

THE INFLUENCES OF SHORT STORY FILM TO THE INCREASING OF EMPATHY FEELINGS IN THE STRENGTHENING OF CHARACTER EDUCATION

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ABSTRACT

Film is one of audio visual learning media which can be used in the process of learning and offered various knowledge with various models and contents so that it can attract more enthusiasts to make use of it. This research is aimed to find out the influences of short story film to the improvement of empathy feelings in the strengthening of character education. A descriptive quantitative method was applied in this study. The instrument used to collect the data was questionnaire. There were 43 primary school students participated as the respondents. The statistical analysis of Pearson Product Moment revealed that $r=0.362$, while the significant level of 5% reached 0.3610. It means that there was a correlation between short story film with the increasing of the students' empathy feelings. Pearson Correlation test results achieved the value of 0.362 and had weak correlation, while the calculation of coefficient determination reached the value of 0.1310 or 13.1%, which means that short story film gave 13.1% influences to the improvement of the empathy feelings of the students. It was supported by simple calculation of the correlation which hit the value of 0.362. Thus, it can be concluded that short story film influenced the increasing of the students' empathy feelings in the strengthening of their character education. The results of this research are expected to be beneficials for the institutions of the education and other related parties in building the character values carried out by the institutions of education, educators, and students. Further, it is also hoped that these research findings can be developed by further research.

Keywords: Character Education, Empathy Feelings, Short Story Film.

I. INTRODUCTION

There are most of the students who are not interested in the process of learning due to the monotonous and invaried teaching process so that they become demotivated. Film is one of audio visual learning media which can be used in the process of learning. Film has offered various knowledge with various models and contents so that it can attract more enthusiasts to make use of it. There are many inspiring films which have educational values that could improve the quality of the students to be better. Sadiman, et.al. (2010:67) explain that film is a media with huge capacity in supporting the teaching and learning process. There are three types of sizes of film products, i.e. 8mm, 16mm, and 35mm.

The first type is usually offered for family, while the second type is appropriate to be applied at schools and the last type is commonly used for commercial purposes. Since the picture is small in size, the film with 8mm is usually used for small group of people of individuals. The old film of this type was usually silent. The voice was prepared in another recording. One film consisted of thousands of pictures. The speed for playing this silent film is 16 pictures per second, while the voiced one is 24 pictures per second. Each reel of standard 16 mm film has more or less 400 feet long and this film consists of 1.600 pictures. Due to the speed play of voiced film with 24 pictures per second (36 feet per minute), total duration of all voiced reel is between 10-11 minutes, while for the

silent one is around 15 minutes. Thus, the students will be able to do more activities during their learning because they do not only listen to the explanation from the teacher, but also do another activities such as observing, doing, demonstrating, role-playing, and many more. According to Hamidjojo cited in Sayidiman (2018:38), media is all intermediate forms used by the people to spread ideas so that those ideas will reach the receivers.

Besides, Blanke gives his opinion by describing media as a communication channel used to bring/deliver a message between communicator and communicant. In relation with education, some scholars give the limitation about educational media and one of the definition is that educational media is several types of components in the environment of the students which could stimulate them to study.

Empathy is something which is important in an imagination, frequently contradicted with memory. Because when someone is having his/her empathy, he/she is doing a discussion with himself/herself, with other people, and with his/her environment. This discussion process put us in a conscious mind, namely, a consciousness of our own condition, other people's condition, and the environment around us. Therefore, someone who empathizes will avoid visual illusions which might happen in his/her interactions with other people.

Character education is an effort that should be done by involving all parties; family, schools and society. The process of this character education will not be successful if there is no continuity and harmony. Iswan, et.al (2018) explain that character education can be done through the process of learning with several concepts such as *tilawah* which refers to reading; *ta'lim* which is related to the development of intellectual quotient; *tarbiyah* which deals with caring and instinctive affection that covering foster care; *ta'dib*, which refers to the development of emotional quotient; *tazkiyah* with has the relationship with the development of spiritual quotient; and *tadlrib*, as the aspect discusses physical quotient atau adversity quotient.

