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Developing and Validating Instrument for Online History Learning Oriented towards Historical Empathy based on the CIPP Evaluation

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Abstract: The international crisis as the Covid-19 global health emergency has emphasized the need to strengthen social values such as empathy. Meanwhile, online learning during the pandemic created new challenges for teachers in instilling social values and norms, including in history subjects. This study aims to develop an evaluation instrument for historical learning oriented toward cultivating historical empathy. Using the CIPP framework from Stufflebeam, academics (lecturers) and education practitioners (teachers) developed a set of questionnaires and tested them on 259 high school students in Bandung. Some conclusions that can be drawn include (1) the existing instruments are acceptable based on standard factor analysis and Cronbach's alpha >0.7; (2) teachers tend not to include the element of empathy in learning history; (3) the context (C) and process (P) aspects of history learning based on historical empathy are still low compared to the input (I) and product (P) aspects.

Keywords: instrument development, online learning, history, empathy

INTRODUCTION

The world health crisis began at the end of 2019 and has changed the entire fabric of human life, including the education aspect. The most fundamental change is marked by a change in the mode of learning from generally face-to-face to distance learning with the help of information technology such as the internet and social media. Ease in this latest mode, of course, comes with positive and negative side effects that it causes. Several aspects, such as teacher readiness, supporting infrastructure that is still not evenly distributed, and social factors such as digital and cultural literacy, make high educational losses still occur. For example, student learning at primary and secondary levels in the United States is severely disrupted, leaving students behind an average of five months in math and four months in reading at the end of the school year (Dorn et al., 2021). The World Bank released a report in 2020 regarding an even decrease in the Human Capital Index (HCI) of up to 10%, not only in developing countries but also in developed countries (World Bank, 2020). This decline rate of quality of human future is likely to increase sharply along with the permanent dropout rate from school or the decline in the quality of nutrition and health due to socio-economic factors due to the economic impact caused by COVID-19.

During times of crisis, it remains crucial to prioritize education that fosters the development of 21st-century skills. To ensure a comprehensive approach to ongoing learning, it is essential to integrate a framework that encompasses various dynamic abilities expected from each student. One vital aspect of this framework involves cultivating an empathetic attitude that nurtures collaboration, critical thinking, and cross-cultural understanding (Edmunds, 2006; Tierney, 2013). History, as a subject that delves into the past and shapes community cultural identity, holds a wealth of human values. Consequently, it becomes imperative to provide students with a clear objective and goal in terms of instilling empathy, or what is commonly referred to as historical empathy. This entails recontextualizing past narratives within the context of contemporary life, employing a comprehensive and systematic thought process groundec

in objective historical events (Edmunds, 2006).

In the current pandemic era, the significance of historical empathy has grown substantially. Without intentional efforts to instill this quality in the younger generation, it can lead to confusion. In schools, the transmission of values and the cultivation of attitudes hold greater importance in history education than simply transferring knowledge. Merely treating historical facts as memorized information renders them devoid of meaning (Endacott and Brooks, 2013). Moreover, historical records are susceptible to misuse and misinterpretation, often serving narrow agendas, and verifying the accuracy of these narratives can be challenging. Hence, educators and teachers must prioritize the impact of historical learning on students' attitudes, thoughts, words, and actions. Meeting such demands is undoubtedly challenging, especially when direct interactions between teachers and students are absent, as is often the case in online environments (Gillet-Swan, 2017; Jie & Ali, 2021; Yuzulia, 2021).

Despite being implemented for nearly two years since the onset of the Covid-19 pandemic in Indonesia in early 2020, online learning is still far from being an ideal solution. Research conducted both domestically and internationally indicates that students and teachers are more prone to boredom and a loss of motivation in the online mode (Gillet-Swan, 2017; Jie & Ali, 2021; Yuzulia, 2021). This psychological aspect, combined with lengthy and continuous daily lessons, leads to a rapid decline in concentration. Consequently, the effectiveness of material absorption, particularly in terms of practical skills and the development of student attitudes, is diminished (Dabbagh, 2007; Jie & Ali, 2021). Additionally, technical limitations such as network disruptions, inadequate device specifications, and occasional power outages persist in certain areas. It is crucial to continuously improve online learning based on the empirical circumstances at hand.

In the context of emergency situations, it is crucial to evaluate the learning process with a focus on justice and fairness, as emphasized by Stiggins & Knight (1997 in Edmunds, 2006). This concept of justice, as advocated by Tierney (2013) in the framework of classroom assessment, entails considering multiple facets of quality and allocating specific assessments tailored to students' individual characteristics and circumstances, such as being reflective, constructive, and transparent. Teachers need to assess students diligently and avoid hasty judgments or overemphasis on their intellectual abilities. The nature of historical education, which is rich in values and particularly centered on historical empathy, can be compromised or misdirected by rushed or inappropriate assessments, such as placing excessive emphasis solely on cognitive aspects (Edmunds, 2006; Endacott and Brooks, 2013). In the dynamic process of two-way dialogue in education, it is crucial to recognize that this ideal educational practice cannot occur without feedback from students to teachers as well.

