The Effect of Service Learning to Improve Empathy to Bully in Primary School

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Abstract: This quantitative research aims to determine the effect of providing service learning to improve empathy to the bully as an effort to reduce bullying in primary schools. Bullying behavior can have a negative impact on the victims, when experiencing bullying the victim will feel a lot of negative emotions where the victims is helpless in dealing with their emotions. If left untreated, children or adolescents who are accustomed to bullying will have a tendency to engage in acts of violence or other negative behavior when they grow up. The design of this study is an experimental design of two groups of pretest-posttest control group design. Total subjects in the study were 12 students who were divided into experimental groups and control groups. The treatment is given as many as five meetings divided once a week where each session consists of 45 minutes. Service Learning in this research is guided by Service Learning component by Scott and Graham (2015). The data collection tool used in this research is made by researchers who have received input from professional judgment by using empathy scale based on empathy expressed by Davis (1983) consisting of 40 valid items. From this research, it can be concluded there is influence of service learning to increase empathy in bully in primary school.

1 INTRODUCTION

Bullying behavior can have a negative impact on the victims, when experiencing bullying the victim will feel a lot of negative emotions where the victims is helpless in dealing with their emotions. Hawkins et al (2001) found that for the bullying agent himself, he can also be called a "victim" who needs to be handled. If bullying ignored without treatment, children or adolescents who are accustomed to bullying will have a tendency to engage in violent or other negative behaviors as they grow older.

The results of a survey conducted by Semai Jiwa Amini Foundation (SEJIWA) in an anti-bullying workshop dated April 28, 2006 which was attended by approximately 250 participants found 94.9% of participants stated that bullying had indeed taken place in Indonesia (Yayasan SEJIWA, 2008). In eastern Indonesia, especially North Maluku violence in schools is also high. At the end of 2005, Erick Van Diesel from Save the Children United Kingdom National Child Protection Adviser explained that from 800 children, 70% experienced physical violence (Ayuningtyas, 2006). KOMNAS Child Protection (PA) annually records bullying cases, in 2011 there were 139 cases of bullying in the school environment, while for 2012, KOMNAS PA found 36 cases (Triyuda, 2012).

There are many cases of bullying that occur in the school environment, this can be seen from KPAI's (Indonesia Child Protection Commision) data that bullying cases topped at the public complaints, from 2011 to August 2014, the KPAI recorded 369 complaints related to the problem. That number is around 25% of the total complaints in the education sector of 1,480 cases (Setyawan, 2014). Besides that the lack of concern among people also began to cause problems, such as the increasing number of cases of child abuse and neglect, the results of KPAI's survey in 9 provinces with approximately 1000 students, 78.3% of children who had committed mild to severe violence (Arifah, 2012) In addition, 75 percent of students admitted having committed violence at school. Sukiman said, based on data from the United Nations International Children's Emergency Fund (UNICEF), 50 percent of children claimed to have experienced abuse or bullying at school. The 40 percent of students aged 13-15 claimed to have experienced violence by peers (Hartatik, 2016).

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The phenomenon that occurred in one elementary school in Malang, in one month in early 2018 teachers get reports as much as 4 times from students in fourth grade. While in the fifth and sixth grade between January to April there are 6 reports on bullying cases conducted by students individually or in groups. Reports received by teachers mostly are bullying verbally. The victim who reported came to report to the teacher in tears because he felt hurt and unable to fight the banter of his friend (Nugrahani, 2017).

Bully have a deficiency in the ability of empathy or in other words the bullying offender cannot react to the feelings of others with the same emotional response that others feel. Merrel & Isava (2008) find bully likely to have cognitive distortions and social perceptions that can accept environmental problems and thus consider aggressive actions as an effective way to resolve problems. Bully generally have a distinctive feature: high aggressiveness and lack of empathy. In the study conducted by Ozkan and Cifci (2009) found a positive relationship between bullying behavior and low ability of empathy. The inability of bullies to feel the pain of their victims allows them to lie to themselves as justification for their behavior (Goleman 2007). Thus, the forms of assistance that need to be given to the offender should focus on efforts to reduce aggressiveness and increase empathy (Totten, et.al., 2004; Sciarra, 2004;)

