Teaching Historical Empathy to Z Generation Through Musical Poetry in Senior High School

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Abstract—**musical of poetry. This research study was implemented using a qualitatively descriptive approach through case studies. The results of the research were collected by observation and analyzed using the Miles & Huberman model. The results of this research showed that the musical of poetry was effective in building a student empathy stance on the Indonesian material for independence struggle. This is demonstrated by the development of an attitude of interning, caring, and self-positioning in the importance of the meaning of independence struggle through the musical of poetry created so that students interpret the historical events of the past well.**

Keywords: historical empathy, musical poetry, Z generation

I. INTRODUCTION

The nature of historical learning is to arouse historical consciousness [1]. With historical consciousness, the learner generations are expected to find inspiration from historical events of the past that they learned and able to make them a lesson and experience to face the better future. Thus, history occupies an important position in delivering value to each generation. The importance of learning history for the younger generation is to be able to understand why and how people in the past make decisions and act according to the demands of the circumstances they are facing. In order to understand this, students are required to empathize. Empathy means understanding the point of view and values that are held in the past with various considerations taken to take appropriate action [6].

Empathy is the ability to put oneself in other people's positions and experience to see the situation from another person's point of view. Thus, empathy is the ability to internalize the feelings and emotions of others [5]. Attributed to the historical empathy, it can be concluded as an ability to internalize the historical experience of the people involved in it and understand the situation and conditions that affect the emotions of historical actors in the past.

Historical empathy is not only a practice of imagination or excessive sympathy but is a process of overeating past events with meaning [14]. In line with that, Endacot and Brooks state that historical empathy is a process of affective and cognitive involvement of students in understanding and contextualize with good historical figures with every thought, feeling and decision, the actions and consequences of their choice of history and social life. With this view, the empathy of history builds through the cognitive and affective understanding of students.

Empathy history created from a good understanding of which is strengthened by the intellectual dimension and emotional dimensions. Intellectual dimensions are correlated in a cognitive domain, while emotional dimensions are correlated in affective domains [4]. So, in order to make students have good historical empathy, they need to understand and learn about facts or events that happened in the past. Good students ' understanding of an event in the past, will result in a strong historical empathy for situations, figures, and events in the past so that they are able to interpret and attract exemplary values from it.

Fig. 1. Visual Conceptualization of Historical Empathy. (Source: Endacott & Brooks in Utami, 2019, p. 2).
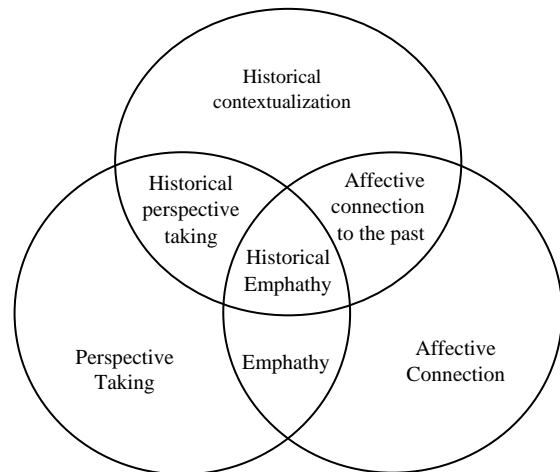
Musical of poetry in terminology, derived from two words: music and poetry. Poetry has meaning as an appreciation of literary work. The word appreciation contains the meaning of understanding, enjoying, assessing and appreciating [12]. While music is art laid out by sound [3]. The combination of musical poetry eventually refers to a genre used in presenting poetry, combining words of the poetry in the form of a musical, or combining the words of poetry with musical accompaniment both intentionally combined into one unified form. In the combination of the two elements referred to, the poem has the power in word while the music has its power in tone. Musical of poetry is formed as a musical appreciation. It looks like a song that lyrics come from poetry.

Referring to the meaning of musical poetry as mentioned above, the method of musical poetry can be used in building the emotions of students in the history of a monumental event in the past. This of course is intended to be able to build a sense of empathy towards

the figures that struggle for nation's independence so that they can appreciate the merits of the heroes who have fallen in the battleground. Utami has developed a reflective learning model in building empathy for the history of students [13]. He developed this model based on the model initiated by John Dewey in 1933 about reflective learning. In a model developed by Utami, he initiated that the last step in fostering an empathy for the history of students are to write about the interpretations they gained from understanding the historical perspectives that have been studied. Therefore, this research basically develops further models that have been developed by Utami, which builds empathy for the history of learners through the musical of poetry which is the result of students ' interpretation past of time events.