The significance and positioning of history education within the national education framework have always been subject to attention and dilemma, even prior to the pandemic. On one hand, there is a unanimous agreement that studying the past is crucial for nurturing future generations of the nation. However, the dynamic nature of history as a humanities discipline leads many to believe that it should be integrated into various other social subjects such as citizenship and social geography (Affandi, 2011; Sumantri et al., 2021). The allocation of learning time in the education curriculum is another contentious topic, often triggering heated discussions due to limited school hours and the emphasis placed on science, mathematics, and technology subjects. Consequently, the number of weekly class sessions dedicated to history is often restricted to 1-2 hours. Consequently, even before the onset of the global health crisis, the status of history subjects tended to be relatively low compared to other subjects, whether due to curriculum structures or their perceived lack of scientific rigor (see Susanti, 2020).

The occurrence of a pandemic, with its disruptive effects, has significant consequences for social humanities subjects like history. In times of emergency, policymakers are compelled to prioritize a select few subjects (see Susanti, 2020; Santika, 2020). While history subjects are still included, the allocated hours and material coverage tend to be increasingly limited. Adjustments in study hours, taking into account physical and mental well-being, lead to condensed curriculum content. Additionally, the transition to online learning poses challenges for history teachers, especially those who are more experienced. Incorporating information technology into classroom instruction becomes difficult.

Reading assignments, summaries, video watching, and online lectures have become prevalent trends in history education during the pandemic (Jie & Ali, 2021).

Without a deliberate focus on specific aspects or criteria, situations like these can potentially undermine the development of character education through history within the constraints of brief online interactions and assignments. Technology adaptation proves to be more accessible in areas with higher levels of digitization, such as urban areas. Integrating video channels for learning, online educational resources, and learning management systems (LMS) offers an alternative for teachers to provide materials and assess students' cognitive understanding. Tools like Google Forms, Google Docs, game-based learning, and audio-visual media prove helpful in this process. However, monitoring students' affective and psychomotor aspects presents a significant challenge in the online environment. Without personal and direct contact, teachers can only infer students' character qualities and lack a comprehensive understanding of their individual attributes. There are aspects of students that may remain unknown to the teacher, leading to biased and subjective assessments (Tierney, 2013).

Academics and practitioners, particularly those in the field of history education, urge all relevant parties, including the government, teachers, parents, and school administrators, to prioritize marginalized subjects during the pandemic. Proposed measures typically include mentoring programs, integrated learning resources and media, and policies concerning personnel and budget allocation. However, the most crucial aspect is the need for a realistic reorientation of the objectives of history lessons, considering the existing limitations while still upholding the ideal aspects of humanities education. Contextual factors such as environmental harmony, sustainability, locality, personalization, and life inspiration are among the aspects considered essential in fostering 21st-century skills despite the constraints and challenges faced (Adriani & Labibatussolihah, 2021). Consequently, social-humanities education in schools during the pandemic, as highlighted by Adriani & Labibatussolihah (2021), becomes even more crucial in rebuilding the disrupted social capital resulting from factors such as social distancing and technological stress in recent years.

According to Endacott and Brooks (2013), historical empathy involves students' cognitive and emotional engagement with historical figures, allowing them to understand and contextualize their life experiences, decisions, and actions. It entails comprehending the thoughts, emotions, decision-making processes, actions, and consequences faced by individuals in specific historical and social contexts. Various experts in historical education, including Barton & Levtik (2004), Bryant & Clark (2006), Dulberg (2002), and Endacott (2010), have proposed instructional methods and strategies to cultivate historical empathy. While their implementation approaches may differ, these academics concur that historical empathy adds value to classroom learning outcomes beyond cognitive or affective aspects alone (Barton & Levstik, 2004; Brooks, 2011; Gehlbach, 2004; Kohlmeier, 2006).

According to Endacott (2010), a model that focuses on cultivating historical empathy in history education consists of several stages. Firstly, there is an introductory phase that aims to familiarize students with historical situations and figures they will engage with through historical empathy. Secondly, the inquiry phase involves students studying primary and secondary sources. Thirdly, the display phase allows students to demonstrate their understanding and insights gained through the process. Lastly, the reflection phase encourages students to make connections between the past and present, while also considering how their personal perspectives may have evolved as a result of engaging in historical empathy. In addition to these stages, linguistic strategies, such as the use of stimulating sentences, can be employed by teachers to foster historical empathy in classroom learning.