Further, character education in the perspective of Islam is an education about character plus, i.e. involving the aspects of cognitive, feeling), and action. As Thomas Lickona cited in Zubaidi (2012:29) argues that without these three aspects, the character education will not be effective. Character is a set of values which leads to a system as the basis of thoughts, attitudes, and behaviours shown. Character is related to the concepts of moral knowing, moral feeling, and moral behaviour. Thus, based on these three components, it can be said that good character is supported by the knowledge about goodness, the willingness to do good deeds, and do those good deeds. Therefore, schools and teachers need to do a strengthening of character education, especially through the learning which could develop the feelings of empathy, caring, affection, and self-respect to the students and teachers as the role models in the character building should carry moral responsibility to embody the students who have personality.

II. LITERATURE REVIEW

The process of learning conducted by the students is expected to be able to develop creativity and innovation of the teachers, so that that process can be interesting and fun. One of an interesting thing in the learning process of the students is the use of media or film, for them to avoid boredom and to be enthusiastic in following the lessons. Film is a general denominator learning, both for fast and slow learners in getting something from the same source of film. The language skills or less of language mastery can also be solved through films. The repetitive and slow motions will clearly displays the plot and illustration, and the examples of the characters. A film is also supported by well language management so that it will improve the maintenance of good and correct language. The development of technology of films which are digitals has also given an ease to the practitioners of education, to improve and develop creative and innovative of educational films so that it will build the passion of watching while studying

Munadi (2008:113) explains that seen by the five senses involved, film is a communication tool which really helps the process of effective learning. What is seen by eyes and heard by ears are easier and faster to remember than what can only be read or heard. Another benefits and characteristics from film as a media to overcome the effectiveness and efficiency of of the learning process are: (1) it limits distance and time; (2) it realistically able to describe past events in a short time; (3) It brings the students from one country to another and from one time to another; (4) If it is needed, it can be played back to get add clarity; (5) The messages in a film are delivered faster and easier to remember; (6) It develops students' thoughts and opinions; (7) it develops the imaginations of the students; (8) It clarifies abstract things and gives more realistic descriptions; (9) it is strongly influences one's

emotions; (10) it explains a process, a skill, and etc. Well; (11) all students can learn from film, either fast or slow learners; (12) it fosters interests and learning motivations.

Thus, the film is very effective to be developed in the process of learning since it has good appeal sound, behaviors, characters and knowledge which are easy for students to understand. Besides, film also has the ability to increase the motivations of the students and make them to be more spiritfull when learning together with their friends and film also creates fun learning atmosphere. Films which are specifically created for learning should be of short duration. Ideally, each of a film program made should only discuss one concept. Therefore, in this research, short story film about empathy was taken from YouTube account of someone name's Ahmad Nugraha, this short story film came from Thailand and it was titled "*Unsung Hero*", released on YouTube on April 3, 2014 with 3:05 minutes duration. This film tells about a man who likes helping others unconditionally, how he behaves and finds various activities along his journey to a destination. This man shows various attitudes of empathy starting from helping people who are in trouble on the road, caring about people in need, compassions for living things and willing to interact with anyone.

The theory of Titchener in Taufik (2012:11-12), the first person who used the term of empathy in psychology, states that someone cannot understand others as long as he/she does not realize that there is a mental process in him/her which is shown to others. Someone would only be able to do this unless he/she is doing it with deep understanding, in which in Tichener term, an understanding until it is in the mind's muscle. That term is used for the psychological effects to a perceiver since the empathy term refers to a facial form response shown to other object, and believes that an understanding about people's conditions will be never be achieved when it is only done by the mind, but also need to imagine if it happens to him/her. Empathy can be expressed in joy, sorrow, happiness, misery, pain and confusion.

It is often described as an ability to see the world through other's eyes, which is indirectly, develops the ability to imagine what other people think and feel, in a certain situation. This is an effort to have mutual understanding, live and feel things with the same ways. When empathy is being developed and used, it is impossible to know exactly what other people feel. The characteristic of empathy which influences learning about empathy and self-confidence is a basic principle in which an effective relationship, understanding and communication can be built. These are very important in developing ideas and solutions, in solving problems, in having effective communication and in avoiding or preventing conflicts. Empathy is a crucial ability which has to be developed by every one for his/her progress and survivals. adalah, kemampuan penting, yang harus dikembangkan semua orang agar kemajuan dan kelangsungan hidup mereka. The ability to understand, silence and deviate from your personal feelings (objections), is very important in creating effective and constructive relationships.

