FOSTERING EMPATHY THROUGH MULTIMODAL:
A STUDY OF STUDENT PERCEPTION AT SMPT
MADINATUL ULUM JENGGAWAH JEMBER

THESIS

Submitted to UIN Kiai Achmad Siddiq of Jember
To fulfill of the requirements for the degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:

RUDIANTO
SRN. T20196136

STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
2023

i

FOSTERING EMPATHY THROUGH MULTIMODAL: A STUDY OF STUDENT PERCEPTION AT SMPT MADINATUL ULUM JENGGAWAH JEMBER

THESIS

Submitted to UIN Kiai Achmad Siddiq of Jember
To fulfill of the requirements for the degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

By:

RUDIANTO
SRN T20196136

Supervisor

Aminulloh, S.Pd, M.Pd.
NIP: 197705272014111001

FOSTERING EMPATHY THROUGH MULTIMODAL: A STUDY OF STUDENT PERCEPTION AT SMPT MADINATUL ULUM JENGGAWAH JEMBER

THESIS

It has been exained and approved by the board of examiners in a partial fulfillment
of the requirement for the bachelor degree of education (S.Pd)
Faculty of Teacher Training and Education
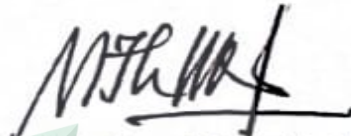English Education Program

Day : Wednesday
Date :29 November 2023

The Board of Examiners

Chair

Secretary

As'ari, M.Pd.I
NIP. 197609152005011004

Mega Fariziah Nur Humairoh, M.Pd.
NIP. 199003202019032010

Members :

1. H.Moch. Imam Machfudi, S.S.,M.Pd., Ph.D. ( )

2. Aminulloh.S.Pd.M.Pd. ( )

Approved by
Dean of Faculty of Tarbiyah and Teacher Training

Dr. H. Abdul Mu'is, S.Ag.,M.Si
NIP. 197304242000031005

iii

MOTTO

وَتِلْكَ الْأَمْثَالُ نَضْرِبُهَا لِلنَّاسِ ۖ وَمَا يَعْقِلُهَا إِلَّا الْعَالِمُونَ

And these parables We have made for mankind; and none understand them except those who are knowledgeable. (QS.Al An kabut : 43)[1]

---

[1] Aljamil,Al-qur'an colour tajweed . Word translation, English translation RI (Bekasi,Cipta bagus segara 2012) 250.

DEDICATION

Appreciatively, I dedicated this thesis to:

1. My beloved parents, father and mother who has never been giving up in supporting, praying for me all the time. Dear mom and dad. Know that dedication is not comparableto your sacrifice to look after me till now. Deep on my heart, Oust I just want to say thank you so much because no word can represent your sacrifice.

2. My beloved brother. I, as a younger brother will fight and try to proud of our parents all the hardships that you example to me like being able to imitate in my own way and.

3. All my family who has been supporting me, thank you so much

4. All my friends who have been helping me, specially my UKPK friends and my ashabul Cafe' colleague.

ACKNOWLEDGEMENT

The beauty of the day and night is due to Allah, the Almighty One God, whose mercies and blessings have been extended to and felt by every single person in the universe. There are no other appropriate words to express other than "*Alhamdulillah*" for everything, we feel healthy and spirit.

The *Salawat and Salam* may always be extended to the greatest human being ever created, Prophet Muhammad SAW. His existence has the power to transform the world of stupidity to be smartness, the *Jahiliyah* Era to the Islamic Era.

All praises belong to Allah SWT for all his mercies and guidance which enabled the author to finish this thesis entitled "Fostering Emphathy Through Multimodal A Study Of Student Perception At Smpt Madinatululum Jenggawah Jember" to achieve an undergraduate degree from the Faculty of Education and Teacher Training at KIAI HAJI ACHMAD SIDDIQ STATE ISLAMIC UNIVERSITY JEMBER.

The author is aware that completing this thesis would not have been possible without any helps and supports from others. Therefore, in this occasion, the author would like to express her gratitude to:

1. Prof. Dr. H. Hepni, S.Ag. M.M.,CPEM. as the rector of Kiai Haji Achmad Siddiq State Islamic University who has supported me in this undergraduate program.

2. Dr. H. Abdul Muis, S.Ag.,M.Si as the Dean of Tarbiyah and Teacher Training Faculty who has given me permission to conduct this research.

The author understands that there is limitation of this study dealing with my investigative analysis never the less, I hope this thesis will significant Contribution, not only for the English teachers but also for the reader and future researchers.

ABSTRACT

Rudianto., 2023 Fostering Empathy Trough Multimodal: A Study of Student Perception at SMPT Madinatul Ulum Jenngawah Jember

Keyword: Empathy, Multimodal, Student Perception.

Empathy is an essential social skill that enables individuals to understand and share the feelings of others. It plays a crucial role in fostering positive relationships, resolving conflicts, and promoting inclusivity and understanding within communities. Fostering empathy in students, particularly at a young age, is vital for their personal and social development. One medium that has the potential to enhance empathy is film. Films have the power to evoke emotions, present diverse perspectives, and depict various human experiences, making them a valuable tool for fostering empathy among students.

This research focuses on two research questions: 1. How do students at SMPT Madinatul Ulum Jenggawah Jember acceptance of Multimodal in fostering empathy? 2. How are students' perception and experiences of using multimodal that promote empathy? The objectives of this study are**:** 1. To explore the students at SMPT Madinatul Ulum Jenggawah Jember Accaptance of Multimodal in fostering empathy. 2. To examine The students' Perception of using multimodal that promote emphathy.

This research use descriptive research with qualitative approach. The subject of this research are 20 students at grade VIII of SMPT Madinatul Ulum. The data were collected by observation,interview and document review. The data were analyzed by using technique Miles and Huberman. The Tachnique consist of data collection, data condensation, data display and conclusing drawing. The data validity is examined by used source triangulation and method triangulation.

The finding of this research are; 1. The participants generally enjoyed the process of producing videos, viewing others" videos. Besides the possible future pedagogic and research directions researchers and teachers can also explore the possibilities of enriching students" multimodal learning experiences by incorporating other semiotic tools such as music, photos, and drawings and multimodal resources. 2. Most students have perception that students perceived the experience quite positively and gained a sense of achievement after producing their videos. On the interpersonal level, they learned the importance of teamwork and active listening. This study engaged students in producing videos to call for more empathy.

TABLE OF CONTENTS

LIST OF TABLE

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER I

INRODUCTION

A. Research Background

Empathy is an essential social skill that enables individuals to understand and share the feelings of others. It plays a crucial role in fostering positive relationships, resolving conflicts, and promoting inclusivity and understanding within communities. Developing empathy in students, particularly at a young age, is vital for their personal and social development. One medium that has the potential to enhance empathy is film. Films have the power to evoke emotions, present diverse perspectives, and depict various human experiences, making them a valuable tool for fostering empathy among students.[2]

The construct empathy, according to Friesem, seeks to expand the traditional understandings about empathy phenomena into the digital arena. By definition, the notion of empathy traditionally refers to the ability to share others' feelings and it entails both a cognitive and an emotional/affective component In terms of the cognitive component, it refers to the ability to 'sense or understand the experience, feelings, or mental state of another person while remaining an objective observer' As for affective empathy, it refers to the ability respond to others' experiences or mental states with an appropriate emotion. In other words, it means the ability to feel as another person feels, and it includes sympathy and compassion for others' suffering or feelings of

---

[2] Friesem E (2016) Empathy for the digital age: using video production to enhance social, emotional, and cognitive skills. In Tettegah SY, Espelage DL (eds) Emotions, Technology, and Behaviors. London: Academic Press, 21–45.

discomfort and anxiety in response to others' suffering. Given the changes in communication technologies and the challenges encountered by students, have suggested a need to highlight the importance empathy, which they have defined as the 'traditional empathic characteristics such as concern and caring for others expressed through communications'.[3]

Multimodal is one of the media for language teaching and learning among various kinds of technology. Multimodal is a very dense medium that combines diverse visual elements and various audio experiences besides spoken language.

This means that video enables us to watch the moving image and listen to the sound or music that contributes to conveying the information contains in the video. Nowadays, the development of technology has been brought a big impact on English Language Teaching (ELT). It has led to the hope that the communication and information tools become increased in many ways, such as Multimodal for learning about how to teach English based on the strategy or method applicable in the curriculum.

With such development of technology, particularly that of video, many people or institutions create videos for teaching and learning. Teaching Multimodal has meaning as a media that provide audio and visual elements that bring the messages of good learning contains the concept, principles, procedures, and theories of knowledge application to help in the

---

[3] Friesem E (2016) Empathy for the digital age: using video production to enhance social, emotional, and cognitive skills. In Tettegah SY, Espelage DL (eds) Emotions, Technology, and Behaviors. London: Academic Press, 21–45.

understanding of learning material[4]. Therefore, there are so many teaching videos available from many resources and become accessible to teachers. They provide some guidelines about how to teach in a good way and give descriptions about planned activities that can be implemented in learning activities by using methods in accordance with the applicable curriculum.

In the Indonesian ELT context, Multimodal (video) is also used by the government as media to socialize the implementation of the 2013 curriculum. The Ministry of Education and Culture produced some videos about teaching English based on the 2013 curriculum that can be accessed easily for everyone, including the teachers on YouTube (see https://www.youtube.com/watch?v=V71FeqWVHAw&t=75s). YouTube is a popular platform used by the mixed crowd of all ages. You can publish various kinds of content without worrying whether it will find its viewers[5].

This video was produced by The Ministry of Education and Culture by choosing the school to take the video of teaching English with certain topic then uploading the video on Youtube by the school or other people. By uploading the teaching videos on YouTube, it can make it easy for everyone, especially for English teachers in Indonesia, to get information about how to teach English based on the Indonesian 2013 curriculum.

In the implementation of the 2013curriculum, there are some aspects that the teachers have to design learning like using the teaching techniques that are suggested and become the characters of the 2013 curriculum. The

---

[4]Riyana, Cheppy, *PedomanPengembangan Media Video. (*Jakarta: P3AI UPI, 2015), 2
[5] Marina Grubišić, "An Analysis of Multimodal Features of YouTube Videos" (University of Zagreb, 2018), 3.

2013 curriculum is a curriculum in which prepared to produce a generation of students who are ready to face the future and also prepared to anticipate the developments in the future[6]. Moreover, the process of learning in the 2013 curriculum emphasizes more on the activeness of students learning independently[7]. The teachers are expected to have multifunctional competencies to build students' attitudes, knowledge, and skills of the students.

In the video of teaching English, there is a description of good teaching methods. Moreover, in the video, the language, sound, and animation available can contribute to conveying meaning to the audience. The video provides various modes to convey the meaning, such as verbal, visual, and audio elements of multimodality in the video of teaching. It is such multimodality provided in Indonesian ELT teaching videos that this research explored. Furthermore, this research also analyzed the modes provided on the video and how those modes can bring the message from the video so the audience can understand what the message presented on the video.