Some ways that can be done to improve empathy is through modeling, service learning, and group counseling techniques with psychodrama techniques (Abbusshomad ,2014; Mashudi, 2013; Susanti, 2015; Drabman, R.S & Thomas, M.H., 2006). Abbusshomad (2014) revealed that students who followed group counseling services with psychodrama techniques experienced significant empathy improvement after several counseling cycles. According to Smith (in Mashudi 2013) group counseling is "a service that helps learners in the discussion and eradication of personal problems through group dynamics". Second, the modeling method is effective in improving empathy before and after given treatment (Susanti, 2015). The results of research by Drabman, R.S & Thomas, M.H. (2006) found that individuals including children who have looked at the generous (others) model will be generous people compared to individuals who do not view prosocial models.

One other way to improve empathy is through service learning or service learning programs. Jacoby et al. (2013) states that service learning is a form of education about the experience in which learners engage in activities involving people in needs of the community with opportunities deliberately planned to enhance the development and learning of learners. Service learning also fosters sharing ability that can make people who do it wholeheartedly become powerful. In this way, participants are expected to be more understanding with the meaning of responsibility and improve social skills, especially empathy. Courneya (in Batlle 2012) mentioned that students involved in service-leraning showed better empathy and cognitive complexity than the comparison groups.

Using the problems and descriptions that have been stated above, the hypothesis is: "there is an effect of service learning to increase the empathy of bully in primary school students."

2 METHOD

2.1 Participants

The sample used in this study was taken using purposive sampling technique, which is applied on samples whose characteristics have been determined and known beforehand based on the characteristics and nature of the population (Winarsunu, 2009). The following criteria in the selection of research subjects:

1. Primary school students in the range of grade four to grade six.
2. Conduct bullying actions as evidenced by teacher reports.

On the subject of this study conducted controls to obtain subjects in accordance with research objectives. The subjects were divided into two groups: the control group and the experimental group. Total subjects in the study were 12 people were later will be divided into experimental groups and control groups. To minimize the negative impact of the research on the subject, researcher gave treatment to all students in grade 4. Observations are only carried out on students who are the subject of research.

2.2 Measure

Data collection on empathy variables uses an empathy scale given at the time of pretest and posttest for each research subject. This scale is based on the empathy by Davis (1983) empathy theory. There are four aspect on empathy Davis (1983) perspective taking, fantasy, empathic concern, and personal distress. Before doing the treatment,

researcher tested the validity of the measuring instrument. Validity used in this research is the validity of content. Content validity is a validity test that is estimated through testing of test content with rational analysis through professional judgment, two lecturers of Faculty of Psychology Universitas Airlangga Surabaya, one lecturer of Faculty of Psychology Education, State University of Malang, and Head Master of SDN Majangtengah 01. The data obtained to test validity spread to 30 students of Pamotan 01 Elementary School in Malang. Coefficient of reliability correlation on empathy scale with total of 40 items equal to 0.932. The correlation coefficient of reliability is included in the category of very high reliability.

2.3 Procedures

The research approach used in this research is quantitative. Quantitative research emphasizes its analysis on numerical data (numbers), which is processed by statistical methods (Sugiyono, 2008). The design of this study is a type of experimental design of two groups of pretest-posttest control group design. This design consists of two groups: the experimental group and the control group. The experimental group was treated (X) and the control group was not treated.

According to the design, this research procedure consists of two groups, the experimental group and the control group. In both groups were given pretest to know the initial state of empathy that the research subjects had. Then in the experimental group, the service learning was given and, in the control, group was not treated. After the program of service learning is completed then re-done measurements using posttest to both groups with the same measuring instrument.

2.3.1 Service Learning Program

Service learning is a learning in which students perform social services to people in need. The treatment was given as many as five meetings which were divided once a week where each session consisted of 45 minutes. Service Learning in this study (see Table 1) is guided by Service Learning components by Scott and Graham (2015).

