persentase di peroleh adalah 69,6, siklus II 74,2 dan siklus III 79,8.

**Kata Kunci:** *Case method*, multikulturalisme, empati sejarah, cinta tanah air

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## INTRODUCTION

Humans are social creatures who cannot live alone without the help of others. In the 21st century, technological advances are developing rapidly, causing the depletion of empathy in each individual reduce each other. The decline in empathy also occurred among students, one of which occurred at Jambi University, especially at history education study program. This can be seen in students when explaining historical material through problem analysis does not provide deep meaning, they tend to be individualistic so that the noble values of humanity and society fade from life, such as helping, kinship, cooperation, togetherness and concern for others (Utami, 2019).

Based on observations during lect case method learning models, students of the Jambi University History Education Study Program only focus on mastering the material but ignore the historical empathy skills that must also be mastered by students so that they have a sense of love for the country. Empathy is the skill of reliving historical thoughts in one's mind, or the ability to see the Historical empathy is the ability to revive historical thoughts in one's mind. In other words, the ability to see the world as people in the past saw it without imposing current values onto the past. This shows that educational researchers and historians have seen, discussed, and studied the meaning of historical empathy at both theoretical and practical levels (Yilmaz, 2007).

Historical empathy refers to the ability to emotionally understand and experience, as well as better contextualize, the life experiences of historical figures. What this means is that when we read a text about the suffering of a historical figure, we not only remember the facts intellectually, but we can also understand them more deeply. A deep understanding of how people feel, think, act, and the reasons behind those actions, as well as the consequences they face in a historical context (Afriani et al., 2022; Elbay, 2022). Therefore, it can be concluded that historical empathy is how we can position ourselves in the position of a historical figure in the past. Why is historical empathy important to instill in students as prospective history teachers, this is so that we can better appreciate the fact that the past consists of a vast collection of people's experiences and is full of wisdom. As is known, history is an interpretation of the past and through historical empathy, we can better gauge the true nature of the past.

The decline of empathy among students must be found a solution, one way is to instill historical empathy in them through history lectures, one of which is in the contemporary Indonesian history course (Christensen et al., 1991). The contemporary Indonesian history course is one of the courses in the History Education Study Program which has the first goal, so that students have knowledge and sharp analysis related to historical events in the contemporary period. Secondly, students are of course required to have empathy skills (historical empathy) to be able to have historical sensitivity to historical events studied to be able to provide meaning to their students when they have entered the workforce, especially when they become teachers. Why historical empathy is petding to be cultivated in prospective history teacher students, it allows us to better appreciate the fact that the past consists of a vast collection of people's experiences (Elbay, 2022).

The low sense of empathy of students has an impact on the decline in love for the country, 21<sup>st</sup>-century students tend to like foreign cultures such as K-POP, accessories from Korea and Western countries. They tend to know less about regional songs and traditional regional cuisine, and students are now trapped in an apathetic and hedonistic culture,

shown by the increasingly waning love for the country for the nation's next generation (Results of interviews with students). Love for the country can be defined as feeling of pride, a sense of belonging, a sense of appreciation, a sense of respect and loyalty possessed by each individual as seen from the attitude of being willing to sacrifice, protect others, love their culture (Wisnarni, 2017).

Love for the country includes three aspects, namely love for the place and environment, love for the authority or government as the person who has the authority to regulate life together and love for ideas or ideals (Tridiatno & Suryanti, 2021). Love for the country is a feeling of love for one's own nation and country with an attitude of being willing to make sacrifices for the sake of one's nation and country, mutual respect in daily life both in the family environment, community schools (Nur'insyani & Dewi, 2021). Love for one's homeland is an awareness of the actual and potential membership of the entire nation working together to achieve defence, devoting integrity, identity, strength and prosperity to the nation with a national spirit (Hanifa et al., 2022). The benefits of love for the country for the Indonesian people, especially first-time students, reminds us of the struggle of the heroes for the Indonesian nation. Second, provide security and peace wherever you are because you have an attitude of respect. Third, the country is getting stronger and making progress. Fifth, it can foster an attitude of nationalism and a willingness to make self-sacrifice (Amalia et al., 2020).