The CIPP evaluation model, initially developed by Stufflebeam in the 1970s and continuously refined over time, is widely recognized today. This comprehensive evaluation approach, known for its thoroughness, assesses the strengths, weaknesses, limitations, achievements, effectiveness, and future plans of an activity or program. The model is divided into four quadrants, represented by the acronym CIPP: Context, Input, Process, and Product. The Context evaluation quadrant focuses on identifying the needs, goals, and essential background that justify the existence of a program. It encompasses not only the goals from a policymaker's perspective but also considers whether the program addresses

the needs of potential users. The Input aspect addresses the planning and preparation stage, including determining the activity formats, allocating resources, conducting a needs inventory, and securing funding. The Process evaluation quadrant examines the implementation of the plan, including assessing the response and feedback of program users throughout the course of the activities. Lastly, the Product evaluation quadrant examines the intended and unintended short-term and long-term outcomes of the activities. It analyzes the impact on users, the overall effectiveness of the program, and its potential for sustainability. This comprehensive framework, as described by Stufflebeam and Shinkfield (2007), allows for a thorough assessment of programs, considering various dimensions of their effectiveness and potential for improvement.

Figure 1. CIPP Model of Evaluation from Stufflebeam (2007)

It is still rare to find a specific evaluation of online learning in history education, especially at the high school level. As the literature review suggested a continuous evaluation is integral to educational development and quality improvement, but a standard for the evaluation – the instrument – itself is still underdeveloped. This study aims to address the issues by developing a set of questionnaires based on Stufflebeam's CIPP Model of program evaluation. How can we capture and assess online history learning as feedback from students holistically? What practical improvement could we do to quickly tackle the problems in that learning process?

METHODS

This study employs a mixed-methods approach, combining both qualitative and quantitative methods for a descriptive investigation. Qualitative research aims to understand why or how a phenomenon occurs, develop theories, or describe individual experiences, while the quantitative part addresses questions related to causality, generalizability, or impact (Fetters, Curry, and Creswell, 2013). Researchers opt for a mixed-methods design to capture the complementary nature of qualitative and quantitative data, allowing for a comprehensive understanding of the subject matter. As noted by Teddie and Tashakkori (2008), mixed methods are often referred to as the 'third methodological orientation' that emphasizes the advantages of both qualitative and quantitative research. Since this study utilizes two different approaches, data analysis is conducted separately based on their respective methods. The mixed-methods approach incorporates at least one qualitative and one quantitative analysis, as outlined by Onwuegbuzie and Combs (2010).

Sampling

The sample in this study is two UPI Laboratory High School teachers located in two locations, namely at UPI Bumi Siliwangi School on Jalan Dr. Setiabudi No. 229 and UPI Cibiru School, Bandung Regency. They were interviewed to gain an understanding and form a constructed framework for the online history learning evaluation instrument oriented to historical empathy. A total of two social science

education experts were involved in validating the content and constructs through expert judgment. A total of 259 high school students in the cities of Bandung and Bogor were involved in questionnaire pilot project validation. The selection of students as subjects was through purposive snowball sampling. Students are class XI and XII who have experienced online and blended learning. A total of 252 of the 259 samples who filled out the questionnaire were included in the statistical test, while 7 of them did not complete the questionnaire and were not included.

Instrument

The instrument being tested is a construct derived from the CIPP Stufflebeam evaluation model. The items developed are absorptions from the results of interviews with teachers, input from experts, and reference sources from previous research that have theoretical closeness. Past questionnaires that inspired item development include the Civic Attitudes and Skills Questionnaire (CASQ) from Moely et al. (2002); the Social and Emotional Learning Questionnaire from Schultz et al. (2010); and the Integrated Historical Empathy Test by de Leur et al. (2017). Some sources include studies from Cunningham (2003) and Davidson (2013). A total of 9 subscales with 54 items were tested in this study.

Procedure

This study uses qualitative and quantitative methods because it uses the CIPP evaluation model, which requires detailed data and percentage measurements. Qualitative methods are used in terms of context and input. At the same time, the quantitative method is used to see the respondents' perceptions of the process and product aspects. The two different types of data complement each other. Data was collected through interviews, questionnaires, and documentation. Interviews were conducted offline. The questionnaire instrument uses a Likert scale with a score of 1 "strongly disagree" to 5 "strongly agree" to see (1) perceptions of service satisfaction, (2) perceptions of justice, (3) historical empathy views, and (4) social bonding between teachers and students. The instrument has been validated by expert judgment.