On the method of musical poetry used in this learning, referring to the theory posed by Davis Jr. that to acquire historical empathy, need to engage the intellectual and emotional domain of students. The step of historical musical is the emotional building step of students, so that they can attract important values, appreciate and interpret important events that are being studied. Of course, this theory is the foundation for the application of historical musical methods, namely to take part in building students ' emotions, so that they are able to appreciate and feel empathy for the struggles of the heroes of the past.

In the past the effort to transfer knowledge and historical value can be conducted by conventional methods by educators. It is reflected in the various methodologies and historical teaching strategies that are frequently used. In the older generations usually, teachers teach history using lecture methods, group discussions, questioning and assignment. But nowadays, however, these methods are not quite successful in achieving the objective of learning history as desired. Various weaknesses in the history learning process are still very easy to find. This happens because the world of historical education is still dwell on the old paradigm. The pattern is that the teacher knows-students do not know-Teachers give-students receive-active teachers-passive students. This pattern is still very prevalent and constantly practiced since the previous generation until today. This paradigm of educational systems has no place in the modern context of the world and the relevant knowledge needs for the generation of its students [9].

Another weakness in historical learning is it stagnate to the theory, the lack of imagination, always referring to the text and its state-oriented curriculum as well as the trend of historical learning that does not relate to the global phenomena that tend to be ineffective in establishing historical awareness for students. Hasan in his writing titled Problematic of Historical Education also strengthened this fact by explaining a sad fact for the world of historical education. Until now history is still considered as something gloomy and full of memorization and unable to develop critical and creative thinking skills. Historical lessons are also seen as having no relevance to life, not arousing students ' curiosity and not having the ability to answer such curiosity.

Therefore, it is necessary a life of historical education that always alive in a world that is constantly changing along with the advancement of information technology and global. Changes in the globalization of world should be addressed by transforming teaching strategies that align with student developments. If history education is unresponsive and aligns with such developments, historical education will become obsolete and will only become a meaningless fairy tale for students. The initial effort in transforming education is to analyze students ' characters and needs. Please note that the learner's generation of high school is currently generation Z. This generation has different characteristics with previous generations. Generations have been divided into 4 classifications as follows veteran/traditional generations, Generations of Baby Boomers, Generation X, generation Y or often referred to millennial [11]. The Millennial Generation Research Review National Chamber Foundation also divides the classification of generations as seen in table 1.

TABLE I. GROUPING GENERATION ACCORDING TO NCF

Type of Generation	Year of birth
GI Generation	1901-1924
Silent Generation	1925-1946
Baby Boom Generation	1946-1964
Generation X	1965-1979
Millennial Generation	1980-1999
Generation Z	2000-

The Millennial Generation is mentioned that generation Y and generation Z occupy the highest composition in the population pyramid in Indonesia today. In the year 2017 millennial have become dominant groups compared to other generations, but not too much different from the Z-generation percentages that occupy the second position. It was noted that Generation Y reached 33.75% while Z Generation was 29.23% of the total population of Indonesia [8].

Looking at a very large percentage rate of Z generation in Indonesia, certainly it is needed a responsive effort in education world including the education of history in adjusting the pattern of education with this generation. The pattern of life generation Z is integrated with digital and has been using it from an early age. For the Z generation digital is always almost like the air being breathe and spreads in the entire aspect of their lives ranging from lifestyle to life view. The dependency of the Z generation on the world of Internet and social media technologies has influenced many of their views of life and character so unique and distinct from previous generations. Therefore, the generation of Z has an open mind and can accept the difference, able to work with multitasking and develop hobbies as a job, and importance of quality [2]. Even characteristics that are very identical to the Z generation are tends instant at all Generation Z is usually very cheerful because it can divert attention to the digital world they have [12].

Some of the learning characteristics of Z generations are [13]; Learn from Experimentation, like to work in groups, have short attention spans and multi-task well, prefer to learn with the edutainment principle. Considering the development and characteristics of the Z generation as described above, it is very important for a history teacher to design learning that adapt with students ' character and take advantage of character excellence and technology that they master to support the learning of history itself. This point is in accordance with the mandate of Indonesian national education as contained in government regulation No. 19 of 2005 on national standards of education that in developing learning should pay attention to various matters such as demands, talents, needs and interests of the students. The learning system of history in school without adjusting to the development and characteristics of current generation Z, then it is certainly a knowledge transfer and the value will not be achieved.

Einstein suggests is silly or crazy if we expect different results through the same way repeatedly. Likewise, if we are expecting alumni who can answer today's challenges in a way of learning as we used to teach. Learning methods 10 years ago is not the right method to use for the Z generation. An understanding of behavior, motivation and approach is closely related to successful learning.

