



Correlation Between Empathy and Social Acceptance of Non-Disabled Students Towards Students with Special Needs in Inclusive Schools

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Article history:

Received: 26 August 2023

Revised: 14 September 2024

Accepted: 16 September 2024

Abstract: This study aims to find out the relationship between empathy and social acceptance Non-Special Needs Students for Special Needs Students at SMPN 14 Inclusive School Madiun. This study uses a quantitative approach with a type of correlational research. The subjects in this study are non-special needs students in grades VIII B and VIII C at SMPN 14 Madiun as many as 46 people. The data collection technique in this study uses the Empathy ($\alpha=0.896$) and Social Acceptance Scale ($\alpha=0.912$). Data analysis techniques in research using simple linear regression. The regression test showed a correlation value of 0.862 with F count = 126.793 and sig 0.000. The result of the determination coefficient is 0.742, the value showed that the contribution of empathy to social acceptance was 74.2%, the rest was 25.8% influenced by other variables. Based on the results of the study, it can be concluded that there is a relationship between significant between empathy and social acceptance of non-special needs students to students with special needs at SMPN 14 Madiun inclusive school.

Keywords: *Empathy, Social Acceptance, Students with Special Needs*

I. Introduction

Everyone has an opportunity to receive an education, even those with special needs. Education is very important to improve quality and competitive human resources as an effort to be prepared to face the challenges of changing and developing times. All countries in the world, without exception Indonesia, have given special attention to raising awareness of the value of education for the life of humanity.

The government of Indonesia guarantees that getting an education is the right of every Indonesian citizen (WNI). This is confirmed in Pasal 31 ayat 1 of the 1945 UUD which states that "every citizen has the right to education". This means that all citizens without exception can receive education, including citizens with special needs. The right of citizens with special needs to education is also regulated in the UU No. 20 Pasal 5 Ayat 2 of 2003 concerning the National Education System which states that "Citizens who have physical, emotional, mental, intellectual, and/or social abnormalities have the right to special education". Learners with special needs (PDBK) are entitled to educational opportunities that support all their special needs and are customized to their individual abilities. One of the concepts of education for PDBK that has developed in Indonesia is the concept of inclusive education (Irawati, 2015).

Research from Irawati (2015) explains that regular students are expected to appreciate, respect, and help PDBK when experiencing difficulties. The first step to building harmonious relationships in an inclusive school environment can be the acceptance of PDBK by regular students. Dewi (2019) argues that PDBK in inclusive schools are vulnerable to unfavorable treatment from regular students due to their limitations. Dewi also suggests that PDBK may experience frustration and isolation as a result of unfavorable treatment. This is consistent with the reality in the field which shows that there are still many examples of low social acceptance of regular students towards PDBK.

Based on observations and interviews by researchers, it indicates that regular students have not fully accepted PDBK. This can be seen when regular students study in groups with PDBK. If not chosen by the teacher, regular students will not choose to group with PDBK. Even if the teacher chooses, regular students feel upset inside, because PDBK often do not help in the group. PDBK are more quiet and withdrawn, only making friends with people they think are right for them. The fact

that PDBK are often quiet and distant causes regular students to keep their distance from PDBK and decide to avoid them.

The reality in the situation indicated that the social acceptance of PDBK by regular students has not gone well. Hurlock (2007) defines social acceptance as a state in which a person is accepted in a group to become a member of that group and engage in group activities. One of the variables that contribute to social acceptance is empathy. According to Chasiyah and Legowo (2000), empathy is the ability to experience other people's emotions because the person knows the underlying cause. This is in line with the opinion of Soefandi and Pramudya (2019) explaining that in this situation, regular students can appreciate PDBK and then are willing to accept PDBK and are able to put themselves in the position of PDBK, feel the feelings, and understand the circumstances of PDBK.

There are several studies related to empathy which are then used as reference materials in this study. The research by Irawati (2015) has studied the relationship between empathy and social acceptance of regular students towards PDBK in inclusive classrooms. According to the results of the study, higher empathy correlated with greater social acceptance. In addition, research conducted by Hurriatul (2018) showed that there is a relationship between social acceptance and empathy in inclusive schools at the Bukittinggi inclusive junior high school level. Hurriatul showed that, in inclusive schools, the social acceptance of regular students towards students with special needs increased along with their level of empathy. This is supported by the results of Mandasari's research (2020) which states that the greater the sensitivity and concern of regular students for the condition of PDBK, the less likely PDBK will become victims of bullying. Based on Mandasari's research (2020) developing empathy in students is very important to reduce the incidence of bullying in schools, especially in inclusive schools. Where inclusive schools provide good opportunities for PDBK to develop their social skills.

II. Method

The research design used in this study is a quantitative approach with a correlational type because this study aims to determine the correlation between two variables, namely empathy and social acceptance. The instruments used in the study were empathy scale and social acceptance scale. The empathy scale is prepared based on aspects of empathy proposed by Davis, which are perspective taking, fantasy, empathic concern, and personal distress. The social acceptance scale is prepared based on aspects of social acceptance proposed by Parker and Asher, which are validation and caring, conflict and betrayal, companionship and recreation, help and guidance, intimate exchange, and conflict resolution.