Multimodality is the utilization of some semiotic modes in product design, or event at the same time and using the specific way to combine the modes to strengthen, complement each other, or exist in a specific arrangement[8]. According to Chen, multimodality understands how the source

---

[6] Dian Nashrul Munif, "Implementasi Kurikulum 2013 Mata Pelajaran Bahasa Inggris Di Smp Negeri 9 Madiun," *An-Nuha* 2, no. 2 (2013): 24.
[7] Shafa, "Karakteristik Proses Pembelajaran Kurikulum 2013," *Dinamika Ilmu* 14 (2014): 81.
[8] Gunther R. Kress, *Multimodality: A Social Semiotic Approach to Contemporary Communication* (London ; New York: Routledge, 2014).

of verbal semiotic and visual semiotic used to realize the type and level of dialogic engagement in a textbook[9].

The study of multimodality is needed by someone to understand the complexities of meaning. Multimodality is the way how people were communicating with other people using different modes at the same time. Therefore, multimodality aims to understand the text's power and meaning in several modes such as verbal, non-verbal, audios, visual, and aural[10]. The combination of various modes helps someone to get and understand the meaning of the image or text.

The function of multimodality especially for education is to help the people to find the knowledge in a complex way according to the understanding of images, acronyms, icons, symbols, that guide them in their learning[11]. The study of analyzing the multimodality in video teaching especially in English language teaching (ELT) makes the teacher be able to determine the aspect of multimodality on the video, then give them the description about how to teach English in the certain basic competence by providing some features and modes of multimodality.

Empathy development among students is an important aspect of education in Indonesia, contributing to the formation of a harmonious and compassionate society. The second-grade students at SMPT Madinatul Ulum

---

[9] Chen, Y. 2015. *Exploring Dialogic Engagement with Readers in Multimodal EFL Textbooks in China*. Visual Communication.

[10] Gunther R. Kress and Theo van Leeuwen, *Reading Images: The Grammar of Visual Design*, 2. ed., reprinted. (London: Routledge, 2016).

[11] Cermen Luke, "Pedagogy, Connectivity, Multimodality, and Interdisciplinary," *Reading Research Quarterly* (2013): 397.

Jenggawah Jember are in a critical stage of their social and emotional development. Therefore, investigating the effectiveness of a multimodal approach in fostering empathy among these students is of significant interest.

Research conducted by Setyabudi, S. P., & Kurniawati, D. (2019) in "The Role of Multimodal Approach in Developing Empathy among Elementary School Students in Surabaya" highlights the potential of multimodal strategies in nurturing empathy. Their study found that incorporating visual aids, interactive activities, and real-life scenarios positively influenced students' understanding and application of empathy.[12]

In the Indonesian context, educators and researchers have recognized the importance of empathy in educational settings. Studies such as Sudarsono's "The Role of Empathy Education in Fostering Inclusive Schools in Indonesia" emphasize the need to promote empathy as a means to create inclusive learning environments. Sudarsono's research supports the idea that fostering empathy enhances students' abilities to appreciate diversity, respect others, and develop positive relationships.[13]

The proposed qualitative descriptive research at SMPT Madinatul Ulum Jenggawah Jember builds upon these existing studies to explore the specific perceptions of second-grade students regarding the effectiveness of a multimodal approach in fostering empathy. By conducting observations, interviews, and analyzing student reflections, this study aims to gather insights

---

[12] Setyabudi, S. P., & Kurniawati, D. (2019). The Role of Multimodal Approach in Developing Empathy among Elementary School Students in Surabaya. Indonesian Journal of Educational Counseling, 2(1), 11-20.

[13] Sudarsono. (2020). The Role of Empathy Education in Fostering Inclusive Schools in Indonesia. Indonesian Journal of Educational Counseling, 3(2), 93-102.

into how the implementation of multimodal strategies influences students' understanding and application of empathy in real-life situations.

The findings of this research will contribute to the body of knowledge on empathy development in the Indonesian context. The results will provide valuable information for educators and policymakers to design and implement pedagogical approaches that promote empathy and social-emotional learning in schools across Indonesia.

Research Aim this study aims to explore the perspective of second-grade students at SMPT Madinatul Ulum Jenggawah Jember regarding the fostering of empathy through Multimodal. By examining students' experiences, perceptions, and attitudes towards using Multimodal as a means to develop empathy, this research seeks to gain insights into the effectiveness and potential benefits of incorporating Multimodal-based activities in the classroom.

B. Research Questions

This study addresses the following research questions:

1. How do students at SMPT Madinatul Ulum Jenggawah Jember Accaptance of Multimodal in fostering empathy?

2. How are students' perception of using multimodal that promote empathy?

C. The objectives of this study are:

1. To explore the students at SMPT Madinatul Ulum Jenggawah Jember acceptance of Multimodal in fostering empathy.

2. To examine the students' Perception of using multimodal that promote emphathy.

D. Significance of the Study

1. For the English Teacher

The finding of this research can be expected to reference for the teacher in using the same modes of multimodality to teach about emphaty English for Junior High School so the teacher can fulfill the needs of different student's learning style characteristics in learning English.

2. For the Students

The result of this study is expected to give achievement to students, especially students of the English Language Education Department, in exploring the finding of the research and practice to teach using various semiotics of multimodality.

3. For the Readers

The result of this study is hoped to give the information to the reader about how the video was made and to provide guidance to the reader about how to make good teaching video by having attention with the aspects of multimodality such as visual, verbal, and audio so it can convey the meaning to the audience.

4. For the Future Researchers.

Understanding the perspective of second-grade students on the role of film in fostering empathy is crucial for educators, researchers, and policymakers. This research will contribute to the existing body of

knowledge by providing insights into the effectiveness of film-based activities in developing empathy among young students. The findings can inform educational practice s, curriculum design, and the selection of appropriate films to enhance empathy skills in the classroom.

E. **Scope of the Research**

The research focused on the scope of design fostering emphathy trhough multimodal.

This research limits the fostering emphathy through multimodal (Video Production) at SMPT madinatul ulum based on theory **Friesem** believes that because video production makes use of multiple digital devices, such engagement, if guided properly, can help students develop different aspects of empathy. sees practicing video production collaboratively as congruent to experiential learning which con- ceptualizes learning as involving a cycle of experiencing, observing, conceptualizing, and experimenting. Video production has also been found to provide students with hands on experiences on different aspects of media literacy.

F. **Definition Of Key Term**

1. **Fostering Empathy**

Empathy is the quality of being in tune with the emotions of others, and it is a vital foundation of morality and prosocial (kind and helpful) action. Empathy links separate beings together as it enhances interpersonal relationships and motivates justice and prosocial behavior. Empathy is what enables us to extend beyond our own point of view and truly care for

each other. [14]Empathy is beneficial in education as it builds positive classroom culture, strengthens community, and encourages kind, helpful behavior. Here are some ways to foster empathy in schools:

Model empathy: All school adults play a role in helping students develop and display empathy. Modeling empathy is an important role for school adults. Incorporate empathy into instruction: As educators, incorporating empathy into instruction can have positive results for your immediate classroom, as well as for the community outside of the school building]. For example, in history classes, empathy can naturally lend itself to discussions of varying perspectives about and intentions of history's key players.Utilize structured guidance: Strategies can be devised to foster empathy by means of structured guidance. The proposed empathy fostering program utilizes aspects of factors that enhance empathy, such as parenting practices, school environment, and self-motivation.Foster habits of care: The fostering of habits of care can help students derive the goods of empathy without the need for tutor intervention. Encourage students to take the leap from having empathy to acting on it: Too often, empathy is not acted upon. Encouraging students to take the leap from having empathy to acting on it is important.In conclusion, empathy is a vital quality that can be fostered in schools through structured guidance, habits of care, and modeling empathy. Incorporating empathy into instruction can have positive results for the classroom and the community outside of the

---

[14] Hanson, Jennifer L. (2010) "Fostering empathy in children: A literature review and proposal," Modern Psychological Studies: Vol. 16: No. 1, Article

school building. Encouraging students to take the leap from having empathy to acting on it is also important.

2. **Empathy**

Empahthy is the ability to understand and share the feelings of others, to recognize emotions that are being experienced by another and to understand another person's situation from that person's perspective[15]. It is an important skill that promotes prosocial and cooperative behaviors, and when children learn and use these behaviors, they are more likely to succeed in relationships and in career paths and lower potential aggression and externalizing problems[16].

3. **Multimodality**

Multimodality refers to the use of multiple literacies or "modes" within one medium to contribute to an audience's understanding of a composition[17] These modes can include spatial, aural, visual, sensual, and other data, and can be used for meaning construction Multimodal projects are simply projects that have multiple "modes" of communicating a message, such as text, images, motion, or audio Multimodal learning in education means teaching concepts using multiple modes, such as pictures, illustrations, audio, speech, writing and print, music, movement, gestures, facial expressions, and colors Multimodal learning strategies incorporate

---

[15] Spinrad, T. L., & Gal, D. E. (2018). Fostering prosocial behavior and empathy in young children. APA PsycNET. https://psycnet.apa.org/record/2018-17712-012

[16] Spinrad, T. L., & Gal, D. E. (2018). Fostering prosocial behavior and empathy in young children. APA PsycNET. https://psycnet.apa.org/record/2018-17712-012

[17] Kress, Gunther (2010). Multimodality: A Social Semiotic Approach to Contemporary Communication. New York: Routledge. ISBN 978- 0415320603.

multimedia and use different strategies at once, such as using multimodal texts, examples, and guided activities.

CHAPTER II

Literature Review

A. Previous Research

This section will explain to the reader about several research relates to the topic of his research. Those researcher have done by another researcher. I will describe the similiarities and the differences in ordr to know the gap or novelty of previous and this research.

1. "Developing EFL students' Empathy through video production" A journal written by Cheryl Wei-yu Chen 2018

The first related research found that Empathy is defined as the "cognitive and emotional ability to be reflective and socially responsible while strategically using digital media" As our dependency on digital devices grows, we become more vulnerable online, making the teaching of Empathy to students an important mission. This study engaged students video production and examined how such a multimodal learning experience helped students develop their awareness of Empathy.

The findings showed that the video production process helped students to recognize the importance of having more empathy when they were online. They felt that the video project offered many unique learning opportunities to examine their online behaviors. These results suggest that because students have grown up with digital technologies and are active participants in digital spheres, Empathy is a good starting point to teach students about important social issues. The findings also support the use of

a video production project as part of a language course. The article will end with teaching implications and future research directions.

2. **Synchronous Interactions Foster Empathy a Journal written by Jonathan Levy and Ruth Feldman 2019**

Despite growing interest in the neuroscience of empathy, very little is known about the developmental processes that foster the neural maturation of an empathic response. Here, suggest that the synchronous interaction shapes and fosters the ability to empathize with others.

The finding showed relationship between synchrony and empathy expands beyond the mother-child relationship to social relationships in general. It will be important to further explore this relationship in more social settings and to probe the biological mechanisms, which may underlie it. Advancing research on the relationship between these two social processes may support the work of practitioners, psychologists, and educators in moderating the devastating outcomes of mental disorders and promoting social maturity and growth.