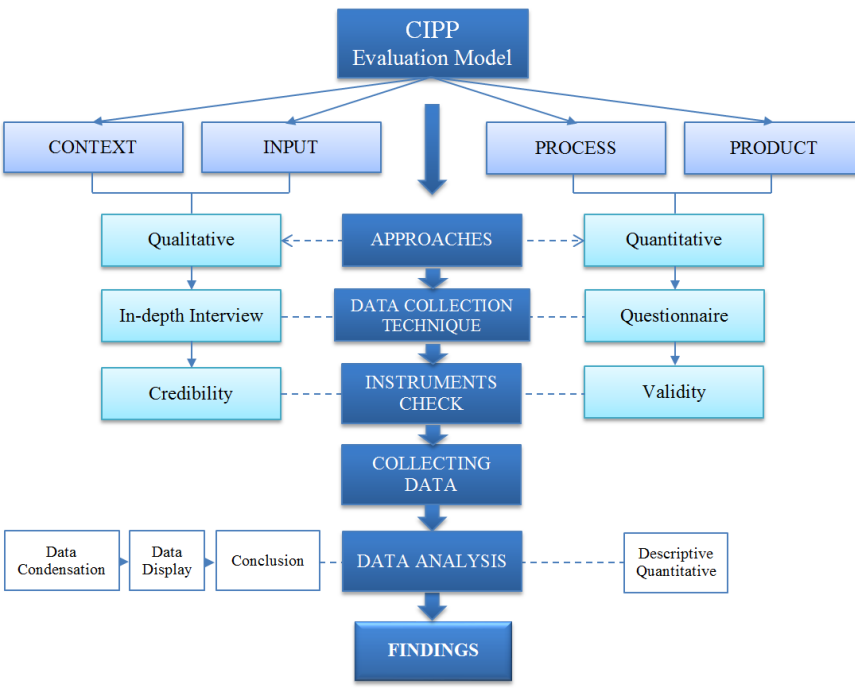

Figure 2. Diagram of CIPP Model as a Procedure of Evaluation

(Adapted from Maharani & Putro, 2021)

RESULTS

The questions were developed to refer to Stufflebeam's Context, Input, Process, and Product models with open-ended questions. Based on the context related to the teacher's opinion regarding the condition of history lessons at the UPI Pilot Laboratory High School, Bumi Siliwangi Campus, and Cibiru Campus, there are two ways of mapping students in different schools, namely by testing for the UPI Pilot Laboratory High School Bumi Siliwangi Campus. As for the UPI Pilot Laboratory Senior High School, Cibiru Campus, there is no mapping for students. However, these two schools treat equally the social sciences and sciences. When viewed from the teacher's performance in learning during the pandemic, the effect is equally felt in the learning process. Teachers and students adapt to the online learning atmosphere.

Nonetheless, the school supports the needs of teachers and students during online learning. However, in terms of collecting assignments, some are good, and some are declining. These two resource persons provided feedback for student assignments in their respective ways, such as giving indirect criticism and commenting on social media accounts containing student assignments.

From the input aspect, the teachers' backgrounds are both from S1 History Education and have more than five years of teaching experience. The UPI Pilot Laboratory Senior High School, Bumi Siliwangi Campus, provided the RPP template, while the UPI Pilot Laboratory High School Cibiru Campus was given the freedom to develop the RPP. The interesting thing about this input is that the teacher considers historical empathy necessary in learning history through historical events or figures. There are a variety of media used by teachers, including power points, historical crossword puzzles, audiovisual media, youtube, modules, maps, and others. The efforts made by the teacher in building historical empathy are implicit or explicit, such as telling the struggle of the Indonesian people against colonialism by reading sources recommended by teachers, such as the Indonesian National History. Interesting questions were asked to the two interviewees regarding "Would you rather be a loving and sympathetic teacher or a disciplined and firm teacher?" these two resource persons both want to be compassionate and sympathetic teachers.

Furthermore, aspects of the process are related to learning activities, obstacles, and historical empathy assessment. Interview results showed that the learning process went smoothly, but in the planning and implementation stages, there were still obstacles not finding credible reading sources. It has been carried out fairly and objectively in terms of assessing students' historical empathy. SMA Laboratory UPI Bumi Siliwangi was assessed indirectly through body gestures and facial expressions. In contrast to SMA Laboratory Campus, Cibiru Campus, learning about students' understanding is done through interactive question and answer.

Product is the last aspect that was traced to the two sources. According to sources from SMA Laboratory UPI Bumi Siliwangi of the opinion that there are changes in students' attitudes and cognitive aspects in exploring historical empathy, such as changes in mindset and increased learning achievement. Students' enthusiasm and high curiosity drive the effect. There is a different view from SMA Laboratory Campus Cibiru that the change in students' historical empathy is seen from the awareness and concern of students when they hear the explanation of Dutch colonialism in Indonesia. Students are more active in asking questions because the teacher uses the sentence "try to imagine" and the concept of if history. Based on the results of this interview, the researcher developed an instrument to see the historical empathy possessed by the two Laboratory schools with the following results.

Statistical Validation

Context scale. As seen in Table 1 below, there are seven items related to context to identify needs, assets, and opportunities and to answer the need for historical empathy distributed to 252 respondents. Based on the validity test using Pearson's bivariate correlation with the provisions of r-count < r table, where r-table is 0.124, the result shows that six items were declared valid. While one item is not valid because r-count < r table or 0.046 < 0.124. The invalid item of KM4 will be excluded from the further reliability test.