It is stated on the International Journal of Research in Humanities and Social Studies vol 2. ISSN 2394-6296, (2015: 99), that 'In the social psychological determinative model of forgiveness, as the determinants of forgiveness, the most important of psychological variables is designated to be affective empathy Mc.Cullough et al., (1998:1558). In the study carried out in order to support this model, the results have shown a higher relationship with avoidance and revenge, relationship satisfaction, commitment, intimacy, apology, empathy and rumination considered to be the sub-aspects of forgiveness. In forgiveness therapies, efforts may be made to ensure an individual to be able to empathise so that any negative impacts experienced by injured individuals may be overcome. In general terms, ability to forgive is closely related with the ability of establishing empathy with one another (Konstam, Chernoff and Deveney, (2001:26))'.

In a social psychological determinative model of forgiveness, as the determinant of forgiveness, the variable of psychology is very important to be applied as an affective empathy (Mc.Cullough et al., 1998:1558). One of the research done to support this model resulted that there was a higher relationship between avoidance and revenge, relationship satisfaction, commitment, intimacy, apologies, empathy, and rumination are considered as sub-aspects of forgiveness. In a forgiveness therapy, efforts can be made to ensure that the person is emphatic so that any negative effects experienced by hurt individuals can be resolved. In general, the ability to forgive is closely related to the ability to build a sense of empathy for one another (Konstam, Chernoff and Deveney, 2001:26).

Kohut in Taufik (2012:40) defines empathy as a process in which someone thinks of other's conditions as if he/she is in the position of that person. Rogers in Taufik (2012:40) classifies the definition of empathy into two, i.e, first, the ability to see other people's internal frame of mind accurately; and second, the ability to understand other people as if he/she is getting into that person so that he/she is able to feel and experience what is being felt

and experienced by that person without losing his/her own identity. Empathy is an affective character influencing experiences toward other people's emotions. In a cognitive concept, empathy is defined as an intellectual or imaginative ability to other people's thoughts and feelings condition, or empathy is a cognitive ability to understand the emotions of other people.

According to Budiningsih (2013:46), empathy is derived from the *pathos* (in Greek language) which means a very deep feeling. Empathy was firstly used to describe an aesthetics experience into arts. Empathy is different from sympathy. The feeling of sympathy is often found in the daily life as the description of someone's feeling to others. The difference between empathy and sympathy is that sympathy focuses more on one's own feelings for others, meanwhile the feelings of other people or the interlocutor are less noticed. While empathy focuses more on the feelings toward the conditions of other people or interlocutor. Empathy also relates to how other people feel about me, both my problems and my environment.

The term of empathy was firstly used by Carl Roger, in Pangaribuan, (1998), a humanistic psychology figure, as the term for warmth, compassion, respect, unconditional positive regard, genuineness, and understanding, in which the theory is widely used by the researchers. Those terms are used to communicate the understanding towards feelings, thoughts, and motives of others. Empathy contains the meaning that someone tries to understand the conditions of other people as that person understands him/her and expresses that understanding to him/her. Empathy means getting into a person, and see a condition from that person's side, as if he/she is that person. Someone can be said having empathy if he/she is able to feel the condition of other people, and able to see the outside, according to that people's reference pattern, and then communicate it, an appreciation that he/she understands the feelings, behaviors and experiences of that person personally.

Budiningsih (2013:48) defines empathy as the ability to know, understand and feel the feelings of other people with both verbal expressions and behaviors, and communicate that understanding to others. Empathy is someone's way to understand others' perception from his/her internal frame. Empathy can also be defined as a way to perceive the internal frame, from the reference of others, with accuracy and emotional components, as if someone becomes someone else, but this individual is still aware of his/her condition as if empathy was said to be accurate if his/her understanding towards other people's condition is right, in the sense that is in accordance with the empathy of the person who is given empathy.

M. Yaumi, et.al. (2014:76), gives definition of empathy as self-identification to the condition of other people or indirect experience. Empathy helps us get out of ourselves and into others. In experiencing their learning process, the students can practice exercising their empathy under the guidance of a teacher. After practicing, teacher can help them to discuss it. While the theory of Titchener in Goleman (2009:136) states that empathy comes from a kind of physical imitation of another's burden, the ease with which it creates similar feelings in a person. Our bodies resonate to whatever is the key and any joy or sorrow that person may be experiencing. That alignment tends to occur through bottom-up brain circuits that work automatically and spontaneously. Bahctiar (2017:115), argues that empathy plays a very important role. Someone can be accepted by other people if he/she is able to understand the feeling's condition of that people and give proper treatment according to the person's expectations. The ability of empathy will encourage us to be able to see problems clearly and put objectivity in solving those problems.