The data classification technique in this study is to use a Likert scale. Determination of value refers to the distribution of respondents' answers and the scores used are between 1-4 with answer choices between Strongly Appropriate (SS), Appropriate (S), Not Appropriate (TS), and Strongly Not Appropriate (STS). Statement items consist of favorable statements and unfavorable statements.

This study uses content validity and item power. Content validity was carried out by professional judgment and then tested and analyzed by item difference analysis. The test of the differentiation of aitem using corrected item total correlation with a computer program, namely Statistical Product and Service Solution (SPSS). The instrument reliability test in this study used Cronbach's Alpha formula.

III. Results and Discussion

The data in this study were obtained from the results of distributing empathy and social acceptance scales to all regular students in inclusion classes at grade VIII SMP N 14 Madiun. The total number of respondents in the study was 46 regular students consisting of 21 regular students in class VIII B and 25 regular students in class VIII C. In this study there were two scales used as measuring instruments, namely the Empathy Scale and the Social Acceptance Scale.

The data that has been collected is then analyzed using the help of the SPSS program. The results of descriptive statistical analysis of each variable in detail can be seen as Table 1.

Table 1. Descriptive Statistics

	Empathy	Social Acceptance
Aitem Fav	13	11
Unfav	19	19
Rate Min	54	46
Max	121	102
Mean	84,89	72,30
Std Deviation	16,389	16,298

Normality testing is carried out using the Kolmogrov-Smirnov test through the help of the SPSS program to determine whether the data distribution of all variables that have been studied is normally distributed or not. Based on the Kolmogorov Smirnov value, data is said to be normal if it has a significance value of $p > 0.05$. Meanwhile, data that is not normally distributed has a significance value of $p < 0.05$. The results of the data normality test in this study are as Table 2.

Table 2. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
N		Unstandardized Residual 46
Normal Parameters ^{a,b}	Mean Std. Deviation	,0000000 8,27250677
Most Extreme Differences	Absolute Positive Negative	,086 ,067 -,086
Test Statistic		,086
Asymp. Sig. (2-tailed)		,200 ^{c,d}

^a. a. Test distribution is Normal.
^b. b. Calculated from data.
^c. c. Lilliefors Significance Correction.
^d. d. This is a lower bound of the true significance.

Based on the data above, it is known that the Asymp. Sig. (2-tailed) is 0.200. From these results, it can be concluded that the data in this study are normally distributed because $p > 0.05$ with $0.200 > 0.05$. The calculation of the linearity test in this study uses linearity with the help of SPSS. Data is said to be linear if the significance value of $p < 0.05$, while the data is said to be non-linear if the significance value of $p > 0.05$. The results of the linearity test in this study are as Table 3.

Table 3. Linearity Test Results

ANOVA Table							
		Sum of Squares	df	Mean Square	F	Sig.	
Social Acceptanc* Empathy	Between Groups	(Combined) 10988,906	29	378,928	6,284	,000	
		Linearity	8874,193	1	8874,193	147,162	,000
		Deviation from Linearity	2114,713	28	75,525	1,252	,324
	Within Groups	964,833	16	60,302			
Total		11953,739	45				

Based on the Table 3, it is known that the significance value (linearity) in this study is 0.000. From the results of the linearity test, it can be concluded that the data in this study are linear because they meet the significance requirement of $p < 0.05$ with $0.000 < 0.05$.

A good regression model is one that does not have heteroscedasticity. One way to detect heteroscedasticity is by looking at the scatterplot graph. If there is no clear pattern, and the points spread above and below the number 0 on the Y axis, it can be concluded that there is no heteroscedasticity problem.

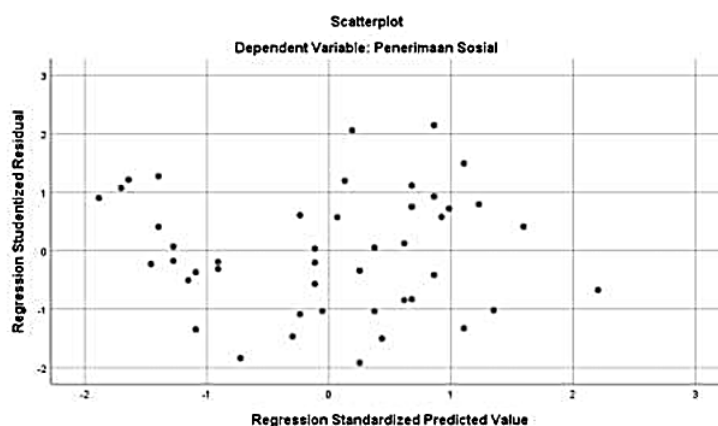


Fig. 1. Heteroscedasticity Test Result

Hypothesis test is used to prove the hypothesis proposed in this study. The hypothesis that has been proposed is “there is a correlation between empathy and social acceptance of non-special needs students towards students with special needs in inclusive classes”. Hypothesis test was carried out using simple linear regression analysis through the SPSS program.