This condition needs to be found a solution. One of which is through the case method model with a multicultural approach. The multicultural approach is the right tool to bring students as learners who have historical sensitivity and have an impact on the sense of historical empathy (Supriatin & Nasution, 2017). This case method model is a suitable model to increase students' sense of historical empathy because in this model invites analysis of cases and problems given by lecturers or students can find it themselves. Through this model, the lecturer becomes a student facilitator in the case solving discussion process and monitors students in delivering the results of their discussions with the group (Webb et al., 2005). The implementation of this case method model is assisted by a multicultural approach. The multicultural approach is an approach that brings together groups from various cultures, with the aim of introducing differences from each culture so that it is suitable for use in contemporary history courses (Susanto & Purwanta, 2022). The multicultural approach is the right tool to bring students as learners to have historical sensitivity and impact on a sense of historical empathy and love for the country.

## **METHOD**

The Research on case method learning with a multicultural approach to Increase historical empathy and Love for students' country taking the contemporary Indonesian History Course at the FKIP Jambi University History Education Study Program located in Mendalo Darat, Muaro Jambi Regency, totalling 28 students. This research uses class action research with three cycles. The research design consists of four steps: planning, action, observation and reflection (Baransano et al., 2017; Susilo et al., 2022).

The first data collection technique uses observation sheet instruments and questionnaires. The questionnaire used consisted of historical empathy and love of the country questionnaires. Second, interviews in this study were used to measure the success of the research (Indiana University, 2005). The interviews were conducted with Class of

2020 history education students, observers, lecturers in charge of the contemporary Indonesian history course. Third, documentation is a complement to observations and interviews in this study. Documentation in this study will serve as a recording tool to describe what happened in the lecture room during the contemporary Indonesian history lecture in the context of class action research. Fourth, field notes in this study can describe and reflect.

To analyze data using qualitative and quantitative. The qualitative technique is used to get an overview during the lecture process, both the implementation of the action plan and the obstacles experienced (Sanjaya, 2015). While quantitative techniques are used to see the increase in historical empathy and love for students' homeland with the case method model by integrating multiculturalism approaches.

## RESULTS

### Data processing results historical empathy

Historical empathy of students was observed during the study and assessed based on the assessment rubric. The assessment aspects include 1) tolerance, 2) equality, 3) democracy, 4) harmony, and 5) mutual cooperation. The following describes the acquisition of the value of historical empathy.

Table 1. Historical empathy

Group (G) Name	Cycle I	Cycle II	Cycle III
G-1	25	30	40
G-2	19	25	32
G-3	22	28	34
G-4	17	23	30
G-5	20	34	38
G-6	21	26	41
Average	2.6	27.6	35.8

Based on Table 1, it can be concluded that the historical empathy of students in cycle I, the group that gets the best score is group 1 with a score of 25, while in cycle II the group that obtained the best score was group 5 with a score of 34. As for cycle III, the group that obtained the best score was group 6, with a score of 41.

### Data processing results love for the country

Data on students' love for their country from the case method model learning with a multicultural approach is obtained from a questionnaire distributed to students. The results are shown in Table 2.

Table 2. Students love for the country

Cycle (C) Stages	Average
C-1	69.6
C-II	74.2
C-III	79.8
Average	74.5

Referring to Table 2, it is revealed that overall students' sense of patriotism has increased. In cycle 1 the average feeling of love for the country was 69.6, in cycle II it increased by 6% to 74.2; then in cycle III it increased by 8% to 79.8. Based on the findings of this research, it indicates that students' feelings of love for their homeland have increased in each cycle. This is because students are already familiar with the case method model. The multiculturalism approach upholds diversity in the classroom with indicators of tolerance, equality, democracy, harmony and mutual cooperation. The history education class is a diverse class, with students different religious and cultural backgrounds. So that students can respect each other when there are differences of opinion when expressing opinions and can discuss openly.

## DISCUSSION

The case method learning model with a multicultural approach can be applied well in the classroom. In the case method, learning becomes more meaningful because it has several characteristics such as: 1) a partnership between students and educators as well as between students, 2) more effective contextual learning and long-term retention, 3) involving students' trust in finding answers, 4) answer questions not only "how" but "why", 5) provide opportunities for students to analyze problems and see from various perspectives (Bruner, 2002).

By integrating a multicultural approach to learning contemporary Indonesian history through the case method model, it can increase students' historical empathy. This is because in the learning process students are asked to examine contemporary cases in Indonesia from various elements through a multicultural approach, so a sense of empathy will grow towards them (Ys et al., 2020). historical events that have occurred and can take lessons or lessons from every event that has occurred. A multicultural approach is a process of developing the potential of all humans to appreciate heterogeneity as a result of cultural, racial, ethnic and religious diversity (Ibrahim, 2013).