There are many learning strategies that can be used for Z generation including; 1) Fast delivery, convey in visual form (data and graphics or if necessary, with video). (2) Kinesthetic, experimental, problem solving, direct activity. (3) Fast information searching, convenient and shortcut information search (students can access from anywhere, anytime. (4) Integrate multimedia (use social media). (5) multitasking. (6) Quick feedback, clear objectives, challenging, prizes, and positives. (7) Short-term delivery of materials with pauses. (8) Trial approach. (9) The task must be a problem solving and not remember (memorization).

This research will explain a transformative historical teaching methodology for the Z-generation through the musical history of poetry. Using the musical history of poetry, students will be given space to combine thought and emotion with the technology they love and master. So, as such, students are expected to build a history of empathy within him and can share it with others. Learning can be conducted with fun without eliminating the essence of the history lesson itself is to embed the historical values in the students through practical media in the form of musical historical poetry.

One of the most fundamental principles in gaining students attention in historical learning is to create an edutainment, vigorous, sparingly, avoid anxiety and hold the principle of openness/ Adaptation to the progress confronted by the students. Of course, in this case the advancement of information technology and communication. Therefore, in order to provide learning that corresponds to the Z-generation, the learning strategy should be adapted to their needs. Through social networks, individuals from generation Z easily make connections with other members of the culture, which they consider to be integrated into a global cultural group, where all individuals are equal in identity [4].

The image of a teacher, which is a running encyclopedia, has been forgotten today. The teacher already did not know everything, he could not know everything. Therefore, the teacher is no longer acting as the only source of historical learning in class but serves as a learning manager. Teachers only need to be the learning leader that teaches students to find and reconstruct their own knowledge and values. Z-generation students are easily distracted by social media, so teachers need to creatively package these distractions into great opportunities in teaching learners. This is the cornerstone of the mind for researchers in the study with the musical of history poetry gives room for learners to discover and build their historical empathy through self-sufficient cognitive and affective exploration.

In this study, the thing that was conducted is to collaborate a strategy of learning about the struggle to defend independence through the method of musical poetry with emerging technology. After the teacher convey the signs of learning, students in the group will cooperate in interpreting the 10 November 1945 event into poetry that will be converted to be musical by utilizing technology in the form of YouTube or other music platform. The importance of this strategy is that students can dig their own values in the event 10 November 1945 and then appreciate them into the lyrics sentences that can be pondered to be musical. The standard of success teaching using this method is in terms of the performance of students in making an appreciation to the heroes who fall in the event and ponder the importance of the heroes' struggle in the event of the sovereignty of the Republic of Indonesia.

II. RESEARCH METHOD

This research was implemented using a qualitative approach. Data was collected by observation method. The results were analyzed using the interactive analysis Miles & Huberman model was conducted since before entering class, during the research process in class and after completion of research. Research conducted at SMA Negeri 1 Gido Nias Regency in the 2nd semester of the school year 2018/2019. The research object was students in the class XI IPA-1 which amounted to 28 people consisting of 17 women and 11 men. The topic of the chosen lesson in the application of the musical method of poetry was the struggle to defend Indonesia's independence sub chapter of the Battle of Surabaya (10 November 1945). The selection of this class is based on the low factor of students ' affective aspects that are not comparable to their cognitive development because they are accustomed to a science-based learning pattern focused on mere facts.

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III. RESULTS AND DISCUSSION

The event of 10 November 1945 was one of the historical events that is full of values of struggle to defend Indonesia's independence. The struggle was a nation's efforts to free themselves from foreign insurrection who attempted to harass the newly proclaimed independence on 17 August 1945. This topic was one of the topics that teachers should teach so that the important values of the struggle can be interpreted by the students. As an educator, it was also very important to convey this topic by promoting causality relationship between events so that students can understand the importance of the struggles that the young men in Surabaya have their efforts to defend Indonesia's independence.

The method of deepening the material used in this research was to use poetry. As an exception to design a curious attitude, build the emotion and empathy of learners, teachers chant the song of the *Fallen Flower*, the creation of Ismail Marzuki. The song was played through YouTube connected to the speakers in the classroom.