3. **Fostering Empathy, Implicit Bias Mitigation, and Compassionate Behavior in a Medical Humanities Course a Journal written by Brian D. Schwartz, Alexis Horst, Jenifer A. Fisher, Nicole Michels and Lon J. Van Winkle 2020**

The third related research Increases in compassionate behavior improve patient outcomes and reduce burnout among healthcare professionals. Predicted that selecting and performing service-learning

projects by teams of prospective medical students in a Medical Humanities course would foster students'compassion by raising their reflective capacity, empathy, and unconscious bias mitigation. In class, we discussed difficulties in communication and implicit bias. In this observational study, teams wrote individual and team critical reflections on these class discussions and their service-learning experiences, and we analyzed these reflections for dissonance, self-examination, bias mitigation, dissonance reconciliation, and compassionate behavior.

The finding thirty-two students (53% female) completed the Reflective Practice Questionnaire and the Jefferson Scale of Empathy before the course in August 2019 and after it in December 2019. In December, students were surveyed concerning their attitudes toward team service-learning projects and unconscious bias. The students reported changes in their behavior to mitigate biases and become more compassionate, and their reflective capacity and empathy grew in association with discussions and team service-learning experiences in the course.Virtually all students agreed with the statement "Unconscious bias might affect some of my clinical decisions or behaviors as a healthcare professional," and they worked to control such biases in interactions with the people they were serving.

4. **"Fostering EFL Learners' Empathy through Multimodal Composing"**
a journal written by Jinyuan gao Lianjiang jiang 2020

The fourth related research emergent -violence along with the omnipresence of digital media has made the development of English as a Foreign Language (EFL) learners' Empathy a shared concern among contemporary language educators. Yet how this could be done in EFL/ second language (L2) pedagogies remains underexplored. Informed by a conceptualization of Empathy as 'cognitive and emotional ability to be reflective and socially responsible while strategically using digital media', this study reports on a study that explores whether and how Empathy can be fostered through a pedagogic innovation that engages students with digital multimodal composing (DMC) of videos in their conventional English curriculum. Aligning with a DMC approach to literacy through which learners were encouraged to construct meanings by drawing on multiple modes from their everyday media experiences, this study took place in a secondary English classroom at a vocational school in China. Data from interviews, observations and student-authored videos and documents showed that the DMC process enhanced students' awareness of having more empathy when engaging with online activities.

The findings also show that with such enhanced awareness, students learned to use digital technologies for resolving important social issues and then became more active and responsible participants online.

Implications about using DMC as an approach to develop students' Empathy in the mainstream English curriculum are also discussed.

5. **Students' perceptions of interventions designed to foster empathy: An integrative review a journal written by Ruth A. Engbers 2020**

The fifth related research empathy is assumed to be an important element of nursing care, and nursing educators are attempting to find ways to effectively foster empathy in their students. The purpose of this review is to gain a deeper grasp of what undergraduate nursing students are learning from interventions educators have designed to cultivate empathy by synthesizing qualitative data. Review methods: Utilizing the review methodology proposed by Whittemore and Knafl, a survey of the CINAHL,Web of Science, PubMed, and PsychINFO databases was undertaken to answer the question: What are undergraduate nursing students' perceptions of interventions designed to foster empathy.

Results: A thematic synthesis of the students' perceptions from the 17 articles meeting inclusion criteria revealed five themes: Understanding the other's experience, embodying the other's experience, becoming aware of self, informing the role of the nurse, and learning or transforming.Conclusions: Although additional conceptual work remains to create a coherent, complete, and parsimonious definition of empathy, the results indicate that the students are gaining many of the facets assumed to be part of the concept of empathy through these educational interventions. Immersive simulations that put students in the role of the

"other" were particularly impactful, especially if they created a disorienting dilemma followed by guided reflection. These findings can help nursing educators tailor their interventions for their specific intended learning outcomes.

Table 2.1
Previous Research

NO	Author's Name	Year	Title	Similiarity	Differences
1	2	3	4	5	6
1.	Cheryl Wei-yu Chen	2018	Developing EFL students' Empathy through video production	Both the research have same topic relate emphathy	Previous research use Quantitative and this research used qualitative. Previous study use video production and this research use film to develop or foster emphathy.
2.	Jonathan Levy and Ruth Feldman	2019	Synchronous Interactions Foster Empathy	Both research the same topic relate about emphathy	Previous study focus on emphatic respone while this research focus on developing emphathy
3.	Brian D. Schwartz, Alexis Horst, Jenifer A. Fisher, Nicole Michels and Lon J. Van	2020	Fostering Empathy, Implicit Bias Mitigation, and Compassionate Behavior in a Medical Humanities Course	Both Describe the fostering emphathy	This research use qualitative and previous research use quantitative The subject this research at junior hight school and previous research at

NO	Author's Name	Year	Title	Similiarity	Differences
1	2	3	4	5	6
	Winkle				english course
4.	Jinyuan gao Lianjiang jiang	2020	Fostering EFL Learners' Empathy through Multimodal Composing	Both of them use qualitative as the metodologies.	Previous research focus on Digital multimodal composing and this research specific in multimodal
5.	Ruth A. Engbers	2020	Students' perceptions of interventions designed to foster empathy	Both the researches have same topic relate to student' perspective or perception and use qualitative	The subject of the previous study is undergraduate nursing student'and while the subject this research is student SMPT madinatul ulum

Similarities: All the titles revolve around fostering empathy or developing Empathy. Several titles mention the use of multimodal approaches or interventions. Some titles specifically focus on EFL learners or students in a particular context.

Differences: The specific contexts and approaches vary across the titles, such as the use of video production, medical humanities courses, or synchronous interactions. Some titles include additional elements like implicit bias mitigation or compassionate behavior.

This research aims to fill the existing research gap fostering empathy through multimodal approaches among students at SMPT Madinatul Ulum Jenggawah Jember. The specific focus of this study is on

developing Empathy within the context of English as a foreign language (EFL) learning through the process of multimodal composition.

Previous studies have explored the development of Empathy among EFL students through video production but focus on Student In University. There is still a research gap that specifically investigates the use of multimodal approaches in fostering empathy in such a specific context as proposed in this research.

By employing a multimodal approach, this study will examine the role of multimodal composition in enhancing empathy among students at SMPT Madinatul Ulum Jenggawah Jember. This will involve utilizing various media and technologies, such as images, audio, and text, creatively combined to evoke empathic responses.Through this research, a deeper understanding of the effectiveness of multimodal approaches in fostering empathy among EFL students is expected to be gained. The findings of this study will contribute valuable insights for the development of more holistic and innovative learning strategies to enhance the empathic abilities of students at SMPT Madinatul Ulum Jenggawah Jember.

B. **Theoretical Framework**

1. The Concept of Students' Perception

    a. General Concept of Perception

        There are so many concepts or definitions of perception, among others:

Perception in organizational behaviour is a cognitive procces of converting sensory input into valuable information. It is conscious procces in interpreting something or someone that people see, hear, and touch in order to judge or even make determination about it.[18] It means that when people would like to interpret informations they should pay attention to the signal given by their sensory. According to the expert namely Robbins perception defined as a perocces by which people arrange the impression of their sensory to provide the interpretation. Taste, smell, sight, touch and also sound are five senses which compose perception.[19] So, based on the explanation above, perception is people's ability to recognize, identify and then intrepret the sensory of information. It can be information about someone or something.

b. General Concept of Students' Perception

According to Jack, students' perception is students' awarness of something.[20] For instance, in educational field, each student aware about the technique or the media used by teacher in the classroom. Then, they think about it. In other words, they interpret the information and conclude it in their mind or even they deliver it. Student has different interpretation each other. Based on the elaboration discussed

---

[18]   "Organizational   Behavior   Perception,"   accessed   April   8,   2022, https://www.tutorialspoint.com/organizational_behavior/organizational_behavior_perception.htm.
[19]   "What Is the Meaning of Perception in Education? Restaurantnorman.Com," accessed April 8, 2022, https://www.restaurantnorman.com/what-is-the-meaning-of-perception-in-education/
[20] Priscilla Dunk-West and Fiona Verity, Practising Social Work Sociologically: A Theoretical Approach for New Times (Bloomsbury Publishing, 2018).

above, students' perception is a procces to receive the sensory of information around them and use that informations to interact with.

There are so many perception at the school. It can be perception of headmaster, teacher, employe etc. But, this research focused on the students' perception. Actually, students' perception based on the theory of percepetion its self. Anca Popovici said that the considering the students' perception is important in order to develope the academic program of the school its self.[21] Without developing the program, means there will no progress for the school or it will be stagnan.

Students' perception has been significant topic since 1950s. Reddy and Rhodes have conducted research relates to students'

perception of school climate. They found that perception of the students can be investigated from varity of angles. For instances, the nature of students-teacher relationship and relationship and students-peers relationship,"[22] Based on previous explanation, research of students" perception is not an unfamiliar procces. Further researcher can focused on some different angles. In order to increase knowledge for educational field in the future.

The Fostering Empahty trough Multimodal:

A study of student perception is talking about students' perception The researcher focus in fostering emphathy.The researcher

---

[21] Anca Popovici Cosmina Mironov, "Students' Perception on Using ELearning Technologies," Procedia - Social and Behavioral Sciences 180 (n.d.): 2.
[22] "Moshe Barak Yelena Portnov-Neeman, "Exploring Students' Perceptions about Learning in 20 School: An Activity Theory Based Stud," Canadian Center of Science and Education 2 (July 2013).

would like to focus on three points of students' perception. Those are acceptance, understanding, and evaluate. Understanding, Indicatator

c. Factors of Perception

Walgito said there perception[23], those are: are two factors which affect students'

1) Performance

Performance teacher in the class is the first factor which affects students' perception. Personal qualities of teacher such as attitudes, past experience, motives will strongly influence students'

Perception. Students' could determine the level of knowledge or ability by seeing teacher's performance. Especially, on the first meeting because the first impression is an important thing.

2) Situation

The second factor is situation in the classroom. It means that teacher should know the situation of the students' in the class. Which one is time for serious and which one is time for funny. Simply, knowing the situation makes the teaching not monotonous.

d. Procces of Perception

Students' perception through a procces. This procces divided into several phases.

---

[23] Vina Haqza, "The Correlation Between Students' Perception Of Classroom Environment And Motivation In Learning English At The Second Year Of Ma Darel Hikmah Pekanbaru" (Riau Pekanbaru, State Islamic University Of Sultan Syarif Kasim, 2013).

1) Raises the students' stimulus

2) It is a natural procces which is linked to the physical aspect. The procces is known as flawd world procces.

3) Students' stimulus received by the organs

    After the stimulus accepted by the organs then transmitted to the rest of body.

4) Brain Stimulus

    It helps students to digest the information. Perceptual procces going on this phase. Students learn and recognize the object also on this phase.

e. Types of Perception

    According to Irwanto there are two types of perception those are positive and negative[24]:

1) Positive perception describes all informations and responses that continue to be used with effort. It will be maintained through supporting, accepting, activating the object that is perceived. In other words, positive perception is an individual's assesment to an object that is perceived with positive view.

2) Negative perception is a state of mind which describes all informations and responses there are out of sync with the object that is perceived. It means, individual's perception to an object with negative views. Usually, it contrasts to the expectation.