Table 1. Bivariate Pearson's Correlation for Context Scale

	N=252		KM1	KM2	KM3	KM4	KM5	KM6	KM7
KM1	Mata pelajaran sejarah sangat penting bagi siswa.	Correlation r	1						
		Sig. (2-tailed)							
KM2	Mata pelajaran sejarah yang diajarkan di sekolah saya sesuai dengan situasi yang sedang terjadi hari ini (pandemi, isu-isu sosial dan lingkungan, dll).	Correlation r	.550**	1					
		Sig. (2-tailed)	.000						
KM3	Pelajaran sejarah tidak mendesak untuk pembangunan bangsa dibanding teknologi dan sains	Correlation r	.052	.024	1				
		Sig. (2-tailed)	.412	.707					
KM4	Yang paling penting bagi pelajaran sejarah adalah bukti-bukti masa lalu yang faktual daripada versi-versi yang berbeda menurut orang-orang.	Correlation r	-.132*	-.140*	-.011	1			
		Sig. (2-tailed)	.036	.027	.858				
KM5	Kita perlu memahami mengapa orang lain melakukan sesuatu di masa lalu daripada menghakimi mereka.	Correlation r	.281**	.286**	-.014	-.242**	1		
		Sig. (2-tailed)	.000	.000	.821	.000			
KM6	Situasi sejarah mungkin berulang sehingga kita perlu menggali makna dibalik segala sesuatu yang sudah terjadi.	Correlation r	.462**	.468**	-.023	-.078	.353**	1	
		Sig. (2-tailed)	.000	.000	.720	.215	.000		
KM7	Saya tidak suka dengan orang yang menjadikan versi sejarah yang diyakininya sebagai satu-satunya kebenaran, sementara versi orang lain salah.	Correlation r	.358**	.440**	-.073	-.120	.424**	.384**	1
		Sig. (2-tailed)	.000	.000	.248	.057	.000	.000	
	Context	Correlation r	.731**	.736**	.276**	.046	.541**	.709**	.625**
		Sig. (2-tailed)	.000	.000	.000	.464	.000	.000	.000

**. Correlation is significant at the 0.01 level (2-tailed).

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

Input scale. Items related to input aspects related to determining lesson planning, identifying and making calculations, strategies, and work design related to historical empathy were developed into 21 questions divided into three subscales of student's self-assessment competency in history or humanities subject; personal responsibility; and perceived teacher's competency. There is one item that is declared invalid because r-count < r table or 0.117 < 0.124. The invalid item of SC8 will be excluded from the further reliability test as seen in the Table 2 to 4.

Table 2. Bivariate Pearson's Correlation for Input Scale – Self-Assessment Competency

	N=252		SC1	SC2	SC3	SC4	SC5	SC6	SC7	SC8
SC1	Saya memiliki kemampuan yang sangat baik dalam mempelajari ilmu humaniora seperti sejarah.	Correlation r	1							
		Sig. (2-tailed)								
SC2	Saya merasa akan dapat meningkatkan kemampuan sosial saya (kemampuan berinteraksi, komunikasi dll) dengan mempelajari sejarah.	Correlation r	.222**	1						
		Sig. (2-tailed)	.000							
SC3	Saya merasa tidak memiliki kemampuan berinteraksi sosial yang baik.	Correlation r	.093	.336**	1					
		Sig. (2-tailed)	.140	.000						
SC4	Guru-guru mata pelajaran sosial (IPS) selalu memberikan pujian pada kemampuan akademik saya.	Correlation r	.270**	.250**	.080	1				
		Sig. (2-tailed)	.000	.000	.204					
SC5	Saya merasa tidak memiliki bakat dalam mempelajari ilmu humaniora seperti sejarah dibandingkan ilmu pengetahuan alam (IPA).	Correlation r	.200**	.020	.171**	.047	1			
		Sig. (2-tailed)	.001	.757	.007	.460				
SC6	Saya memiliki kemampuan untuk membayangkan keadaan di masa lalu ketika mengikuti pelajaran sejarah	Correlation r	.202**	.381**	.167**	.077	.148*	1		
		Sig. (2-tailed)	.001	.000	.008	.223	.018			
SC7	Saya seringkali merasa ada di posisi para tokoh sejarah ketika membaca atau mendengarkan kisah peristiwa di masa lalu.	Correlation r	.157*	.314**	.133*	.072	.168**	.467**	1	
		Sig. (2-tailed)	.013	.000	.035	.256	.008	.000		
SC8	Ketika membaca/ mendengar peristiwa sejarah saya sering berpikir jika saja masa lalu tidak seperti itu pasti hidup/ keadaan jauh lebih baik.	Correlation r	-.147*	-.157*	.059	-.175**	.014	-.211**	-.170**	1
		Sig. (2-tailed)	.020	.013	.349	.005	.821	.001	.007	
	Total SC	Correlation r	.464**	.610**	.610**	.389**	.469**	.561**	.547**	.117
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.063

**. Correlation is significant at the 0.01 level (2-tailed).

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

Table 3. Bivariate Pearson's Correlation for Input Scale – Personal Responsibility