Gadza cited in Budiningsih (2013:48), further explains that empathy has three stages, i.e. listening, arranging words, and using words to recognize other people and try to understand these people's feelings and situations. The responses of empathy will give impacts to the person given that empathy. This person will feel that he/she is being heard, given attention, understood with his/her problems and respected. Meaningful responses will create meaningful interactions. Further, Lazurus (1991), in Mashar, *Pendidikan Anak Journal*. Vol II (2), December (2013:296), defines empathy as the ability of various feelings to others by placing psychological conditions accordance with the conditions of the people being faced. According to Lazurus, empathy is very closely related to *compassion* in which the key of *compassion* is a tendency to help people who suffer. Empathy is not only just feeling sad about the misfortunes of others, empathy is defined as an imaginative projection of an individual's subjective state or feelings obtained by observing other people's experiences. Lazurus (1991) said that empathy is not an emotion, empathy is more as prosocial ability and process because it expresses various capacity of individuals to put themselves in a distress condition experienced by others.

Based on several theories above, it can be concluded that the essence of empathy is giving empathy, namely the ability to understand the feelings of others, accept their point of views, appreciate differences in people's feelings about various things, be a good listener and questioner. Empathy leads to caring, prioritizing others, compassion, tolerance, and accepting differences. Those abilities are the arts of having good cooperation and avoiding conflicts. Those abilities are also needed in a pluralism society so that individuals are able to live together by respecting one to another. The empathy is an individual ability to give emotional response suitable with what is being expected or felt by other people based on his/her ability in identifying a situation and condition faced by other people. In empathy, both of affective and cognitive components are involved simultaneously.

III. THE APPROACH OF EMPATHY

Eisenberg (2000), in Mashar, *Pendidikan Anak Journal*, Vol II (2), December (2013:296), explains that empathy is a more comprehensive form of affective response towards the emotional conditions of others. Fauziah in *Journal of Psikologi UNDIP*, Vol.13 (1), April (2014:78-92) discusses more on the theories of empathy which cannot be separated from the explanations of various approaches in which two of them are theories from Baron-Cohen and Wheelwright (1995). These theories classify empathy into two approaches, i.e. affective approach and cognitive approach. In affective approach, empathy is defined as an emotional observation which gives response to another affectives. In the view of affective, the differences between empathy can be seen from how big or small that emotional response happens to other people. There are four types of affective, i.e.: a. The feelings of observer which should be the same with the feelings of the person being observed; b. The feelings of the observer should match the emotional condition of other people but with different ways; c. The observer feels the emotions different from the emotions he/she is seeing, or it is also called as empathy in contrast (Stotland, Sherman dan Shaver, dalam Baron-Cohen and Wheelwright (2004:4), the feelings of the observer must become one for concern or compassion to the the suffering of other people.

A cognitive approach is an aspect which makes an understanding to other people's feelings, and one of the basic thing in the process of empathy is the understanding of other people's differences, the separation between self-perspective, connecting other people's mental condition, and deducing the possible content of their mental states, as well as recalling when things happened.

IV. THE CONTEXTS OF SOCIAL EMPATHY

Sueann Robinson Ambron (1981), in Yusuf (2015:123), describes that socialization is a process of learning which guides children to the development of their social personalities so that they can become responsible and effective members of the society. The followings are some of social contexts of empathy with the definition of each aspect:

Caring is feeling concern about someone else or something. For example, when looking at a friend who is in difficult situation or illness, the same feeling will arise as that friend and encourages us to take care of them. Caring according to Hariyanto and Muchlas (2011:81), is treating others politely, act politely, tolerant to differences, unable to hurt other people, willing to listen to others, willing to share, unable to under-estimate other people, able to work together, willing to involve in the activities in the society, loving humans and other creatures, loyal, loving peace in facing problems. While tolerance, according to Mutis, et.al. (2005:196), is our efforts to keep on trying the meaning or understanding to uncommon customs because this will lead us to good understanding, in that sense we will increase our tolerance among adherents of various religions.