---

[24] Irwanto, Psikologi Umum 2014(Jakarta: PT. Prenhallindo, n.d.).6

From the claboration above, it can be said that both positive and negative perception will affect someone. In this research students' could give positive perception when they feel satisfacted with the teacher performance. It can be negative perception when they feel bored, uncomfortable, difficult to understand the material explained by the teacher.

Besides those two types,that there are another types of perception such as Person Perception, it can be defined as procces when someone construct an image of something or make predictable. Every single person has its own perception depends on the lifeexperience.

Each students has different perception to think about the teachers' characteristic, the way of the teachers deliver the material, and the teachers' qualities. In conclusion, person perception means different conclusion that someone makes about others based on the impression.

Other type of perception is situation perception. It means People's perceptions fluctuate depending on the situation. For instance, attitude of student in the past is different from attitude of student now. It caused by social factors that influence student behavior. Furthermore, the difference in understanding between students who flow the information and technology also affecting students' thought. f. Principle of Perception

According to Slameto on his book, he divides the principle of perception into two, as follows:

1) Relative

When people get second chance to see the appearence They can have better perception. It can be said that perception is relative not absolute.

2) Selective

People are going to look at the object and give their perception on it. It means, They will pay attention on what they want and not on all of things.

2. The concept of multimodal

Multimodal communication refers to the use of multiple modes or channels of communication or expression to convey information or messages. These modes can include verbal and non-verbal cues, such as speech, text, images, gestures, facial expressions, and body language. By integrating different modes, multimodal communication aims to enhance understanding, engagement, and the overall communication experience.

The concept of multimodality has gained significant attention and application in various fields, including communication studies, linguistics, human-computer interaction, education, and media studies. It recognizes that different modes of communication have distinct strengths and can complement each other when combined.

In the realm of communication studies and linguistics, multimodal analysis focuses on understanding how meaning is created and conveyed through the interaction of multiple modes. It examines how different modes interact and contribute to the overall meaning-making process. For example, in analyzing a video advertisement, multimodal analysis would consider the use of visuals, music, language, and other elements to understand the intended message and its impact on the audience.

In the field of human-computer interaction, multimodal interfaces are designed to enable users to interact with computers or digital systems using various modes of input and output. This can involve combining touch, voice recognition, gesture recognition, gaze tracking, and other modalities to provide a more intuitive and efficient user experience. For instance, a voice assistant that responds to both spoken commands and visual cues on a screen exemplifies a multimodal interface.

In education, multimodal learning recognizes that individuals have different preferences and learning styles. By incorporating multiple modes of representation, such as text, images, audio, and video, educators can cater to diverse learning preferences and enhance students' comprehension and engagement. Multimodal learning materials can include interactive digital resources, multimedia presentations, and other resources that go beyond traditional text-based materials.[25]

---

[25] Kress, G., & van Leeuwen, T. (2001). Multimodal discourse: The modes and media of contemporary communication. Oxford University Press.

3. Types of multimodal

   a. Text and Image: This involves combining written text with visual images to convey information or enhance understanding. Examples include infographics, textbooks with illustrations, and presentations with accompanying slides.

   b. Audio and Visual: This refers to the integration of spoken or recorded audio with visual elements. It can be seen in videos with voiceovers, multimedia presentations with background music, and interactive tutorials that combine audio instructions with visual demonstrations.

   c. Gesture and Speech: This involves using gestures and body language alongside spoken language to enhance communication. It can be observed in sign language, presentations that incorporate hand gestures, and video conferences where participants use facial expressions and hand movements to complement their speech.

   d. Text and Animation: This combines written text with animated elements to create engaging and dynamic communication. Examples include animated educational videos, digital storytelling with animated characters, and interactive e-learning modules that use text and animated graphics.

   e. Touch and Sound: This pertains to interactions that involve tactile feedback and auditory cues. It can be found in touchscreens that provide audio feedback when buttons are pressed, interactive exhibits

in museums with touch-sensitive surfaces that produce sound, and gaming consoles that utilize touch and sound for gameplay.[26]

Teaching empathy is the process of fostering understanding, compassion, and the ability to share and resonate with the emotions and perspectives of others. It involves helping individuals develop the skills to recognize, acknowledge, and respond empathetically to the feelings and experiences of others. Empathy is an essential aspect of emotional intelligence and plays a crucial role in building positive relationships, promoting inclusivity, and cultivating a supportive and empathetic society.

When it comes to teaching empathy, there are various strategies and approaches that educators and parents can employ. Here are a few key ideas:

a. Modeling Empathy: Adults, including teachers and parents, can serve as role models by demonstrating empathy in their interactions with others. This involves actively listening, showing understanding, and validating others' emotions. By modeling empathy, individuals are more likely to learn and adopt empathetic behaviors.

b. Perspective-Taking Activities: Engaging in activities that encourage perspective-taking can help individuals understand different viewpoints and experiences. This can include role-playing, storytelling, or discussing real-life scenarios where individuals are

---

[26] Jewitt, C. (Ed.). (2019). The Routledge Handbook of Multimodal Analysis. Routledge.

encouraged to step into someone else's shoes and consider their thoughts and emotions.

c. Promoting Active Listening: Teaching active listening skills is crucial for empathy development. Encouraging individuals to listen attentively, ask open-ended questions, and provide supportive responses can foster understanding and connection with others.

d. Cultural and Diversity Awareness: Educating individuals about different cultures, backgrounds, and experiences can enhance empathy by promoting understanding and respect for diversity. Including diverse perspectives and narratives in curriculum materials and classroom discussions can broaden students' worldview and encourage empathy towards individuals from different backgrounds.

e. Service-Learning and Community Engagement: Providing opportunities for students to engage in community service and volunteer work can cultivate empathy by allowing them to witness and understand the challenges faced by others. Engaging in acts of kindness and service promotes empathy and encourages individuals to make a positive impact on the lives of others.

4. Types of emphathy

a. Cognitive Empathy: Cognitive empathy, also known as perspective-taking empathy, involves understanding and intellectually grasping another person's thoughts, feelings, and perspectives. It is the ability to put oneself in someone else's shoes and see the world from their point

of view. Cognitive empathy helps individuals understand others' emotions and experiences without necessarily sharing the same emotions themselves.

b. Emotional Empathy: Emotional empathy, also called affective empathy or sympathetic empathy, involves sharing and mirroring the emotions of others. It is the ability to feel what others are feeling and emotionally resonate with their experiences. Emotional empathy allows individuals to connect emotionally with others and respond with appropriate emotions.

c. Compassionate Empathy: Compassionate empathy combines cognitive and emotional empathy. It involves not only understanding and sharing others' emotions but also feeling genuine concern and having a desire to help alleviate their suffering or support their well-being. Compassionate empathy includes an empathetic response of care, kindness, and a willingness to take action.

d. Somatic Empathy: Somatic empathy refers to the physical or bodily sensations experienced as a result of witnessing or empathizing with someone else's physical pain or discomfort. It involves feeling a physiological response in one's own body in response to another person's physical state. Somatic empathy is often associated with mirror neurons, which are believed to play a role in imitating and understanding the actions and sensations of others.

e. Moral Empathy: Moral empathy involves understanding and empathizing with others in terms of their moral perspectives, values, and ethical dilemmas. It encompasses the ability to consider the moral implications of one's actions on others and to understand the moral reasoning behind others' behavior. Moral empathy plays a crucial role in fostering ethical decision-making and moral development.[27]

---

[27] Decety, J., & Ickes, W. (Eds.). (2014). The Social Neuroscience of Empathy. MIT Press.

CHAPTER III

RESEARCH METHODOLOGY

A. Approach and Design of Research

Research generally has the goal to find out the truth of something which will be researched through some process. Research also known as procedure to collect and analyze the data in order to increase researcher's understanding on the issues or topics.[28] Then, in order to get the required result, researchers need to use a relevant research method.

This research will use descriptive research with qualitative approach. Qualitative approach is used in order to investigate and interpret social and human behavior. It is experienced by participants of the research in specific social situation.[29]Qualitative approach is used to investigate questions by verbally describing how the participants perceive and interpret various aspects of surrounding. This research openly accepts and also admits researchers and participants' subjective opinion and prejudices.

As the researcher stated above the research type used in this research is qualitative descriptive. The characteristic of this type is describing the phenomenon happened perfectly and deeply.[30] It means this type of research describes reality of social directly and completely.

In this research qualitative descriptive research will describe the process of Fostering Empahty trough Multimodal: A study of student

---

[28] Jhan, Creswell, Research Design: Qualitative, Quantitative and Mix Methods Approaches, 4th 34 ed. (California: Sage Publications, 2014).

[29] Donald Ary, Introduction to Educational Research, 8th ed. (Canada: Wadsworth Cengage Learning, 2015).

[30] Wina Sanjaya, Penelitian Pendidikan (Jakarta: Kencana, 2013)

perspective at SMPT madinatul ulum and also will describe about the students' perspective on the used multimodal to emphathy. As the researcher explained before that this research used descriptive qualitative. It means, in this research the researcher did not need to formulate hypothesis. Data which have been collected by researcher in the form of numbers calculated in the form of percentage which is intended to determine something which will be presented later. Then, the researcher interprets them into qualitative sentences. Simply, number data is just for convenience. After obtaining the final result it should be qualified. This technique called as qualitative technique with percentage.

B. **Research Location**

This research is located at Second grade SMPT Madinatul Ulum Jl. KH. Achmad Said No. 20-24 Cangkring – Jenggawah – Jember. This research is conducted at SMPT Madinatul .

C. **Research Subject**

In conducting the research, selecting subjects of the research is an essential process. The research subjects of this research are students in grade vii at SMPT madinatul ulum jenggawah. This decision based on several considerations.

Grade VII will have good communication with the researcher because they could interpret their opinion. There are 21 students selected to be the subject of this research.

The data collecting activity can be ended when informants are regarded adequate to provide required answer or there is no further

information that can be obtained. The table above informs us that there are 21 informants from one class. Those informants helped researcher to gain information to answer research problems.

D. Data Collection Technique

This section will explain how the researcher collects the data.

1. Observation

Observation is a technique to acquire data which relates to human behavior and work process. Observation allows researcher to capture the situation. According to Djam'an Satori and Aan Komariah on their book[31], observation means an ongoing monitor activity. Through observation researcher could understand the context of data in all situations. Observation helps researcher to obtain holistic view. By doing observation, the researcher got personal impressions, feel, and also the atmosphere in the field.

There are several steps in collecting the data from observation

a. First, the researcher asked the English teacher in order to join the teaching and learning process.

b. Second, the researcher will join the class until the end.

c. Third, the researcher will observe process in order to gain the information relates to the Fostering emphaty trough multimodal at Second Grade SMPT Madinatul ulum.

---

[31] Sugiyono. *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2016), 317.

2. Interview

Interview is a meeting of two people to exchange information and ideas through question and answer. So that meaning can be constructed in a particular topic. [32] According to Esterberg defined that interview is a meeting of two people to exchange information and idea through question and responses, resulting in communication and join construction of meaning about a particular topic. Interview is used as a data collection technique if the researcher wants to conduct a preliminary study to find the problems that must be studied. This research used a structured interview. This technique used for data collection technique which the researcher and data collector have known about the information what will be got.