N=252			TJ1	TJ2	TJ3	TJ4	TJ5
TJ1	Saya selalu hadir tepat waktu di kelas pelajaran sejarah.	Correlation r	1				
		Sig. (2-tailed)					
TJ2	Saya sering merasa sulit fokus di kelas pelajaran sejarah karena ada kesibukan/ pikiran lain.	Correlation r	.008	1			
		Sig. (2-tailed)	.898				
TJ3	Saya tidak pernah meninggalkan tugas-tugas yang diberikan oleh guru sejarah saya.	Correlation r	.272**	.140*	1		
		Sig. (2-tailed)	.000	.027			
TJ4	Saya pernah mengikuti pelajaran sejarah sekedar untuk mengisi absen.	Correlation r	.271**	.157*	.204**	1	
		Sig. (2-tailed)	.000	.013	.001		
TJ5	Saya pernah bolos kelas sejarah tanpa alasan yang jelas (sakit, izin mendesak) lebih dari sekali.	Correlation r	.322**	.140*	.273**	.588**	1
		Sig. (2-tailed)	.000	.026	.000	.000	
	Total TJ	Correlation r	.549**	.492**	.611**	.723**	.742**
		Sig. (2-tailed)	.000	.000	.000	.000	.000

**. Correlation is significant at the 0.01 level (2-tailed).

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

Table 4. Bivariate Pearson's Correlation for Input Scale – Teacher's Competency

N=252			KG1	KG2	KG3	KG4	KG5	KG6	KG7	KG8
KG1	Pelajaran sejarah di sekolah saya diisi oleh guru yang berkompetensi secara akademik.	Correlation r	1							
		Sig. (2-tailed)								
KG2	Saya yakin guru sejarah saya dapat menjawab pertanyaan2 yang diajukan oleh siswa.	Correlation r	.555**	1						
		Sig. (2-tailed)	.000							
KG3	Guru pelajaran sejarah saya merupakan orang yang disiplin.	Correlation r	.339**	.385**	1					
		Sig. (2-tailed)	.000	.000						
KG4	Saya menghormati guru pelajaran sejarah karena dia orang yang sopan dan santun.	Correlation r	.324**	.424**	.528**	1				
		Sig. (2-tailed)	.000	.000	.000					
KG5	Saya menakuti guru pelajaran sejarah karena dia orang yang galak.	Correlation r	.138*	.281**	.179**	.358**	1			
		Sig. (2-tailed)	.028	.000	.004	.000				

N=252			KG1	KG2	KG3	KG4	KG5	KG6	KG7	KG8
KG6	Di awal semester, begitu tahu dia adalah guru pelajaran sejarah saya, saya jadi tidak bersemangat belajar sejarah.	Correlation r	.217**	.286**	.325**	.440**	.550**	1		
		Sig. (2-tailed)	.001	.000	.000	.000	.000			
KG7	Saya tidak pernah memiliki masalah personal dengan guru mata pelajaran saya.	Correlation r	.157*	.229**	.147*	.152*	.145*	.187**	1	
		Sig. (2-tailed)	.013	.000	.020	.016	.021	.003		
KG8	Kalaulah ada pilihan, saya ingin sekali guru pelajaran sejarah saya diganti dengan yang lebih baik/ pintar/ berkompeten.	Correlation r	.184**	.353**	.322**	.384**	.462**	.468**	.146*	1
		Sig. (2-tailed)	.003	.000	.000	.000	.000	.000	.021	
	Total KG	Correlation r	.550**	.673**	.605**	.690**	.651**	.711**	.464**	.674**
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000

**. Correlation is significant at the 0.01 level (2-tailed).

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

The inculcation of historical empathy in learning is seen through a process related to monitoring the implementation of learning, the obstacles faced, and the possibilities that can be improved. To find out, there are 20 items that were developed to explore students' opinions on the lesson. It is divided into three subscales of Teacher's performance in the learning process; time constraints; and possible technical constraints. All items are declared valid because r-count > r-table as seen in the Table 5 to 7 below.

Table 5. Bivariate Pearson's Correlation for Process Scale – Teacher's Performance

N=252			PG1	PG2	PG3	PG4	PG5	PG6	PG7	PG8	PG9	PG10	PG11
PG1	Guru memberikan penjelasan tentang apa yang akan dipelajari di kelas sejak awal semester.	Correlation r	1										
		Sig. (2-tailed)											
PG2	Guru saya selalu memberikan kesempatan diskusi/ tanya jawab di setiap sesi kelas.	Correlation r	.393**	1									
		Sig. (2-tailed)	.000										
PG3	Guru sejarah saya dapat membuat pelajaran online menjadi menarik dengan joke-nya.	Correlation r	.381**	.195**	1								
		Sig. (2-tailed)	.000	.002									