Without carrying out the spirit of tolerance and mutual respect, the dangerous of discrimination, ridicul, and hatred will gush out destroying peace and the order of our society and country. One fact that in certain countries, in which there is no spirit of tolerance and mutual respect among religions, then the murder, arson, and destruction of valuable properties have taken place. While affection, according to Yusuf (2016:169), is the joyful feelings to give attention, or protection to other people, animals or things. This feeling develops based on his/her pleasant experiences dealing with other people, parents, siblings, and friends, animals (such as cats and birds), or objects (such as toys). The affection of children to their parents or siblings, is strongly influenced by the emotional climate in their family. If the parents and family give affection to them, then they will also have compassion for them.

Based on several theories above, it can be concluded that the contexts of social empathy above put caring as the basic values, and the attitudes to pay attention to situations and conditions around us, involve ourselves in

problems, circumstances and conditions that occur around us so that we are able to have the attitudes of being able to approach other people who are having difficulties and sadness. Then tolerance as a form of being able to understand the differences between individuals, with other people being respectful of each other, and being able to make friends and interact with others without seeing any differences. The next one is affection, an attitude in which to love each other and be able to express the feelings that exist in others to love the Almighty Allah SWT's creations such as among humans, animals, plants, and other things.

The empathy of students, is one of important components which should exist in the process of socialization, Empati siswa, merupakan salah satu komponen penting yang harus ada dalam proses sosialisasi, because with empathy students are taught not to be selfish, imagine what happens to other people will also happen to them, respect differences and be able to solve problems that occur. The using of short story films as the learning sources will increase the empathy feelings of the students in the learning process or in their daily lives. In the learning process, the students are given the materials by using short story films in which the focus is on the emotional involvement and the observation of the five senses to a problem which is actually faced through the films played. Thus, this way will make the students become more sensitive to the problems exist around them, improve their interpersonal skills, and of course it also increases the empathy. Through the approach of empathy, it is expected that the strengthening of character education will be delivered to the students.

V. CHARACTER EDUCATION AT SCHOOLS

Due to their responsibilities as educators and teachers, teachers interact with students, thus, it is important for teachers to serve and play role as the model of characters developer by having assessment and professional decisions which are based on social and moral virtue (Thomas Lickona, 2012:55). Historically, the existence of schools has been recognized as important institutions after family because schools play important roles in arising the characters of the students. Beside that, schools are also the places for students to do the interactions of teaching and learning processes in accordance with the certain grades/levels formally. Therefore, the limitation offered give the description that the functions of schools are to build attachments, integration, homogeneity, and harmony between students.

The unification of the students in one school system causes the students who are supposed to be cheerful and free to feel bounds by the social bonds that unite them. Therefore, schools have to be able to unite them and minimize any differences among them, and schools will not be able to bind the inner relationship between citizens if it is not built on the basis of Islamic education. According to Arifin, school institutions are the reflections of the ideals of the society in which at certain times become the agents of social change, whipping up the decline and backwardness of the society. Thus, between schools and the dynamics of society are in ideal and moral competition for the live they aspire (M. Arifin, 2000:68), school institutions are the most vital facilities in the emergence process of a complete human personality. Even an expert will keep schools as something which are very important, only the schools have to be able to actively take roles in the civilizations of society through technology, for the welfare of people's lives so that schools can carry out their functions, namely to form effective and knowledgeable citizens.

The main idea from all the activities at schools are how to lead the students to get positive values which grow strongly within themselves, so that the negative values will not grow (Munir Mulkhan, 2001:17). With the same language, it can be explained that the education carried out at schools should be able to produce the students who are creative, innovative, dynamics, have morals, independent and confident, appreciate times, take advantage of opportunities, and make other people as partner and also have spiritual intelligent. In order to achieve those goals, the education will face various problems and backwardness (Abuddin Nata, 2003:170). This is caused by the learning model of Islamic education which never gives freedom for the students to make their own rooms to be free to make any creation and be creative which are rare and expensive things, so that there emerged a rebellion from students who had been treated unfairly, whose basic rights were being punished. Even more, the education will only create students which are called by Azyumardi Azra as individual piety only, while the social piety is only lips service.