The researcher will do the interview to the students about their perception to the fostering emphathy trough multimodal by teacher

There are three steps in collecting the data from interview

1) The researcher will make some questions and share them to the students as the subject of the research.

2) The researcher will also record their answers.

3) The researcher will collect the data after interview.

3. Document Review

Document Review is an effort to collecting the data by reviewing eexisting documents relate to the topic.[33] Document review records events that have passed. It can be in the form of pictures or someone work's

---

[32] Sugiyono. *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2016), 317.

[33] Evaluation Research Team. "evalution Briefs, August 18,2018.

monumental. Document review is a research method that involves analyzing and interpreting existing documents, such as reports, articles, and other written materials, to answer research questions. In the context of fostering student empathy through multimodal, it could involve reviewing literature on critical media literacy, design thinking, and other related topics to gain insights into effective strategies for promoting empathy among students.[34]

Some relevant resources for this topic include which examines nurturing empathy through critical media literacy and design thinking, and which explores psychological interventions to foster resilience in healthcare students. Additionally, provides insights into empathy through textual and dialogic engagements, while discusses tracing performances of literature reading, readers, and non-readers in educational practice. To conduct a document review, researchers typically use qualitative content analysis, which involves interpreting meaning from the content of text data.

The researcher wants to gain data of Students data of SMPT Madinatul ulum jenggawah.

E. **Data Analysis**

Research data analysis is a section to reduce the data to a story and interpret it in order to gain insight. It means, the data that is obtained later should be analyzed. Without analysis the data becomes meaningless or useless

---

[34] Morgan, H. (2022). Conducting a Qualitative Document Analysis. The Qualitative Report, 27(1), 4-13.

Miles and Huberman argued that analyzing qualitative data should be in an interactive and continuous way.[35] There are four steps of data analysis data collection, data reduction, data display and also conclusion drawing. Those steps will be explained below.

1. Data Collection

    Data collection is first step for researcher to analyze the data. The researcher will collect the data through some ways such as interview, observation, documentation. The researcher can repeat those ways when needs further data.

2. Data Condensation

    Process of selecting, concentrating, simplifying and abstracting the data which appears in written up field notes or transcription is known as data condensation. [36]By considering them, it will make the data stronger. In this step the researcher should separate the accurate data from inaccurate ones.

    a. Selecting

        Miles and Huberman said that the researcher should be selective. The researcher should know which one is the primer data or sekunder data.

---

[35] Ridder, H.-G. (2014). Book review: Qualitative Data Analysis. A methods sourcebook. German Journal of Human Resource Management: Zeitschrift Für Personalforschung, 28(4), 485–487. https://doi.org/10.1177/239700221402800402

[36] Matthew B. Miles A. Michael Huberman, Qualitative Data Analysis: A Method Sourcebook, 3rd ed. (USA: Sage Publication, 2014).10-11 An A. Michael Huberman. 10

b. Focusing

According to Miles and Huberman, focusing the data is a pra-analysis procces. It means the researcher limits the data which relates only with the research questions.

c. Simplifying and Abstracting

The data will be simplified and abstracted. Abstraction means an attempt to make summary of the core, process, statements. Then, the data will be evaluated especially with regard to the adequancy and quality of the data.

F. Data Display

The third major flow step of analysis is data display. In qualitative research the data display could be provided in the form of brief explanation, infographic/ chart etc. According to Miles and Huberman, the most commonly data display in qualitative research is narrative text.

G. Conclusion Drawing and Verification

The preliminary conclusion is temporary and it will be revised if no solid evidence is found to support the next round of data collection. When the researcher goes back to the field of the research in order to gain the data, the conclusion puts forward is believable conclusion.

H. Validity of Data

In order to test the validity of data, the researcher will use triangulation in this research.

1. Method Triangulation

   Triangulation is a research method commonly used in social sciences, particularly in qualitative research. The purpose of triangulation is to increase the credibility and validity of research findings by using multiple methods, data sources, and perspectives to study a phenomenon.

   There are several types of triangulation, including:

   a. Methodological triangulation: This involves using multiple research methods, such as surveys, interviews, and observations, to study the same phenomenon. By using multiple methods, researchers can gain a more comprehensive understanding of the phenomenon.

   b. Data triangulation: This involves using multiple sources of data, such as interviews, documents, and observation, to study the same phenomenon. By using multiple sources of data, researchers can cross-check information and verify the accuracy of their findings.

   c. Investigator triangulation: This involves using multiple researchers to collect and analyze data. By using multiple researchers, researchers can compare and contrast their findings, and ensure that their interpretations are not influenced by personal biases.

   The use of triangulation helps to enhance the validity and reliability of research findings, as it allows researchers to cross-check and verify information from different sources and perspectives. By using triangulation, researchers can increase the confidence in their findings and

provide a more comprehensive understanding of the phenomenon being studied.

I. Research Procedure

This section will provide explanation about the research step. It helps researcher to create or make research outline includes planning, collect the data, analysis the data until write the report. It will explain below.

1. Pre-field step

It is a step when the researcher determine about something that must be done before enters the field of the research.

a. develop research design

In this step the researcher will establish the following: the title of the research, the reasons for the research, the focus of the research, the purpose and benefits of the research, the object of the research and also the method used by the researcher.

b. Choosing research field

Before conducting the research, a researcher will choose the research field or place. The chosen research place is SMPT Madinatul ulum.

c. Permit processing

Before conducting the research, a researcher will take care of licensing in advance to the school. Thus, the researcher could immediately carry out the stages of the research after getting the permission.

d. Asses the state of the field

After getting permission from the school, researcher starts to explore and asses the field in order to know better the background of the research object.

e. Prepare research equipment

In this step, the researcher will prepare the equipment needed in the research. It starts from preparing notebooks, papers, etc.

2. Stage of field work

In this step the researcher will carry out the research. It means, the researcher will collect the data needed by using several methods such as observations, interviews, and documentation.

3. Data analysis stage

In this step, the researcher will analyze the whole data and describe it in the form of a report. The researcher will consult with the suprvisor. By consulting it the supervisor knows that the result of the research are ready to be tested.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Description of the Object

1. Description of SMPT Madinatul Ulum

Based on the data from Observation,the researcher gain informations about SMPT Madinatul Ulum Jember. SMPT Madinatul Ulum which is located at Jl. Tempurejo No.20-24, Krajan, Cangkring, Kec. Jenggawah, Kabupaten Jember is one of the educational units under the shade of Madinatul Ulum Islamic Boarding School. SMPT Madinatul Ulum has A-accreditation. SMPT Madinatul Ulum has founded in 2008 - 02-28 by School establishment certificate 421.5/35/436.41.6/2008 and has got operational permits certificate in 2022-08-29 by certificate number 503/A.1/SMP-P/065/35.09.325/2022[37]

Facilities and infrastructure owned by SMPT Madinatul Ulum will be explained as follows:

a. 16 Unit classrooms :

b. 1 Library

c. 1 Laboratorium of languange

d. 1 Poskestren (Boarding school medical station)

e. 1 Administration room

f. 1 Teacher rooms

g. 1 Hall

---

[37] SMPT Madinatul Ulum, Sejarah SMPT Madinatul ulum Jember, 6 November 2023

h. 1 Canteen

i. 1 mosque room

j. 1 Sport fields

k. Parking area

The facilities support teaching and learning procces at that school. [38]

B. Data Presentation

1. Teaching Emphathy Through multimodal

Empathy is a learnable skill it can be fostered by external interventions. The analysis of empathy training studies has revealed a wide range of methods of teaching empathy, including reflective writing video stimulus service training Many programs, such as the Roots for Empathy , have been established to advocate the important role empathy plays in one's well being, societal welfare, innovation, and change-making.

In terms of teaching the more specific empathy, Films has been utilized by media literacy experts to foster students' social skills and civic engagement found that junior high school students with digital media experience were more civically engaged compared with their counterparts who did not have this experience. Similarly[39] a veteran filmmaking teacher and expert in media literacy, believes that because Film makes use of multiple digital devices, such engagement, if guided properly, can help students develop different aspects of empathy. Film has also been found to

---

[38] Ahmad Wahdi Arif, diwawancai oleh penulis, Jember 8 November 2023

[39] Friesem E (2016) Empathy for the digital age: using video production to enhance social, emotional, and cognitive skills. In Tettegah SY, Espelage DL (eds) *Emotions, Technology, and Behaviors*. London: Academic Press, 21–45.

provide students with hands on experiences on different aspects of media

literacy[40]

a. Fostering Empathy Through Multimodal

.The current study is guided by these two research questions:

1) How do students at SMPT Madinatul Ulum Jenggawah Jember

perceive the role of Multimodal in fostering empathy?

2) How are students' perception and experiences of using multimodal

that promote empathy?

b. The participants

This study involved a group of who took the resestudent SMPT

Madinatul ulum The total of 20 students formed 4 self-selected groups

with 5 people in each group. Because the participants of this study were

not film students, emphasis was not placed on filmmaking techniques

fixing audio and video quality, but on the messages they wanted to

deliver through their films. Informed consent was obtained from each

student.

c. Wacthing film

The teacher/ researcher introduced the concept of empathy by

showing one documentariesd Hellen Keller" the miracle worker". The

miracle worker made for television biographical film were released in

12 november 2000.

The Miracle Worker is a 2000 American made for television

---

[40] Hafner C, Miller L (2019) *English in the Disciplines: A Multidimensional Model for ESP Course Design*. New York: Routledge.

biographical film based on the 1959 play of the same title by William Gibson, which originated as a 1957 broadcast of the television anthology series Playhouse 90. Gibson's original source material was The Story of My Life, the 1903 autobiography of Helen Keller. The play was adapted for the screen twice before, in 1962 and 1979. The film is based on the life of Helen Keller and Anne Sullivan's struggles to teach her. The film premiered on ABC as part of The Wonderful World of Disney on November 12, 2000. The movies Story start In the 1880s, Anne Sullivan, and her efforts in working with young Helen Keller.

The film focuses on Anne's struggle to draw Helen, a blind and prelingually deaf girl out of her world of darkness and silence. Helen has been unable to communicate with her family except through physical temper tantrums since an illness took her eyesight and hearing from her at the age of 19 months old. She is allowed to eat other people's food with her hands, knock over or break items, and basically do whatever else she desires.

All of this while being looked at with pity by her family. Her family loves her, but they are all convinced she is a dumb, soft-brained, and savage child with the intelligence of an animal who will never learn anything. She is barely pacified with candy when she throws a tantrum, and is headed toward mental institutionalization in an asylum when Anne enters her life as Helen's parents' last-ditch effort to avoid the

inevitable. Plagued with vision problems of her own and orphaned at a young age, Anne has the right mix of steeliness, empathy and patience to turn her young student's behavior around and teach her language. Anne's job as Helen's teacher is made more difficult by Helen's imperious plantation-owner father, Captain Arthur, and her overly soft-hearted mother, Kate, when they doubt her authority and challenge her methods. Anne's goal is to not just teach Helen to behave but to give her gift of communication. Using sign language and signing the letters to spell words in Helen's open palm, Annie makes large strides toward improving Helen's behavior.