	N=252		PG1	PG2	PG3	PG4	PG5	PG6	PG7	PG8	PG9	PG10	PG11
PG4	Saya dapat memahami pelajaran sejarah dari guru saya dengan mudah.	Correlation r	.330**	.390**	.385**	1							
		Sig. (2-tailed)	.000	.000	.000								
PG5	Guru saya menggunakan media belajar yang bervariasi (power point, video, games dll).	Correlation r	.296**	.439**	.309**	.429**	1						
		Sig. (2-tailed)	.000	.000	.000	.000							
PG6	Media belajar yang digunakan oleh guru sejarah saya tidak menarik.	Correlation r	.235**	.165**	.216**	.343**	.254**	1					
		Sig. (2-tailed)	.000	.009	.001	.000	.000						
PG7	Guru sejarah saya lebih suka menceritakan kronologi (tanggal, tahun, tokoh, tempat) peristiwa masa lalu daripada menjelaskan hikmah atau pelajaran dari yang bisa diambil dari peristiwa itu.	Correlation r	.376**	.428**	.213**	.348**	.323**	.293**	1				
		Sig. (2-tailed)	.000	.000	.001	.000	.000	.000					
PG8	Saya merasa guru sejarah saya kurang adil dalam memberikan penilaian.	Correlation r	.143*	.234**	.106	.224**	.158*	.403**	.275**	1			
		Sig. (2-tailed)	.023	.000	.094	.000	.012	.000	.000				
PG9	Saya ingin supaya pelajaran sejarah di sekolah saya dibuat lebih menyenangkan daripada mengutamakan hapalan seperti sekarang.	Correlation r	.020	-.146*	.069	.072	-.036	.079	-.136*	.005	1		
		Sig. (2-tailed)	.757	.020	.276	.252	.568	.210	.031	.941			
PG10	Saya kadang berpikir, pelajaran sejarah di sekolah saya kurang nyambung/ berhubungan dengan kondisi saat ini.	Correlation r	.183**	.187**	.128*	.232**	.210**	.378**	.142*	.348**	.267**	1	
		Sig. (2-tailed)	.004	.003	.043	.000	.001	.000	.025	.000	.000		
PG11	Guru sejarah saya kurang melibatkan siswa dalam kegiatan belajar (sibuk sendiri dengan materi yang sedang diajarkan).	Correlation r	.264**	.251**	.217**	.335**	.210**	.449**	.235**	.424**	.099	.446**	1
		Sig. (2-tailed)	.000	.000	.001	.000	.001	.000	.000	.000	.117	.000	
	Total PG	Correlation r	.575**	.555**	.524**	.650**	.580**	.635**	.555**	.557**	.239**	.591**	.650**
		Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

**. Correlation is significant at the 0.01 level (2-tailed).

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

Table 6. Bivariate Pearson's Correlation for Process Scale – Time Constrain

N=252			HW1	HW2	HW3	HW4	HW5
HW1	Waktu yang diberikan untuk kelas sejarah terlalu singkat.	Correlation r	1	.384**	-.229**	-.173**	-.108
		Sig. (2-tailed)		.000	.000	.006	.087
HW2	Saya merasa jadwal pelajaran sejarah di sekolah saya harus diubah karena waktunya membuat mengantuk/ jam istirahat.	Correlation r	.384**	1	-.266**	-.328**	-.238**
		Sig. (2-tailed)	.000		.000	.000	.000
HW3	Guru sejarah saya tidak bisa mengelola waktu, sehingga materi selalu belum selesai ketika jam pelajaran habis.	Correlation r	-.229**	-.266**	1	.506**	.249**
		Sig. (2-tailed)	.000	.000		.000	.000
HW4	Tugas-tugas yang diberikan guru sejarah terlalu banyak, waktunya tidak cukup.	Correlation r	-.173**	-.328**	.506**	1	.240**
		Sig. (2-tailed)	.006	.000	.000		.000
HW5	Saya merasa banyak waktu terbuang di kelas karena hal tidak perlu seperti absensi siswa, lelucon dan curhat guru.	Correlation r	-.108	-.238**	.249**	.240**	1
		Sig. (2-tailed)	.087	.000	.000	.000	
	Total HW	Correlation r	.321**	.232**	.568**	.578**	.547**
		Sig. (2-tailed)	.000	.000	.000	.000	.000

**. Correlation is significant at the 0.01 level (2-tailed).

Table 7. Bivariate Pearson's Correlation for Process Scale – Technical Constrain

N=252			HT1	HT2	HT3	HT4
HT1	Saya pernah sekali atau lebih mengalami gangguan sinyal/ internet selama pembelajaran online.	Correlation r	1	.389**	-.003	.030
		Sig. (2-tailed)		.000	.966	.630
HT2	Pernah sekali atau lebih guru sejarah saya mengalami gangguan sinyal yang mengganggu pembelajaran.	Correlation r	.389**	1	.164**	.101
		Sig. (2-tailed)	.000		.009	.108
HT3	Lebih dari sekali guru sejarah saya berbicara sangat pelan sehingga pelajaran yang disampaikan tidak saya mengerti.	Correlation r	-.003	.164**	1	.378**
		Sig. (2-tailed)	.966	.009		.000
HT4	Saya tidak memiliki alat-alat/ gadget yang sesuai untuk bisa mengikuti kegiatan belajar mengajar dengan baik.	Correlation r	.030	.101	.378**	1
		Sig. (2-tailed)	.630	.108	.000	
	Total HT	Correlation r	.574**	.646**	.624**	.628**
		Sig. (2-tailed)	.000	.000	.000	.000