VI. METHOD OF THE RESEARCH

This research was conducted at State Primary School of Kampung Bambu III Tangerang. Indonesia. This research applied quantitative method by firstly spreading out the questionnaire as the validation process, to the 30 students of class IIIA. The valid questionnaire was then distributed to 43 students of class IIIB. Before conducting the research, the researchers did the observation to find out whether this school has ever utilized the media of films to

raise the students' empathy feelings. From the observation, the researchers got the information that Sekolah Dasar Negeri Kampung Bambu III Tangerang Indonesia used audio-visual media. The results of the data were analyzed statistically by using Statistical Package for the Social Sciences (SPSS) version 19.00.

VII. PROBLEM OF THE RESEARCH

1. How were short story films used in the process of learning so that they raised the empathy feelings of the students?
2. How were the influences of short story films toward the empathy feelings of SD Negeri Kampung Bambu III Tangerang students so that these could strengthen their character education?

VIII. OBJECTIVES OF THE RESEARCH

This research was aimed:

1. To measure the influences of short story films media to the process of students' learning in strengthening their character education.
2. To find out the strategies to play short story films so that the learning process will attract the empathy feelings to strengthen the character education.

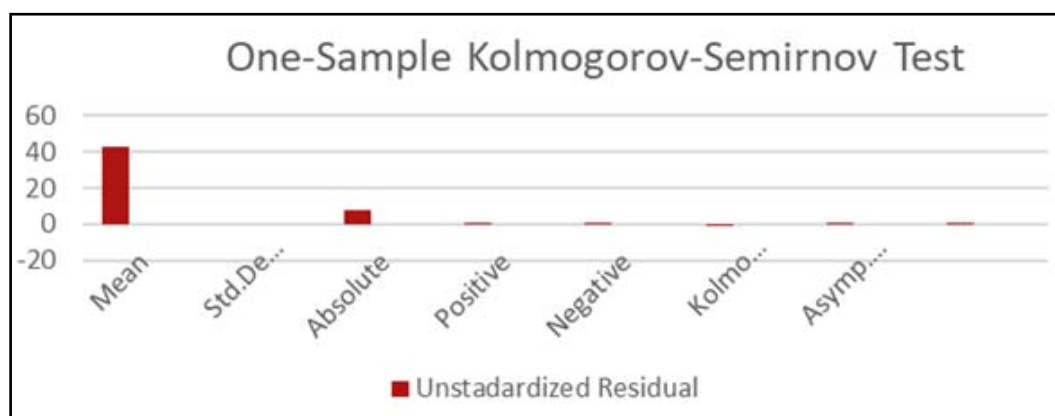
IX. RESEARCH FINDINGS

This research applied short story films about empathy taken from YouTube. The data were collected by distributing questionnaire to 43 students of Class IIIB SD Negeri Kampung Bambu III Tangerang, Indonesia. The questionnaire consisted of 23 items in which 12 statements were about short story film and the other 11 ones were about students' empathy feelings. This questionnaire was firstly distributed to the students of Class IIIA as the validity test. The normality test used was kolmogorov-smirnov calculated by SPSS version 19.00, in which the results can be seen in the following Table 1:

Table 1

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		43
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	7.32607441
Most Extreme Differences	Absolute	,075
	Positive	,064
	Negative	-,075
Kolmogorov-Smirnov Z		,491
Asymp. Sig. (2-tailed)		,970

a. Distribution test is Normal.
b. Calculated from data.



Based on the data on the table above, statistically, if Sig > 0.05, the data is normally distributed, while if Sig < 0.05, then the data is not normally distributed. The value of Sig data (2-tailed) = 0.970 higher than 0.05, hence this can be concluded that the data was normally distributed.

Frequency Distributon of the Data

In this study, the instrument used to get the data was questionnaire. In collecting the data, the researchers were firstly distributed this questionnaire which compressed statements about short story films media toward the increasing of empathy feelings. After the data were being tabulated, they were calculated and presented in the forms of percentages. The next step was analyzing the data gained to measure the influences of variable X and Y. The data of short story films was variable X and the empathy feelings data was variable Y. The data of those two variables were collected through the distribution of questionnaire to 43 students of class IIIB, SD Negeri Kampung Bambu III Tangerang, Indonesia. This questionnaire covered 23 statements which should be responded in which 12 statements were for variable X (short story film media), while the other 11 statements were for variable Y (empathy).