Before being treated, the module that will be given also requires rational analysis through professional judgment, in terms of two competent people in their fields. This aims to see whether the provision of programs used is in accordance with the criteria and appropriate to the research objectives.

Table 1: Service Learning Program

No.	Session	Dimension	Activity
1	Session 1	Introduction to Service Learning	Students learn the meaning of mutual cooperation After learning about the concept students identify problems and challenges that exist in the environment and start thinking about what steps can be taken for the environment and society.
2	Session 2	Getting Informed	In this session students were invited to identify existing social problems discussed in the previous session. Students are given knowledge about the history of certain social problems that they have identified before and how to solve these problems. After discussion, the worksheets and activities of student groups anonymously choose which issues they will target in service learning.
3	Session 3	Getting Involved.	In this session students plan which community or social activities will be given assistance. Students work in small groups with each group having a companion to determine what they can do to help those in need.
4	Session 4	Getting Involved.	In this session students are involved in community activities using creative problem solving methods that have been planned by students.
5	Session 5	Reflection	In this session students discuss what they have achieved, how they feel after doing the sessions and what they can do next.

Table 2: The Average Score of Empathy

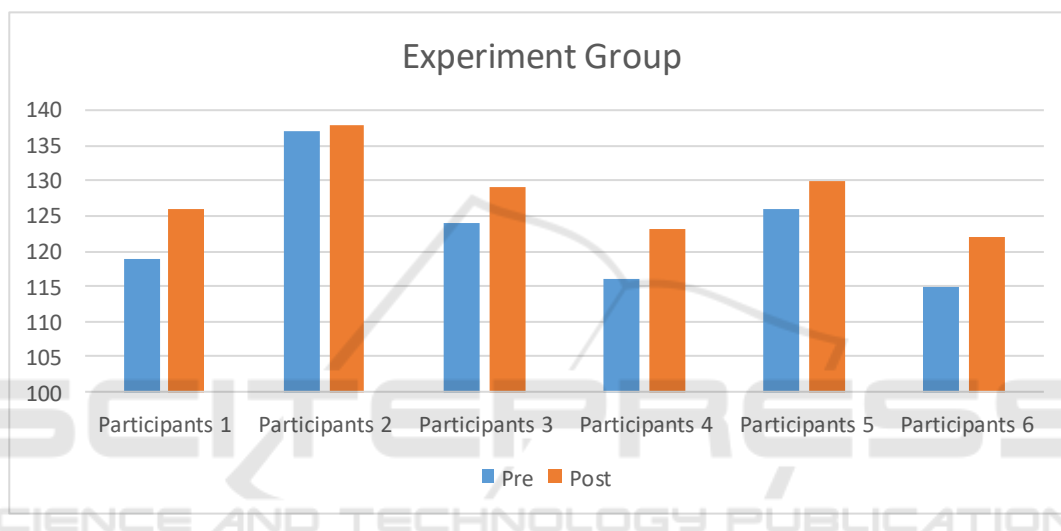| Subject	Experiment Group			Participants	Control Group		
	Pre-test	Post-test	Gain Score		Pre-test	Post-test	Gain Score
1	119	126	7	1	124	123	-1
2	137	138	1	2	126	124	-2
3	124	129	5	3	124	125	1
4	116	123	7	4	119	119	0
5	126	130	4	5	129	130	1
6	115	122	7	6	117	119	2
Total	737	768	31		739	740	1

Figure 1: Chart of Empathic Score of Experiment Group

2.4 Data Analysis

Prerequisite test, first test for normality by using the Shapiro Wilk test then conduct a homogeneity test using Leven's test for equality of variance (Lavene test for equality of variance) which aims to determine the homogeneity of the variables used in the study. The results of the empathy analysis data of the experimental group and the control group showed that the data was normal with a significance value greater than 5% or 0.05. The significance value for the experimental group is 0.804 indicating that the value is greater than 0.05, so the normal distribution, as well as the control class of 0.097 shows that the value is also greater than 0.05. So, both groups have normal distribution.