After two weeks of living alone with Helen in a small house on the Keller family plantation, Annie is still unable to reach a breakthrough with Helen when her mandated time deadline is reached. During Helen's homecoming dinner, she begins to revert to her old ways of misbehavior. Anne takes Helen outside to the pump to refill a water pitcher she spilled during one of her tantrums, and the long-awaited breakthrough is made. Helen makes the connection that the words Anne has been spelling in her open palm are in reality the communicative representation of those things in the physical world around her. The word "water" is the wet fluid coming out of the water pump. With this connection the doorway for communication is opened to Helen, and she can now survive and thrive in the world through the eyes and ears of others.

This film were chosen to show students. Before the production stage, numerous address the issue of bullying were shown and discussed in class. As a whole, watching and discussing these materials (documentaries, YouTube clips, and previous student works) took two class meetings (a total of eight hours) to complete.

Because this project was situated in a four skill EFL course, the language learning aspect could not be overlooked. After watching the Movies. Instruction was also given to show students how to write effective video scripts and slogans. The video scripts also went through a round of peer review before the revised version was read by the teacher. During the last phase of video screening which lasted two class sessions, students needed to write down one positive aspect of each video they watched; for their own video, they needed to write one area of improvement. The teacher collected these comments and gave them to each group in the last class meeting. In this meeting, a questionnaire was also completed by each student to gauge the overall perceptions of completing this project. The teacher went over the questions to ensure that students understood them. Students wrote their responses.

d. **Results**

Video contents

As mentioned earlier, one of the purposes of this study was to explore the potentials and constraints of the video mode. Content analysis of the 4 videos reveals students' creativity and versatility when

using videos to express their understanding of empathy. Most stories took place in school and involved short drama skits with team members as the characters. Two videos featured animations created by students themselves, and they displayed students' artistic talents. Among all the videos, three did not involve drama skits; they contained instructional materials to either educate the public about the importance of digital literacy or the steps one should take when being harassed online. In summary, many powerful messages were embedded in the videos.

Characteristics such as concern and caring for others expressed through computer-mediated communications" . An analysis of the student videos showed that several groups used instant messaging tools mainly to send offensive online messages as triggers of bullying incidents. In other words, in these videos, digital tools were used to convey aggression or anger, and the problems created by these messages were later mended by face-to-face communication. Two videos featured bullying incidents in school, and they were thus not aligned with the main purpose of the project which was to advocate more empathy online. Meanwhile, one group interviewed an elderly woman whose earnings from selling rice noodles on the street was stolen by a customer. Her story went viral in social media platforms , and the group visited her to see how she had been doing since her story was spread. Although the visit was indeed a gesture of care, the video did not really portray how digital tools were used reflectively,

responsibly and strategically to convey empathy.

e. **Qualitative data from interview**

In this section, qualitative data from the responses to the questions in the part of the intervies were examined to see how students benefited from making their own videos. The main themes emerging from these data are as follows. The first four themes pertain to students' learning from producing their group videos, and the number of times each theme was mentioned by students was indicated beside the heading.

1) **Theme 1: video production skills**

For many students, it was their first time of making a video for a school assignment. As seen in the following remarks, they learned how to express their views in their videos:

Dika fabri nufian: Shooting the film and postproduction were my favorite parts. My teammates and I talked about how to present our words and ideas with the animated characters we drew. This is my first time of making a video. I found that the post production process was very time-consuming, but I enjoyed it.

Ahmad solihin: We learned to film our characters from different angles. Although we did not have professional equipment, we tried our best to capture the sounds and movement of our characters. At times, we needed to reshoot many parts.

Nur havi : Learning to edit our footage with moviemaking

softwares was a new experience for me. We also needed to supply captions, which made us focus on the language part, not just on acting.

Since multimodal communication is already ubiquitous in the professional world and everyday contexts , making students aware of how meaning can be embedded is of paramount importance. Although students may have many digital tools available at their fingertips, the above comments showed that not every student began the project as skilled users of these tools; in fact, making a video to express their viewpoints was a novel experience for many participants. It was also found that although video quality was not the most important criterion for this project, many students strove towards finished products with great postproduction qualities.

2) **Theme 2: teamwork**

Teamwork was an important element in the entire project. To start their projects, students faced the task of forming their teams. They learned to work together as the project progressed:

Yunan Nasril: In the beginning when the teacher announced the project, I was not sure who I should work with because the semester just began. We ended up forming a "guy group." We had a lot of fun throughout the project. Two of us even helped other groups to play some small roles in their videos.

M. Lutfi : From this project, I got to know my teammates better. We shared the workload and all the responsibilities. Sandy: Making this video was a very valuable experience for me to work with my classmates.

Fikri Ferdiyansyah: We spent a lot of time trying to decide the topic and storyline. I discovered many hidden talents of my classmates. The end product was just amazing.

As they set goals and worked towards these goals together, they got to know their teammates better and formed bond with them. These deeper understandings of their classmates will be valuable resources for students as they maneuver through their university studies.

3) **Theme 3: active listening**

Following the theme of teamwork, active listening, which involved mindful listening and appropriate response , was mentioned by some students as a key factor for successful teamwork. Some students reported:

Edo aldino: I found that to succeed in team work, we have to listen, not just talk.

Shawn: There were times when we disagreed with each other. It took a lot of time to clear the air, and this was quite challenging. I found that some disagreements actually came from not paying attention to what others had to say.

Alfiand Fathah: I learned to ask my partners to clarify their points. One group member, Edo, ended up serving as our moderator to summarize our points when we finished each discussion. I enjoyed listening to Edo's timely summaries and others' opinions.

These remarks illustrated that students learned the importance of active listening and appropriate response in group communication. These empathic communication skills are essential skills in the professional world [41] and their development is of paramount importance for students to succeed in the future.

4) **Theme 4: learning about different perspectives and others' emotions**

Part of the empathy construct encompasses a cognitive, perspective-taking component which highlights the fact that there may be different perspectives to an issue or a situation[42]. Many students stated that they enjoyed watching their peers' videos during the ; they were excited to learn the different perspectives that were represented:

Alif: Watching my classmates' videos made me see the different perspectives on the same issue of empathy.

Fikri : My favorite part of this project was seeing how each group approached the same topic differently.

---

[41] Everhart RS (2016) Teaching tools to improve the development of empathy in service-learning students. *Journal of Higher Education Outreach and Engagement* 20: 129–54.

[42] García-Pérez R, Santos-Delgado J, and Buzón-García O (2016) Virtual empathy as digital compe- tence in education 3.0. *International Journal of Educational Technology in Higher Education* 13(30): 1–10. doi:10.1186/s41239-016-0029-7

Saifi: I never thought there were so many ways to approach a topic.

The cognitive component of empathy also emphasizes the ability to understand how individuals may be affected by a situation [43]. As many student videos featured victims of bullying, the production process of these videos prompted students to look into bullying and other related issues. In fact, some videos were results of students' independent study. Related student self-reports are as follows:

Riski: We studied several bullying cases and decided to write our story around a bullying incident on a school. The experience of playing the role of the bullied enabled me to imagine the feelings of those victims of berbullying.

Ridwan: When we were brainstorming for the script, we tried to see how bullying could affect a person. We also read news reports about recent bullying incidents in Jakarta. At one point, I felt deeply saddened by the harm caused by bullying.

These extracts showed that through engaging in the film project, students were able to feel more compassion for others. In other words, the emotional, or affective, component of empathy was also evoked.

---

[43] Belcher DD (2017) On becoming facilitators of multimodal composing and digital design. *Journal of Second Language Writing* 38: 80–85. doi:10.1016/j.jswl.2017.10.004

2. Discussion

In this study, students followed video production process to produce videos to advocate Empathy. The primary purpose of this study was to gauge students' perceptions of such a multimodal experience. It was found that students perceived the experience quite positively and gained a sense of achievement after producing their videos. On the interpersonal level, they learned the importance of teamwork and active listening. Students also discovered many hidden talents of their classmates and learned the importance of putting themselves in others' shoes. As far as the end products were con- cerned, many videos manifested research-based works, as students looked into related information to write their stories. Viewing the finished videos was a great opportunity for students to see how a topic was perceived and presented by different people. Receiving anonymous post-screening comments was a moment of triumph for many students, as they read encouraging comments from their peers. To summarize, the video project allowed students to engage in researching and experimenting ideas, collaborating with others, and reflecting on their learning.

In this study, some groups decided to tell stories of bullying victims in their videos. Playing the roles of the victims was found to evoke these students' feelings of compassion and empathy for those who suffered from unfortunate incidents online. Whether students could transfer this heightened awareness and empathy to the digital arena to be "reflective and socially responsible while strategically using digital media" was beyond the

scope of the current investigation, but the preliminary results suggested a promising outlook. This project gave students an opportunity to start imagining the harm caused by injudicious and impetuous online behaviors.

In terms of the constraints of the video project, it was found that some groups did not quite address the theme of calling for more empathic behaviors expressed through digital communications. In several videos, digital tools were mainly used to pose threat or signal aggression, and the harm or dispute caused by such uses was later reconciled by face-to-face communication. Although this pattern may represent students' real-life experiences with online aggression, it was one step short of demonstrating a deeper understanding of what Empathy encompasses. To fully realize the potentials or positive affordance of the video medium, more explicit and thorough teaching of the concept by discussing definitions and showing examples) during the pre-production stage needs to take place. To be more specific, a more in-depth understanding of Empathy as encompassing reflective, responsible, and strategic use of digital tools should be developed before students proceed to the video production stage. Once the videos are made, students should upload them to online platforms such as YouTube to elicit comments from a wider audience, thus becoming part of the participatory culture on the Internet.[44]

Being part of the Internet's participatory culture means more than using literacy as a tool for collaboration and creativity; it also involves

---

[44] Schieble M, Kucinskiene L (2019) Promoting empathetic reading with Between Shades of Gray through a global blogging project. *Journal of Adolescent & Adult Literacy* 63: 269–77. doi:10.1002/jaal.1001

using literacy to promote social changes . The results of this study suggested that addressing a timely social issue in a language course is worthy of teachers' efforts and attentions. If time had allowed, a natural extension of the video project would be for students to engage in service learning projects[45] and see how students apply their newly gained knowledge and skills to advocate empathy. Data gathered from these service learning projects can help researchers look into the factors promoting and challenging the development of Empathy. For example, researchers can look into whether peer pressure or the pressure to conform to the majority demotivates learners to be upstanders against injudicious online behaviors [46].

Another direction to further the field of Empathy is the development and validation of a scale on measuring Empathy. While the literature abounds with discussions on quantitative scales to measure general empathy a specific scale to measure Empathy has not been developed.

Questionnaires or scales to measure aggression or bullying have also been developed but they are not directly related to measuring empathy.[47] The availability of such a specific scale will be a great aid to teachers and researchers to provide baseline data before the intervention begins and to determine the effectiveness of a pedagogical intervention to

---

[45] Everhart RS (2016) Teaching tools to improve the development of empathy in service-learning students. *Journal of Higher Education Outreach and Engagement* 20: 129–54.