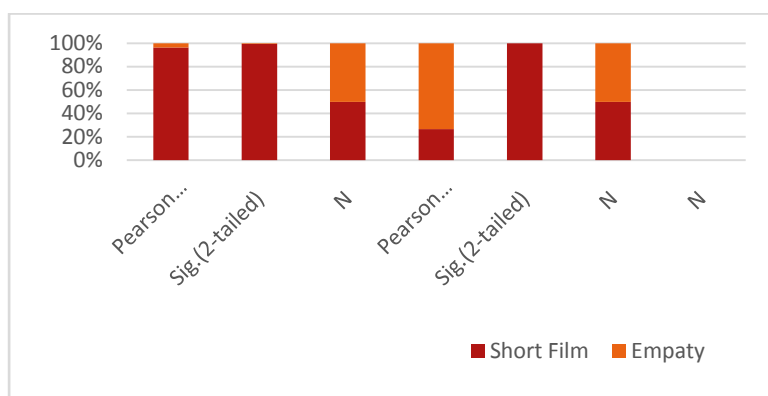
Simple Correlation Analysis

The next step of the data analysis was finding the correlation number of variable X (short story films) towards variable Y (the increasing of empathy feelings) by using the correlation formula of product moment with SPSS version 19.00 as follows:

Table 2

		Correlations	
		Short Story Films	Empathy Feelings
Short Story Films	Pearson Correlation	1	,362*
	Sig. (2-tailed)		,017
	N	43	43
Empathy	Pearson Correlation	,362*	1
	Sig. (2-tailed)	,017	
	N	43	43

**Correlation is significant at the 0.05 level (2-tailed).*



The interpretation towards rxy from the calculation above shows that the correlation number between variable X with variable Y was not negative, which means that there was positive correlation between those two variables (linear correlation). However, since the value of rxy (0/362) was around 0.20-0.399, the correlation between these two variables of X and Y was weak and low correlated.

Simple Regression Analysis

The regression test in this study was aimed to measure the influences of dependent variable to dependent variable.

Determination Coefficient Test

In order to measure the percentages of independent variable with dependent variable based on the calculation of r = 0.362, the value of determination can be found by using the following formula:

$$KD=r^2 \times 100\%$$

$$KD=0,362^2 \times 100\%$$

$$KD=0,1310 \times 100\%$$

$$KD=13,1\%$$

Table 3

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,362 ^a	,131	,110	7,415

a. Predictors: (Constant), short story films
b. Dependent Variable: empathy

The test above shows that the value of *adjusted r square* is 0.110% which means that the 0. 110% empathy of the 3rd grade students contributed to short story films.

Table 4. Coefficients^a

Simultaneous significance test (Statistical Test F)

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	sig
1. (Constant)	60.642	7.135		8.499	,000
Short Film	,350	,141	,362	2.488	,017

a. Dependent Variable: empathy

Table 5. ANOVA^b

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	340.221	1	340.221	6.188	,017 ^a
Residual	2254.197	41	54.980		
Total		2594.419	42		

a. Predictors: (Constant), Short Film

b. Dependent Variable:Empathy

Based on the results of F test, it can be seen that the value of F_{cal} is 6.188 with the significance level of 5% df (43-2=41) gained an F_{table} of 4.08, hence if those are compared as $F_{cal} > F_{table}$ or $6.188 > 4.08$, then the significance level of 5% accepts H_a and rejects H_o . Therefore, it can be summarized that short story films media has significant influence towards the increasing of the empathy feelings of students of class III at SD Negeri Kampung Bambu III Tangerang. Indonesia.

Significance Test of Individual Parameter (Statistical Test of t)

Table 6

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	60,642	7,135		8,499	,000
	filmpendek	,350	,141	,362	2,488	,017

a. Dependent Variable: empati

The results of statistical test above revealed that sig. was 0.017 which means < 0.05 , therefore, H_a was accepted. This also gave the meaning that partially, there was a significance influence of short story films to the increasing of students' empathy feelings so that the strengthening of the characters would be easier to do.

Research Results Interpretation

Variable of Short Story Films Media (X)

The results of validity test of the questionnaire distributed to 30 students found that out of 15 statements in the questionnaire, 12 items were valid while the other 3 were invalid because they reached the value lower than 0.3610 criteria. Thus, there were only 12 items of the questionnaire used by the researchers in this research. The results of reliability trial test of variable X, i.e. short story films media were based on the statistical calculation of Cronbach's Alpha 846.