Hypothesis test, to find out the differences in empathy between bully who are given service learning and those who do not. Hypothesis testing is done after the prerequisite test produces normal and homogeneous data, then the data is analyzed using Independent Sample T (Wijaya, 2001). The result of the t test shows a significance of 0.001. Significance of 0.001 <0.05, so according to the basis of decision making in the Independent Samples Test, it can be concluded that there are significant differences in empathy given by service learning with those not given service learning.

3 RESULT

Based on the results of statistical calculations obtained results empathy score. Table 2 depicts the result of the score of the empathy scale along with the mean in both groups and obtained the gain score between the pretest and posts results.

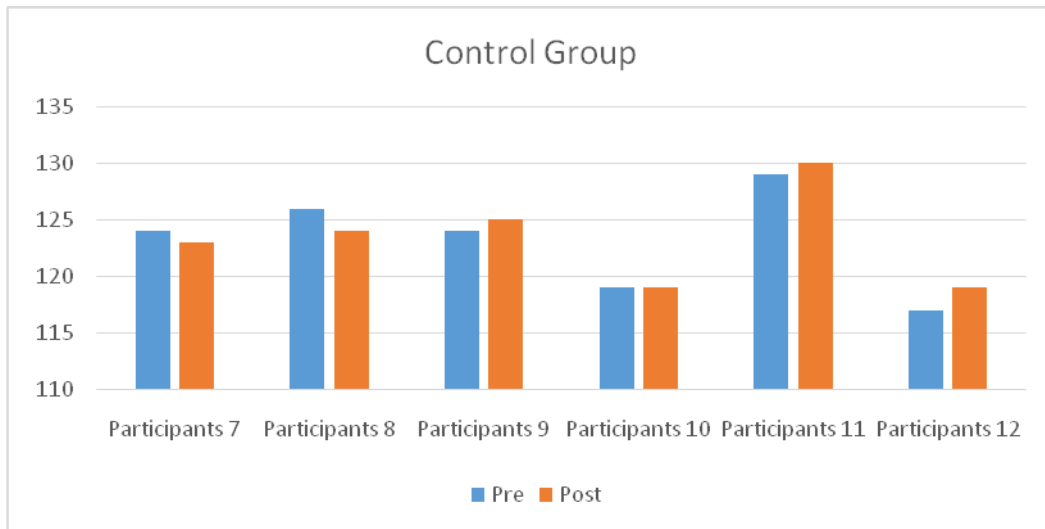Based on Table 2, the result of pretest and posttest score of experiment group is bigger than

Figure 2: Chart of Empathic Score of Control Group

control group, so gain of score obtained experiment group has higher gain value than control group. Figure 1 and 2 show empathy improvement in the experimental group and control group.

The analysis result empathy data of experimental group and control group shows that the data is normal with significance value greater than 5% or 0.05. The significance value for the experimental group of 0.804 shows that the value is greater than 0.05 then the normal distribution, as well as the control class of 0.097 indicates that the value is also greater than 0.05 then the normal distribution. Thus, both groups have a normal distribution. The homogeneity test states that a significance value of 0.304. It shows 0.304 greater than 5% or 0.05 homogeneous.

The hypothesis test was calculated by calculating the gain of empathy score in each group. The determination of the gain value is determined by calculating the posttest and pretest subject scores. The test of this hypothesis was analyzed using SPSS 24 statistic assuming there is difference of empathy between experiment group and control group. In this analysis use Independent Sample Test

Table 3: T-Test Result.

	Empathy
t	4.348
Sig. (2-tailed)	0.001

The t test results (see Table 3) show the significance of 0.001. Significance of 0.001 <0.05, then in accordance with the basis of decision making

in the Independent Samples T-test can be concluded that there is a significant difference to empathy provided service learning with which are not given service learning.

4 DISCUSSION

This research showed the effect of providing service learning program to improve empathy to the bully in primary school. While the effect of providing service learning program is a power that is associated with empathy on the subject.

Based on the results of the research, the empathy achieved by the subjects using the service learning program presents a gain improvement score of 3% whereas the percentage for subject who not given service learning program score is 0.1%. It can be said that service learning can increase empathy for bullying in primary school.