The case method learning model with a multiculturalism approach is suitable for increasing students' historical empathy and love for the country (Liza, 2020). With the case method, students of the history education study program have high curiosity about the news and case studies given. This encourages students to be able to provide in-depth analysis and relate existing cases to lecture material (Sinambela, 2017). The multiculturalism approach used in this model upholds diversity in the classroom with indicators of tolerance, equality, democracy, harmony and mutual cooperation (Nuriana et al., 2020). The history education class is diverse, with students from different religious and cultural backgrounds. So that students can respect each other when there are differences of opinion when expressing opinions and can discuss.

Students who are exposed to case studies develop their emotions and attitudes and the dominant emotion is empathy (Heiney et al., 2019). Empathy can be developed through the case study process (Mennenga et al., 2016). Students need to have knowledge of the past (context) and understand why one thing has caused another to happen (Bartelds et al., 2020). To find out, they need to do a case study to find cause and effect. Meanwhile, to anticipate and minimize discrimination and social conflict between people due to Indonesian multiculturalism, it is important to implement multicultural education from an

early age so that a sense of nationalism or love for one's country continues to develop (Sudargini & Purwanto, 2020). Thus, the combination of the case method and multicultural approach in this research has helped develop students' historical empathy and ultimately their love for the country has also increased.

Students' historical empathy in this research was built through their case studies of history in Indonesia. Some of the history that was asked to be studied related to cases involving missions in several regions for the separatist movement for independence and stories of Indonesian citizens who could not return to their homeland because of the ban. Students are asked to study this case to understand and improve their emotions related to empathy. This activity also ultimately increased their love for the country. Through education, including higher education, it is necessary to develop students' love of the homeland and empathy (Aini & Efendi, 2019; Suparjan, 2019), for example, understanding and studying history (Anggoro et al., 2020) because understanding is important (Rumbekwan et al., 2018). Understanding and imagining knowledge of historical content plays a major role in the stage of achieving high historical empathy (Ladjaharun et al., 2022). A greater understanding of the history of national movements contributes to a student's love of the homeland (Akbar et al., 2017).

The exposure of the case method learning model with a multiculturalism approach to increase historical empathy and love for the country has a positive impact on history education students, especially in the course of contemporary Indonesian history. The purpose of this application is to increase historical empathy and love for the country. As for the implementation of this model, of course, it cannot be separated from several obstacles. Among them are 1) students are not accustomed to analyzing a case study associated with lecture material; 2) uneven division of tasks, so that work is only focused on one or two people; 3) time management that is still not effective.

As for the solutions, of course, there must be synergy between lecturers teaching contemporary Indonesian history courses and students. There are rules that need to be agreed upon so that the lecture process becomes more conducive, such as the policy of using gadgets in the classroom. With this case method model, in the future it is hoped that students can get used to analyzing cases and can relate them to lecture material. The multiculturalism approach is also one of the solutions in the midst of the diversity of students in the classroom, so that it can foster harmony and increase historical empathy and love for students' homeland.

## CONCLUSION

Based on the description of the results and discussion, it can be concluded that the results of class action research on implementing case method models with a multiculturalism approach increase historical empathy and love for the homeland of history education study program. Students can conclude that the steps of planning lectures with case method models with a multiculturalism approach to increase historical empathy and love for the homeland of history education study program students are designing and compiling case method-based lesson plans, preparing materials, learning media and choosing lecture methods, namely discussions. Another thing that was prepared was the research instrument. The implementation stage of the case method model with a multiculturalism approach to increase historical empathy and love for the homeland of



history education study program students consists of three cycles. Each cycle consists of four stages: planning, action implementation, observation and analysis and reflection. In each cycle, it was observed with a multiculturalism approach how historical empathy during the discussion process. The use of the case method model in the contemporary Indonesian history course in the history education study program to increase historical empathy and love for the homeland of students has increased in each cycle. Historical Empathy In cycle I, the percentage was 20.6; in cycle II, the percentage was 27.6; and in cycle three, the percentage increased to 35.8. As for love of country in cycle I, the percentage obtained was 69.6, cycle II 74.2 and cycle III 79.8. This figure shows an increase in each cycle. The obstacle in using the case method model in the contemporary Indonesian history course in the history education study program to increase historical empathy and love for the homeland of students is that students still have difficulty in analyzing a case related to lecture material.

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