[46] Schieble M, Kucinskiene L (2019) Promoting empathetic reading with Between Shades of Gray through a global blogging project. *Journal of Adolescent & Adult Literacy* 63: 269–77. doi:10.1002/jaal.1001

[47] Hafner C, Miller L (2019) *English in the Disciplines: A Multidimensional Model for ESP Course Design*. New York: Routledge.

enhance students' Empathy. With guidance from experts to interpret the results, students can also complete the scale to self-assess their levels of Empathy.

The major limitation of the current study is the small sample size. Researchers can consider implementing similar project design in other contexts to examine students' attitudes. Another possible limitation is that students might have been influenced by the sample student videos on bullying which were shown to them during the preparation stage. Although bullying is highly related to Empathy, it is only a starting point for addressing the issues around Empathy. Last but not least, this study was not designed to tackle how non-verbal semiotic modes (visual, gestural, spatial) were used to understand and produce texts. Future studies can consider investigating how these modes complement or add meaning to the verbal messages.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

As human communication continues to be heavily dependent on digital devices, the development of Empathy is of paramount importance. This study engaged students in producing videos to call for more empathy. It was found that as a mode, video had many potentials and some constraints to help students construct meanings.

The participants generally enjoyed the process of producing videos, viewing others' videos, and receiving peer comments about their videos. Besides the possible future pedagogic and research directions mentioned in the last section, researchers and teachers can also explore the possibilities of enriching students' multimodal learning experiences by incorporating other semiotic tools such as music, photos, and drawings and multimodal resources offered by social networking site. The design of the questionnaire also merits some attention.

In future studies, more questions should be added to the questionnaire to probe more deeply into the learning of different aspects of Empathy and language skills. Some questions should also address students' perceptions of the multimodal aspects of their videos (images and gestures) and how these contributed to their learning experience. To conclude the article, it is hoped that more scholarly efforts will be devoted to exploring the many facets of Empathy, and

64

classroom practitioners will incorporate this timely topic as a regular part of their curriculum.

B. SUGGESTION

1. For English Teacher

   For english teacher exactly teacher at Second grade , because some students feel media make the situation in the class more crowded. Teachers should also pay more attention to students in the classroom. Teacher is not allowed to focus only on active then forget to pay attention to passive students.

2. For The Next Researcher

   Suggestion for the next researcher are should be well-prepared before collect data in the field. It likes prepare the observation sheet and interview guidline well. Then, the next researcher can conduct research relates in different grade. Because every single grade has different english teacher.

REFERENCE

Anca Popovici Cosmina Mironov, "Students' Perception on Using ELearning Technologies," Procedia - Social and Behavioral Sciences 180 (2015): 2.

Behavior Perception," accessed April 8, 2022, https://www.tutorialspoint.com/organizational_behavior/organizational_behavior_perception.htm.

Cermen Luke, "Pedagogy, Connectivity, Multimodality, and Interdisciplinary," *Reading Research Quarterly* (2013): 397.

Chen, Y. 2015. *Exploring Dialogic Engagement with Readers in Multimodal EFL Textbooks in China*. Visual Communication.

Decety, J., & Ickes, W. (Eds.). (2014). The Social Neuroscience of Empathy. MIT Press.

Dian Nashrul Munif, "Implementasi Kurikulum 2013 Mata Pelajaran Bahasa Inggris Di Smp Negeri 9 Madiun," *An-Nuha* 2, no. 2 (2013): 24.

Ary, D., L. C., Razavieh, A., & Sorensen, C.K. Introduction to Educational Research, 8th ed. (Canada: Wadsworth Cengage Learning, 2009).

Yonty Friesem (2016) Empathy for the digital age: using video production to enhance social, emotional, and cognitive skills. In Tettegah SY, Espelage DL (eds) Emotions, Technology, and Behaviors. London: Academic Press, 21–45

Gunther R. Kress and Theo van Leeuwen, *Reading Images: The Grammar of Visual Design*, 2. ed., reprinted. (London: Routledge, 2016).

Gunther R. Kress, *Multimodality: A Social Semiotic Approach to Contemporary Communication* (London ; New York: Routledge, 2014).

Irwanto, Psikologi Umum 2014(Jakarta: PT. Prenhallindo, n.d.).6

Jewitt, C. (Ed.). (2019). The Routledge Handbook of Multimodal Analysis. Routledge.

Jhon, Creswell, Research Design: Qualitative, Quantitative and Mix Methods Approaches, 4th 34 ed. (California: Sage Publications, 2014).

Kress, G., & van Leeuwen, T. (2001). Multimodal discourse: The modes and media of contemporary communication. Oxford University Press.

Marina Grubišić, "An Analysis of Multimodal Features of YouTube Videos" (University of Zagreb, 2018), 3.

Matthew B. Miles A. Michael Huberman, Qualitative Data Analysis: A Method Sourcebook, 3rd ed. (USA: Sage Publication, 2014).10-11 An A. Michael Huberman. 10

Moshe Barak Yelena Portnov-Neeman, "Exploring Students' Perceptions about Learning in 20 School: An Activity Theory Based Stud," Canadian Center of Science and Education 2 (July 2013).

Priscilla Dunk-West and Fiona Verity, Practising Social Work Sociologically: A Theoretical Approach for New Times (Bloomsbury Publishing, 2018).

Ridder, H.-G. (2014). Book review: Qualitative Data Analysis. A methods sourcebook. German Journal of Human Resource Management: Zeitschrift Für Personalforschung, 28(4), 485–487. https://doi.org/10.1177/239700221402800402

Riyana, Cheppy, *PedomanPengembangan Media Video. (*Jakarta: P3AI UPI, 2015), 2

Setyabudi, S. P., & Kurniawati, D. (2019). The Role of Multimodal Approach in Developing Empathy among Elementary School Students in Surabaya. Indonesian Journal of Educational Counseling, 2(1), 11-20.

Shafa, "Karakteristik Proses Pembelajaran Kurikulum 2013," *Dinamika Ilmu* 14 (2014): 81.

Sudarsono. (2020). The Role of Empathy Education in Fostering Inclusive Schools in Indonesia. Indonesian Journal of Educational Counseling, 3(2), 93-102.

Sugiyono. *Metode penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D* (Bandung: Alfabeta, 2016), 317.

Vina Haqza, "The Correlation Between Students' Perception Of Classroom Environment And Motivation In Learning English At The Second Year Of Ma Darel Hikmah Pekanbaru" (Riau Pekanbaru, State Islamic University Of Sultan Syarif Kasim, 2013).

DECLARATION OF AUTHENTICATION

The undersigned below:

Name : Rudianto

NIM : T20196136

Program : English Education

Faculty : Education and Teacher Training

Institution :State Islamic University of KH. Ahmad Siddiq Jember

State that thesis entitled "Fostering Empathy Through Multimodal A Study Of Student Perception at SMPT Madinatul ulum Jenggawah Jember" is truly my original work. It does not incorporate original any material previous written or published by another person except those indicated in quotation and biography. Do the fact, I am the only one who is responsible for the thesis if there is any objection or claim for other.

Jember, 26 November 2023
Author
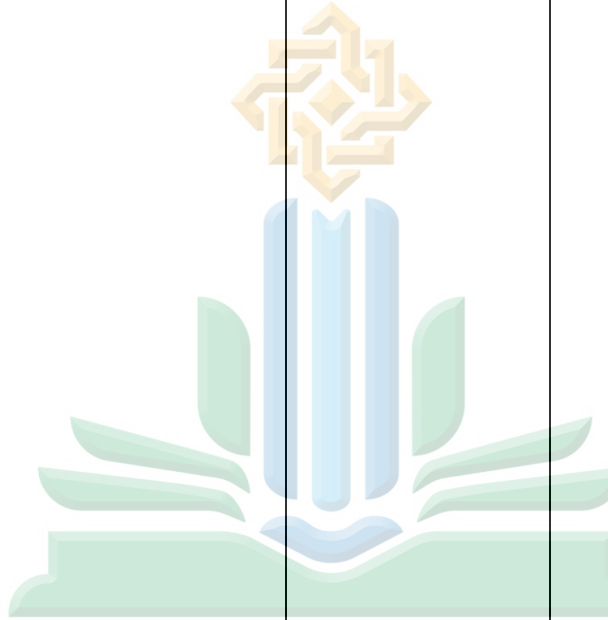
Rudianto
T20196136

Appendix 2

MATRIX OF RESEACH

Title	Variable	Indikator	Data Collection	Research method	Research problem
Fostering Empahty trough Multimodal: A study of student perception at SMPT Madinatul ulum	1. Empathy 2. Multimodal 3. Independent variable: Films watched by students in school as a medium to facilitate empathy development	1. Sense or understand, feeling, or mental state of another person while remaining an objective observer 2. Learning media tool (video, film, audio, picture,teks) 3. Students' perception on how films can facilitate empathy development	1. Student 2. Teacher 3. Literature book, journal 4. Document review	1. Research Approach : Qualitative descriptive 2. Data Collection method : Observation, Interview, and Documentation 3. Data analysis method : Descrptive Quualitative 4. Validation of Data : Methodological triangulation: This involves using multiple research methods, such as surveys, interviews, and observations, to study the same phenomenon. By	1. How do students at SMP Madinatul Ulum Jenggawah Jember perceive the role of Multimodal in fostering empathy? 2. How are students' perception and experiences of using multimodal that promote empathy?

	4. Dependent variable: Students' perspectives on how films can facilitate empathy development			using multiple methods, researchers can gain a more comprehensive understanding of the phenomenon. 2. Data triangulation: This involves using multiple sources of data, such as interviews, documents, and observation, to study the same phenomenon. By using multiple sources of data, researchers can cross-check information and verify the accuracy of their findings.	

Appendix 3

FREQUENCY OF OBSERVATION

No	Date	Activity	Description
1	6 November 2023	Preliminary Study	Check location and condition of the school and gain some informations about the school
2	8 November 2023	Observation of School Condition	Check English teaching and learning
3	12 November 2023	Interview	Asking some Question to the Teachers
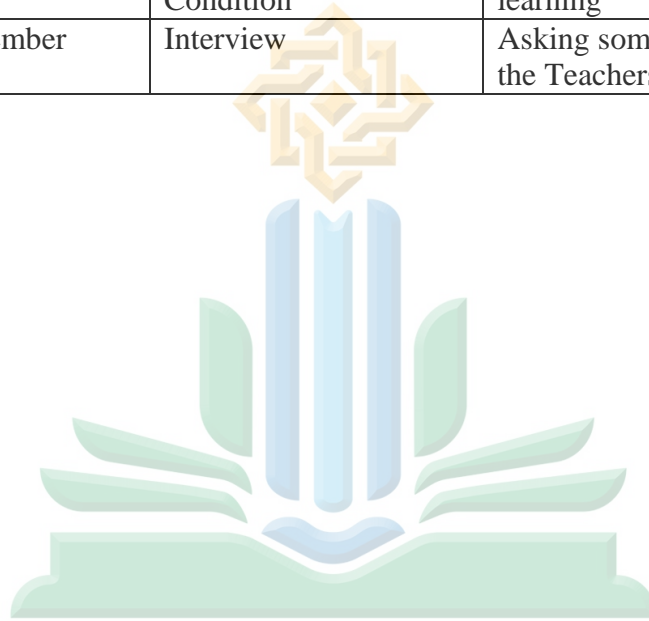
Appendix 4

FIELD NOTE

Agenda   : Preliminary Study

Day/Date   : Wednesday/ October, 18th 2023

Time   : 09.30-10.30

SMPT Madinatul Ulum which is located at Jl. Tempurejo No.20-24, Krajan, Cangkring, Kec. Jenggawah, Kabupaten Jember is one of the educational units under the shade of Madinatul Ulum Islamic Boarding School. Researcher met one of teacher at that school. The teacher is a person in charge of school facilities and infrastructure. So, before check the facilities of class directly on the next day researcher asked anything about the school to gain some informations. SMPT Madinatul Ulum has some facilities such as 16 classrooms, 1 library, 1 laboratoriums, and 9 sanitations. This A-accredited school has implemented 2013 Curriculum and transition to Merdeka Curriculum. Teaching and learning procces at SMPT Madinatul Ulum are carried out for six working days.