The increase of empathy score on the subjects who were given service learning is not too big, but the percentage can be represented that the service learning given can increase empathy on the subject. Even though small percentage increase in empathy can be caused by several things and occurs when the study took place, one of them, namely in the experimental group there is one subject that only increased by 1 score in empathy. Although the value of comparison between pre and post is very low but subject score is the highest score in pre-post. In his daily life in the subject class is an active student, but

the subject has been bullying and often makes problems in the classroom evidenced by the school, especially the homeroom. No increase in empathy score in the subject can be due to the empathy score he has had is high enough.

The results stated that the provision of service learning programs have a significant influence to improve empathy. This result is in line with Courneya's research (in Batlle 2012) that students involved in service learning demonstrate better empathy and cognitive complexity than the comparison group. Goleman (2007) suggests one way to improve empathy is to do service orientation. Service orientation is to provide services needed by others, meaning able to provide action to the problems that are happening. The implications of service learning on empathy and community involvement in primary schools indicate a positive change in empathy and community involvement over time Scoot and Graham (2015).

From some research above can be concluded that service learning program can be one way to improve empathy. In this study the authors provide service learning programs to improve empathy. Programs are given in the form of giving material about mutual help, video showing about children in need, and doing social service. Five stages of service learning are given and at each stage, subjects are given material as well as worksheets to measure their understanding. Worksheet is here to know the level of student's praise to the given material. To measure behavior at session 4 that is on social activity of researcher and speaker measuring student behavior by using observation form. In this research, the material and all the sessions given by the speakers are Dr. Yuni Narti S.Pd, MM and also by researchers.

When subjects are given a service learning program, they are indirectly invited to feel what others feel, understand what others feel, and also provide assistance to other children in need. The thing is included in the part of empathy. Damon (in Santrock, 2002) suggests empathy means reacting to the feelings of others with the same emotional response as those of others. Further Baron and Byrne (2005) explain that empathy is the ability to feel the emotional state of others, feel sympathetic and try to solve problems, and take the perspective of others. Davis (1983) describes four aspects of empathy: (1) Perspective Taking, a person's tendency to take the other person's point of view by looking at the other person's circumstances and imagining feelings when in the person's state (Davis, 1980, Whalen, 2010). (2) Fantasy, a person's ability to transform

themselves imaginatively in experiencing the feelings and losses of imaginary characters in books, movies, and games. (3) Empathic concern, i.e. the judgment of a person-oriented feelings of sympathy and the perceived misfortune experienced by others. (4) Personal distress, self-oriented response in response to difficult interpersonal situations and characterized by uncomfortable personal feelings or anxiety.

Service Learning can help improve empathy on the subject because the programs provided based on experiential learning. Which are proven to effectively improve empathy. Jacoby et al. (2013) suggests that service learning is a form of education about the experiences in which learners engage in activities involving people and the needs of the community with opportunities deliberately planned to enhance the development and learning of learners.

Activities undertaken at each session in the service learning program involve the involvement and opinion of the subject about the social problems that exist around them. In each session there are elements of empathy that can be regarded as one indicator of the success of the program. In this case the subject is invited to feel how to feel the suffering of others who need and solve problems in mutual help.

Furthermore, in this study there are some obstacles such as, the preparation of less than optimal video playback facilities and classes that are too crowded because it involves all students in the classroom. Because it involves all students in the class then the researcher becomes less focused in observing the behavior of the subjects in the session.

The weakness in this study is the low number of research subjects involved and only use students in the same class. In this study empathy is measured only to the affective and cognitive aspect not to the behavior. Another weakness is that the effect of maturation in experimental validity has not been noticed before the program is given, but pretest results between the two study groups showed no difference between the mean value of empathy from the control group and the experimental group.

5 CONCLUSIONS

Based on the results of research and discussion, it can be concluded that service learning influence to increase empathy to the bully in primary school. This shows that service learning can be one way to reduce the occurrence of bullying in primary schools.

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