Gugur Bunga (Fallen Flower)
Created: Ismail Marzuki
Betapa hatiku takkan pilu
(How can't i feel sorrow)
Telah gugur pahlawanku
(My hero has passed)
Betapa hatiku takkan sedih
(How can't i feel sad)
I am left all alone

Siapakah kini plipur lara
(Who can be my solace)
Nan setia dan perwira
(Loyal and brave)

siapakah kini pahlawan hati
(Who can be my heart's hero)
Pembela bangsa sejati
(A true defender of the people)

Telah gugur pahlawanku
(My hero has passed)
Tunai sudah janji bakti
(His service is done)
Gugur satu tumbuh sribu
(One falls, a thousand arise)
Tanah air jaya sakti
(For our great and sacred homeland)

Gugur bungaku di taman hati
(My flower has fallen in the garden of devotion)
di hari baan pertiwi
(On our Mother's lap)
Harum semerbak menambah sari
(The fragrance pervades the essence)
Tanah air jaya sakti
(Of our great and sacred homeland)

Through the song, researchers brought students emotions closer to the track while the students were listening well. It appears that some students in the classroom shed tears hearing of the song's strains. After the song played the teacher asked the students questions "about whom the song is?". The students' responses were diverse, some expressed that it was about the hero of the independence struggle, some of them explaining the merits of the heroes, and some are expressing the grief of being left behind by the heroes.

The teacher then asked the next question, "If you had lived in the days of defending independence, would you be willing to go to war with a life bet for Indonesia?". This question was asked to spread the students at the event, 10 November 1945. The answer to this question was diverse. But most of the students were eager but unsure about having the courage to sacrifice with a life bet. Teacher then used this opportunity to convey the importance of learning about the Battle of Surabaya on 10 November 1945 which was later crowned as a hero's day in the history of Indonesian travel. From the question, the students finally came to awe the courage of the victims who had the heroes in defending Indonesia's independence.

The method of musical in the topic of battle Surabaya was done using cooperative learning approach. Students after the introductory material was divided into various groups and then assigned to represent the Battle of Surabaya in the poem that then be musicalization with the creativity of each group. This work project was collaborated with the digital technology that was controlled or owned by the students. For example, the exploration of musical instruments or struggle tracks on the Internet or other music platforms. You can also use music instruments that were available at school such as guitars, etc.

Cooperation between students was needed in conducting the learning process with musical history poetry. They will share assignments ranging from the context of the Battle event 10 November 1945 in Surabaya, writing the lyrics, creating a tone instrument or matching it with the selected music, recreating the appearance, to the documentation Needed. This activity was easy to do, because learners in accordance with the theory in gen Z characteristics were very capable of multitasking. Participants could work outdoors that utilize the surrounding schools to work in the group.

Ultimately, the musical poems written by learners will be published on social media platforms. In this study, teachers conducted evaluation of their studies on the results of their publications. It was important to work on the musical project by utilizing various types of source such as digital, musical instrument, etc. It was related to the efforts to bring the creativity space for the Z generation, so that they were able to explore their skills in reconstructing and represent the history of learning materials that were being studied and represented with new packaging that was easy to accept and easy to transfer to others.

The results of the observation found from the method of musical poetry in the class XI IPA-1 demonstrate the development of students' empathy that tends to increase. It appears that during the presentation of musical poetry in the group, some students shed tears because of the struggle to achieve independence of the

Republic of Indonesia. Here is one of the musicalization of the students ' work of poetry after studying the material fighting Surabaya.

10 November Elegy

Today we are looking at
Hard faces on a frame that are displayed
Bow whispered pray
In the embed memories of the merit

Because your merit we can creaking laughter
You are willing to be stunted for us
Because of you Indonesia can be free to pack wings to the sky

No matter how unimaginable
Without the courage in the soul of heroes Unimaginable if patience
Not accompanying your suffering
Unimaginable if the spirit is not burning accompany your hope

10th November
A light gate for Indonesia
with this story
We pray
Hopefully your merits are remembered to the eternity
Gratitude heroes
You are a lamp bearer for Indonesia.

Referring to the work of poetry about the struggle to defend independence at the Battle of Surabaya 10 November above, there was a good emotional development of students. The development of empathy can be concluded by various criteria as; respect to the battle's figure, taking position in the Surabaya Battle, understand the circumstances in the Battle, interpret the importance of the sacrifices of the heroes in Surabaya Battle to defend the Indonesian independence.

IV. CONCLUSION

This Study was the application of methods of modification learning by using a model of musical poetry integrated with technology that was being loved by students. This was conducted to build the learning and emotional appeal of learners so that they were able to foster empathy for the events and figures of struggle to defend the independence of the Republic of Indonesia in the Battle of Surabaya 10 November 1945. The results showed under the musical of historical poetry, proved effective in establishing the empathy of the learners. This Model was also able to build a learner's learning appeal, as well as they can easily communicate their learning outcomes and share them to a wide audience through social media that they love and possess. Thus, the musical method of poetry of history can be used and developed in the study of the most specific history of the study of the Discourse of the physical revolution.

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