The linear regression table above explains that the calculated F value is 126.793 with a significance of 0.000. The criteria can be determined based on the significance value test (sig), provided that the sig value is < 0.05 . Based on the table above, the Sig value = 0.000 is obtained, which means < 0.05 . Thus the regression model can be used to predict the empathy variable or in other words, there is an influence of the empathy variable on the social acceptance variable.

Simple linear regression analysis is a linear relationship between one independent variable (X) and the dependent variable (Y). This analysis is to determine the direction of the correlation between variables. In simple linear regression, the R value shows the simple correlation between variable X and variable Y. If the R value is closer to 1, the stronger the relationship and the reverse. The guidelines for interpreting the coefficient of relationship strength are as follows: 0.00 - 0.199 = very low, 0.20 - 0.399 = low, 0.40 - 0.599 = medium, 0.60 - 0.799 = high, 0.80 - 1.00 = very high.

Table 4. Significance Value Test

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	8874,193	1	8874,193	126,793	,000 ^b
Residual	3079,547	44	69,990		
Total	11953,739	45			

^e. a. Dependent Variable: Social Acceptance

^f. b. Predictors: (Constant), Empathy

Table 5. Coefficient

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,862 ^a	,742	,737	8,366

^g a. Predictors: (Constant), Empathy

The coefficient symbol from the table above is the R value. In the table, the R value is 0.862. Based on the interpretation of the strength of the relationship above, it can be concluded that the R value is in the very high category. Based on the table above, the R Square value or the Coefficient of Determination (CD) is also obtained, which shows how good the regression model formed by the interaction of the independent variable and the dependent variable. The CD value obtained is 0.742. So it can be interpreted that the independent variable or empathy (X) has a contribution effect of 74.2% on the dependent variable or social acceptance (Y). While the remaining 25.8% is affected by other factors.

Table 6. Simple Regression Coefficient

Model	Coefficients ^a		Beta	t	Sig.
	Unstandardized Coefficients	Std. Error			
(Constant)	-.436	6,577		-.066	,947
Empati	,857	,076	,862	11,260	,000

^h a. Dependent Variable: Social Acceptance

The results of the calculation of the simple regression coefficient above show a constant coefficient value of -0.436, the coefficient of the independent variable (X) is 0.857. So that the equation $Y = -0.436 + 0.857X$ is obtained. Systematically, this constant value states that when empathy is 0, then social acceptance has a value of -0.436. Furthermore, the positive value (0.857) contained in the regression coefficient of the independent variable (empathy) illustrates that the direction of the correlation between the independent variable (empathy) and the dependent variable (social acceptance) is unidirectional, where each one unit increase in the empathy variable will cause an increase in social acceptance of 0.857.

Based on the results of the analysis that has been presented, it can be concluded that there is a positive and significant correlation between empathy and social acceptance of regular students towards PDBK in inclusive classes at SMPN 14 Madiun. This is supported by the results of hypothesis testing using simple linear regression resulting in a coefficient of determination of 74.2% which is positive, meaning that it shows that there is a positive direction of correlation between empathy and social acceptance of regular students towards PDBK in inclusive classes at SMPN 14 Madiun. The direction of a positive relationship is that if the empathy of regular students is higher, then their social acceptance of PDBK will be higher too. Similarly, if the empathy of regular students is lower, then their social acceptance of PDBK will be lower too.

Based on the results of the analysis in this study, it can be seen that empathy is one of or not the only absolute factor that can affect the social acceptance of students without special needs towards students with special needs in inclusive classes. The empathy variable contributes or has an influence of 74.2% on the social acceptance of non-special needs students towards students with special needs in the inclusion class of SMPN 14 Madiun, while the remaining 25.8% is influenced by other factors not revealed in this study. Other factors that can affect the social acceptance of students without special needs towards students with special needs besides empathy include academic ability, socializing ability, attractiveness of appearance and personality patterns (Berk and Parker, 2009). According to Choiri and Yusuf (2009), inclusive education is an education system that provides opportunities for children with special needs (ABK) to learn with their peers in regular schools. Thus, children with special needs learn together with regular students under one roof. The purpose of organizing inclusive education in regular schools is to provide equal opportunities to all learners without exception (Tarmansyah, 2007; Dewantoro et al 2021).

IV. Conclusion

Based on the research discussion, it can be concluded that there is a positive and significant correlation between empathy and social acceptance of students with special needs towards students with special needs at SMPN 14 Madiun inclusive school. Regular students can further increase their empathy and always try to involve PDBK in a group activity so that PDBK feel valued. Regular students can practice to be more sensitive in understanding the condition of PDBK, then show a positive attitude towards PDBK such as not mocking, helping each other, and inviting them to the

canteen together. Schools should always remind the importance of empathy to create good social acceptance at school or outside of school and the realization of a good inclusive school.

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