Variable of Empathy (Y)

The results of validity trial test of the questionnaire given to 30 respondents showed that out of 15 items in the questionnaire, 11 items were valid and the other 4 items were invalid since the values of those 4 items achieved the criteria below 0.3610. The results of reliability trial test of variable Y, i.e. empathy were based on the statistical calculation of Cronbach's Alpha 730.

Based on the calculation results of r_{xy} value, the interpretations gave the numbers to the correlation index of "Y" *product moment* as follows:

The Interpretation with Simple Way

The interpretation to r_{xy} from the calculation above showed that the correlation numbers between variable X and Y was not negative. This explained that there was positive correlation among those two variables (linear correlation) with the values of 0.362 for r_{xy} or in the range between 0.20-0.399, thus it gave the definition that the correlation between variable X and Y was weak or low.

The Interpretation by using Scoring table of *Product Moment*

The formulation of the Hypothesis proposed by the researchers were:

Ha: There is significant influence of the short story films media towards the increasing of empathy feelings of third grade students of Sekolah Dasar Negeri Kampung Bambu III Tangerang. Indonesia.

Ho: There is no significant influence of short story films media towards the increasing of empathy feelings of the third grade students of Sekolah Dasar Negeri Kampung Bambu III Tangerang. Indonesia.

The criteria to determine those hypothesis are if $r_{table} < r_{cal}$, Ha is accepted and Ho is rejected. On the contrary, if $r_{table} > r_{cal}$, Ha is rejected and Ho is accepted. Then the researchers tried to find out the degree of freedom (df) with the following formula:

$$Df = N - nr$$

$$Df = 30 - 2$$

$$= 28$$

After the df of 28 was gained, this result was compared to the table of "r" product moment which explained that df 28 in the significance level of 5% gained r_{table} of 0.3610, while in the significance level 1%, the r_{table} reached 0.3061. Since the r_{table} in the significance level of 5% was lower than that in r_{xy} ($0.3610 < 0.362$), therefore, in the significance level of 5% Ha was accepted while Ho was rejected. This also defined that in the significance level of 5% , there was significant correlation between Variable X and variable Y. Further, in the significance level of 1%, r_{table} was lower than that in r_{xy} ($0.3061 < 0.362$), which also explained that in the significance level of 1%, there was significant correlation between variable X and variable Y. terdapat korelasi yang signifikan dengan variabel Y.

To sum, the results concluded that short story films media gave significant influence towards the increasing of students' empathy feelings in the process of strengthening the character education at school.

X. CONCLUSION

Based on the description of the data, analysis of the data and the interpretation of the data above, it can be concluded that:

The efforts of increasing the empathy feelings of the students need the stimuli from both the environment and themselves. Using interesting media in the process of learning could also raise the motivation of the students in following the learnings. Short story films about empathy was proven as one of the media which could be used to increase the empathy feelings of the students in their daily lives since the empathy in those films showed real description on how someone was able to interact in his/her daily life. The activities done by the characters in those films shown how they expressed their empathy senses which were easy for the students to be connected to the real events happen in the daily lives of the society, so that the students would be easy to imitate those attitudes. The students will have the attitudes of empathy which make the process of strengthening their education can be easier to be implemented.

The result of the research based on the formula of *product moment* $r = 0.362$ with the significance level of 5% was 0.3610. This can be interpreted that linear correlation between short story films media and the increasing of students' empathy feelings. *Pearson Correlation* of 0,362 explained a weak correlation. The calculation of coefficient determination (k_d) of 0.1310 or 13.1% confirmed that short story films media gave 13.1% influences to the students' empathy feelings, the value of *adjusted r square* of 0.110% showed that the students' empathy feelings contributed in the amount of 0.110%. The results of F test revealed that $F_{cal} > F_{table}$ or $6.188 > 4.08$ in the significance level of 5% which gave the meanings that H_a was accepted and H_o was rejected. From that hypothesis test, it was gained a t_{cal} of 0.017 with significance level < 0.05 which also defined that H_a was accepted. From the degree of freedom (df) = $(43-2 = 41)$, it was gained an F_{table} of 4.08. If the both tests were compared as $F_{cal} > F_{table}$ or $6.188 > 4.08$, in the significance level of 5%, then H_a was accepted and H_o was rejected, so that the hypothesis answered that short story films gave influences to the increasing of the students' empathy feelings in the implementation of character education.

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