Appendix 5

<div align="center">

OBSERVATION SHEET

</div>

Agenda   : Observation
Day/ Date   : Monday/ November, 6th 2023
Time   : 09.30-10.30
Class   : VIII

No	Indicator	Poor	Fair	Good	Very Good	Excellent
1	Classroom Condition (Physically)					✓
2	Complete class facilities				✓	
3	Student Understanding about Emphathy				✓	
4	Students" activities during teaching and learning			✓		
5	Students" interest and attention during teaching and learning			✓		
6	Procces teaching and learning (Overall)				✓	

Appendix 6

OBSERVATION SHEET

Agenda   : Observation
Day/ Date   : Wednesday/ November, 8th 2023
Time   : 09.30-10.30
Class   : VIII

No	Indicator	Qualification				
		Poor	Fair	Good	Very Good	Excellent
1	Classroom Condition (Physically)					✓
2	Complete class facilities				✓	
3	Student Understanding about Emphathy				✓	
4	Students" activities during teaching and learning			✓		
5	Students" interest and attention during teaching and learning			✓		
6	Procces teaching and learning (Overall)				✓	

Appendix 7

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id   Email: tarbiyah.iainjember@gmail.com

Nomor : B-4478/In.20/3.a/PP.009/11/2023
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPT Madinatul ulum
Jl. KH. Achmad said no. 20-24 Cangkring - Jenggawah - Jember

    Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196136
Nama	:	RUDIANTO
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Fostering empathy through multimodal:

A study of student perception At SMPT Madinatul ulum Jenggawah jember" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu M. Sofyan Nasir S.Pd,

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 06 November 2023
an. Dekan
Wakil Dekan Bidang Akademik,

MASHUDI

Appendix 8

Nomor   : 15/C.1/20554190/XI/2023
Lamp.   : -
Hal   : *Balasan*

Kepada Yth.

Dekan Fakultas Tarbiyah dan ilmu Keguruan **UIN KHAS Jember**

Di –

    Tempat

Dengan Hormat,

Yang bertanda tangan di bawah ini :

Nama   : M. SOFYAN NASIR, S.Pd

Jabatan   : Kepala Sekolah

Menerangkan bahwa,

Nama   : RUDIANTO

NIM   : T20196136

Semester   : IX (Sembilan)

Fakultas/Prodi : Tarbiyah dan ilmu Keguruan / Tadris Bahasa Inggris

Telah kami setujui untuk melaksanakan penelitian pada SMPT Madinatul Ulum sebagai syarat penyusunan Skripsi.

Demikian surat ini kami buat, kami sampaikan terimakasih.

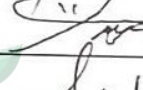Cangkring, 18 November 2023

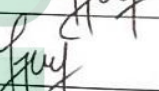Kepala Sekolah

M. SOFYAN NASIR, S.Pd

Appendix 9

RISEARCH JOURNAL

Name   : RUDIANTO
SRN   : T20196136
Title   : Fostering Empathy Through Multimodal: A Study Of Student
              Perception At SMP Madinatul Ulum
Location   : SMP Madinatul ulum Jenggawah Jember

No	Date	Activity	Signature
1	6 November 2023	The Researcher Confirm and submit a research permit to the head of smp madinatul ulum	
2	6 November 2023	Preliminary Study Check location and condition of The school and gain some information about the school.	
3	8 November 2023	Observation of School Condition, Class Facilities, Teaching and Learning Activity	
4	12 November 2023	Interview with Student and English teacher	
5	16 November 2023	Complete the Research data	
6	18 November 2023	Researcher asking the Letter of Finishing Research	

Cangkring, 18 November 2023

Kepala Sekolah

M. SOFYAN NASIR, S.Pd

Appendix 10

<div align="center">

INTERVIEW GUIDELINES
</div>

Interview's With Students

Researcher : Bagaimana pengalaman Anda dalam bekerja sama dengan teman-teman sekelas dalam proyek terakhir Anda?

Student : Sebagai bagian dari tim, saya merasa bahwa kerjasama sangat penting dalam menyelesaikan proyek kami. Kami secara aktif berkomunikasi melalui diskusi daring dan pertemuan di sekolah, membagi tugas berdasarkan keahlian masing-masing anggota tim, dan membantu satu sama lain saat mengalami kesulitan. Saya merasa kerjasama ini tidak hanya memperkaya hasil akhir proyek, tetapi juga memperluas pemahaman saya tentang bagaimana bekerja dalam tim dengan efektif.

Researcher : Apa yang membuat Anda merasa terhubung dengan orang lain di lingkungan sekolah?

Student : Saya merasa terhubung dengan orang lain di sekolah melalui kesamaan minat dan tujuan. Bergabung dalam klub yang saya minati dan berpartisipasi dalam kegiatan ekstrakurikuler yang saya sukai membantu saya menemukan orang-orang dengan minat yang serupa. Selain itu, mendiskusikan topik yang kami sukai atau bersama-sama mengatasi tantangan akademis juga memperdalam hubungan saya dengan teman-teman sekelas.

Researcher : Bagaimana Anda mengatasi perbedaan pendapat dengan teman sekelas?

Student : Saya percaya bahwa perbedaan pendapat adalah hal yang wajar dalam sebuah tim. Kami cenderung membuka diskusi secara terbuka, mendengarkan dengan penuh perhatian, dan mencari titik temu dari sudut pandang yang berbeda. Terkadang, ini melibatkan kompromi atau mencari solusi yang dapat diterima bersama. Saya juga belajar untuk menghargai keberagaman pendapat karena hal

	itu sering membawa perspektif baru yang bermanfaat bagi hasil akhir dari proyek kami.
Researcher	: Bagaimana Anda merasa tentang penggunaan teknologi dalam pembelajaran untuk meningkatkan pemahaman tentang perspektif orang lain?
Student	: Saya merasa teknologi membantu saya melihat dunia dari sudut pandang yang berbeda, terutama melalui video atau simulasi yang memungkinkan saya merasakan pengalaman orang lain secara lebih mendalam.
Researcher	: Apakah ada pengalaman khusus dalam pembelajaran yang memanfaatkan berbagai jenis media atau metode yang membantu Anda lebih memahami perasaan dan sudut pandang orang lain?\
Student	: Saat kami menggunakan drama dalam kelas, itu membantu saya mengerti perasaan dan perspektif karakter, membuat saya lebih peka terhadap emosi dan pengalaman orang lain.
Researcher	: Menurut Anda, mengapa penting untuk memperluas cara kita mempelajari sudut pandang orang lain selain dari pendekatan tradisional?
Student	: Pendekatan tradisional kadang-kadang terlalu kaku. Dengan menggunakan multimedia, kita dapat melihat dunia melalui mata orang lain dan memahami latar belakang serta perasaan mereka dengan lebih baik.
Researcher	: Apakah ada contoh konkret di mana penggunaan multimedia membantu Anda lebih memahami tantangan atau perjuangan yang dihadapi oleh orang lain?
Student	: Ketika kami melihat dokumenter tentang kehidupan sehari-hari di komunitas yang berbeda, saya menjadi lebih sadar akan masalah yang dihadapi orang lain dan lebih terbuka untuk memahami perasaan mereka.

Researcher	: Bagaimana penggunaan multimedia dalam pembelajaran dapat membantu Anda mengembangkan keterampilan empati dalam kehidupan sehari-hari di luar kelas?
Student	: Menggunakan multimedia membuka pikiran saya tentang cara-cara orang lain merasakan dunia. Ini membantu saya menjadi lebih pengertian dan lebih sensitif terhadap perasaan orang di sekitar saya di kehidupan sehari-hari."

Interview's with english teacher

Researcher	: Apa yang mendorong minat Anda untuk mengajar Bahasa Inggris kepada siswa?
Teacher	: Minat saya dalam mengajar Bahasa Inggris bermula dari keinginan saya untuk membantu siswa mengeksplorasi dan memahami dunia melalui bahasa yang luas digunakan secara global. Saya percaya bahwa Bahasa Inggris bukan hanya alat komunikasi, tetapi juga jendela bagi siswa untuk memahami budaya, sastra, dan berbagai perspektif di seluruh dunia.
Researcher	: Bagaimana Anda menghadapi tantangan ketika mengajar Bahasa Inggris kepada siswa dengan tingkat pemahaman yang berbeda?
Teacher	: Saya percaya bahwa setiap siswa memiliki kecepatan dan gaya belajar yang berbeda. Untuk mengatasi ini, saya cenderung menggunakan pendekatan diferensiasi dengan menyediakan materi secara beragam, seperti penggunaan multimedia, diskusi kelompok, dan proyek berbasis kreativitas. Saya juga menyediakan waktu tambahan untuk siswa yang memerlukan bantuan ekstra atau tantangan tambahan bagi siswa yang lebih maju.
Researcher	: Bagaimana Anda mengevaluasi kemajuan Bahasa Inggris siswa Anda secara keseluruhan?

Teacher   : Selain ujian dan tugas tertulis, saya juga mengamati keterampilan lisan dan pemahaman siswa melalui percakapan dalam kelas dan kegiatan berbasis proyek. Saya percaya bahwa kombinasi dari berbagai jenis evaluasi ini memberikan gambaran yang lebih holistik tentang kemampuan Bahasa Inggris siswa. Selain itu, saya juga berupaya memberikan umpan balik yang konstruktif agar siswa dapat terus meningkatkan kemampuan mereka.

Appendix 11

DOCUMENTATION

Appendix 12

CURRICULUM VITAE

PERSONAL DATA

Name   : Rudianto

Born place and time   : Bondowoso, 12 October 1999

Addres   : Rejoagung, Sumber Wringin, Bondowoso

Email   : rudiynto62@gmail.com

Field of Study   : English Education

Faculty   : Faculty of Tarbiyah and Teacher Training

EDUCATION BACKGROUND

SDN 01 Sumber Gading

MTS Miftahul Ulum Sumber Gading

SMKN 1 Sumber Wringin