**. Correlation is significant at the 0.01 level (2-tailed).

For the product aspect, the intended purpose is to measure, interpret, and assess activities, and determine program quality, significance, and recommendations for the use of historical empathy that has been carried out by teachers in schools. In this aspect, there are six items that can be categorized into two, namely the absorption of historical empathy and the effectiveness of learning in general. The result shows that there is one instrument item that is declared invalid because r-count < r-table or -0.208<0.124. As seen in the Table 8 below EP2 items were eliminated.

Table 8. Bivariate Pearson's Correlation for Product Scale

N=252			GE1	GE2	GE3	GE4	EP1	EP2
GE1	Saya merasa pelajaran sejarah membuat saya lebih memahami mengapa hidup kita hari ini seperti ini.	Correlation r	1					
		Sig. (2-tailed)						
GE2	Pelajaran sejarah yang saya dapatkan membuat saya tidak mudah menyalahkan orang lain karena masing-masing punya alasan mengapa bersikap seperti begini dan begitu.	Correlation r	.599**	1				
		Sig. (2-tailed)	.000					
GE3	Dengan belajar sejarah saya jadi tahu ada seseorang atau sekelompok orang yang bersalah atau bertanggung jawab terhadap kerusakan bangsa.	Correlation r	-.416**	-.354**	1			
		Sig. (2-tailed)	.000	.000				
GE4	Dengan belajar sejarah saya paham kesalahan di masa lalu mungkin akan menjadi kebenaran di sama yang akan datang.	Correlation r	.483**	.462**	-.323**	1		
		Sig. (2-tailed)	.000	.000	.000			
EP1	Media belajar yang digunakan guru harus lebih canggih dan menarik agar kelas tidak membosankan seperti saat ini.	Correlation r	-.104	-.194**	.132*	-.186**	1	
		Sig. (2-tailed)	.099	.002	.036	.003		
EP2	Kemampuan guru sejarah di sekolah saya perlu ditingkatkan untuk membuat pelajaran sejarah lebih disukai siswa.	Correlation r	-.152*	-.177**	.119	-.139*	.552**	1
		Sig. (2-tailed)	.016	.005	.060	.027	.000	
	Product	Correlation r	.524**	.466**	-.208**	.475**	.508**	.483**
		Sig. (2-tailed)	.000	.000	.001	.000	.000	.000

Reliability Test

Furthermore, the reliability test is carried out based on Table 9; in the context aspect, if the KM 3 and KM 4 questions are deleted, the reliability test results increase from 0.680 to 0.769 with an acceptable category. When deleting the SC8 item, which was originally 0.808, the input aspect becomes 0.832 with a good category. If we delete HW5, the original 0.551 becomes 0.607 with an acceptable category for the process aspect. As for the product aspect, if we delete the EP 2 questions, the initial 0.558 becomes 0.648 with an acceptable category. Therefore, the researchers deleted five questions based on the results of the validity and reliability tests to maintain the quality of this historical empathy instrument.

Table 9. Cronbach's Alpha for Validated Scales and Deleted-item

Scales	Original Tested	Deleted Item/s	Excluded Item/s
Context	.680	.769	KM3; KM4
Input	.808	.832	SC8
Process	.551	.607	HW5
Product	.558	.648	EP2

CONCLUSSION AND SUGGESTION

Conclusion

Although some items are still not supported by both the validity of the bivariate correlation and as a reliable construct according to the Cronbach Alpha scale, this online history learning questionnaire is quite eligible to be accepted statistically. Of the 54 items tested, three were eliminated because they were invalid. In comparison, three items, each on the Context, Process, and Product dimensions, were disallowed because they were not coherent as a scale. The final results of the instrument that can be used are 49 items in 4 scales and nine subscales with Cronbach's Alpha values >0.6 – >0.8. Due to the lack of similar research in developing a quantitative evaluation instrument for online history learning, this study can help be used in future research. The aspects developed in the questionnaire focus on historical empathy in learning from student self-evaluation, teacher assessment, and classroom learning situations.

Suggestions

To researchers and academics in the educational field, specifically for social humanities subjects, many studies on instrument development need to be improved. Some suggestions for further research are the need to test more broadly both in terms of the number and distribution of samples to see more deeply the extent to which generalizations can be made for this instrument. In history education, for example, there is still much space that needs to be filled to see and capture the phenomena that occur in the learning practice in the classroom. For teachers, it seems that history learning oriented towards historical empathy still lacks attention. Therefore, it is necessary to integrate and plan to learn from the beginning of the class to increase these efforts.

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