

# The Urgency of Strengthening Historical Empathy in Historical Learning: A Review of Bibliometric Analysis

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## ABSTRACT

Strengthening an empathetic attitude towards past events is crucial, particularly in the educational context. This study investigates four key areas: (1) the growth of international publications on historical empathy within the Scopus database from 2002 to 2023; (2) the core journals that focus on historical empathy research; (3) the productivity of researchers in this field; and (4) the development of research on historical empathy based on co-words and co-authors. Data were collected from Scopus using keywords related to history and empathy, focusing on publications from 2002 to 2023. The analysis, conducted using VosViewer software, revealed that although the number of publications on historical empathy has remained relatively small, it has steadily increased each year. A total of 132 articles have been published, primarily by researchers from the United States and the United Kingdom. This study provides valuable insights for history educators and researchers by highlighting the trends in historical empathy research, which is particularly relevant for teaching and learning history in academic settings.

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## 1. INTRODUCTION

Empathy is the capacity to feel or imagine the experiences, ideas, or thoughts of others, and it plays a crucial role in an individual's social and emotional development. Empathy consists of two primary components: the affective component, which involves feelings of affection and care for others, and the cognitive component, which involves the interpretive processes needed to recognize and appreciate the thoughts and feelings of others (Bartelds et al., 2022; Woolrych et al., 2020). These components are key aspects of empathy and can be assessed using the Adolescent Measure of Empathy and Sympathy (AMES) tool, which has been shown to produce reliable and valid results, and is related to sympathy (Vossen et al., 2015). Consequently, incorporating the concept of empathy into history education in schools, particularly targeting students, is essential (Berti et al., 2009). As a character value, empathy can be measured in students by internalizing intentions within the affective domain using suitable theories and methods (Faiz et al., 2022).

Historical empathy is a process through which individuals immerse themselves in understanding and reflecting on the actions and motivations of historical actors. As a process, empathy cannot be separated from the level of individual understanding of life experiences, thoughts, decisions, and actions carried out by the perpetrator of the event (J. Endacott & Brooks, 2013). *Historical empathy* is formed according to the way individuals respond to the environmental complexity of the historical actors themselves. *Historical empathy* relates to the attitude shown by individuals towards the history of others followed by caring attitudes (Wiyanarti, 2016). *Historical empathy* means imagining the event to live the present life which ultimately gives birth to an attitude of sympathy. Empathy will help teachers by engaging learners to achieve history learning goals (J. L. Endacott, 2014; Foster, 1999; Lee & Ashby, 2001). Various views on the definition of historical empathy indicate that historical empathy is an attitude shown by a person based on a complex level of understanding of the past regarding an event, either a group or an individual, which leads to an attitude of sympathy.

As part of the study of social science education, *historical empathy* tends to develop. Several studies are developing that show the existence of *historical empathy* attitudes, namely, *first* students are given space to analyze historical sources. *second*, determining the historical context, *third*, students are given the opportunity to interpret their perspectives on historical figures, and the *third* creates an atmosphere of connection between students and the historical context being studied (Huijgen et al., 2017; Perrotta & Bohan, 2018).

History learning is one of the good media to introduce students to the identity of their nation in the past. This will also provide an understanding to students about the consequences of actions taken for their present and future lives as a form of character (Hasan, 2012). Students through imagination can study what, why, and how as well as the consequences that will arise from the answers of the people of the nation in the past to the challenges they face and the impact on life in the aftermath of the event and the present and future. This imagination is part of the empathy process that involves cognitive and affective aspects of students so that by learning history they are able to recognize the values of the nation that continue to survive, change and belong to the nation today. (J. Endacott & Brooks, 2013; Hasan, 2010; Supriatna & Mautongue, 2020).

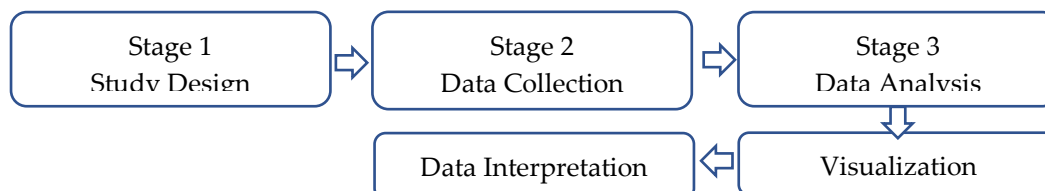
In line with this, research conducted by (De Leur et al., 2017) shows that strengthening historical empathy can be done by asking students to provide views on historical actors or actors, by asking the question "what if the historical actor was you?" or the question, how do you respond to this historical actor?" These questions will of course be answered by students through the imagination process. Therefore, according to Bartelds et al., (2020) historical empathy will be easily understood by students if the history learning material studied is close to students' daily lives. These two studies illustrate that historical empathy is important for students, especially those taking history lessons. The introduction should succinctly position the study within a broader context, emphasizing its importance. It should clearly define the purpose and significance of the work. A thorough review of the current state of the research field is necessary, with key publications cited. When relevant, highlight any controversial or divergent hypotheses. Conclude the introduction by briefly stating the main aim of the work and underscoring the principal conclusions. Ensure the introduction is accessible to scientists outside of your specific research field. Citations should follow the format: (Kamba, 2018) or (Marchlewska et al., 2019) or (Cichocka, 2016; Hidayat & Khalika, 2019; Ikhwan, 2019; Madjid, 2002) or (Miller & Josephs, 2009, p. 12) or Rakhmat (1989). Refer to the end of the document for more details on references. Define technical terms, and introduce symbols, abbreviations, and acronyms upon their first use. All tables and figures should be cited in numerical order.

However, the development of research results that show the urgency of similar research is still very lacking. Through this research, the researcher will show an overview of research studies conducted through various articles published in reputable journals regarding historical empathy in the last twenty years. From the results of this presentation, opportunities will be seen that can be developed in further research to strengthen historical empathy for students who take part in history lessons, starting from how government policy relates to the education curriculum?, what is the teacher's ability

to manage the learning process?, to how topics or relevant learning materials to foster historical empathy for students in the learning process?

## 2. METHODS

Given the need to strengthen historical empathy in historical learning, researchers have conducted observations related to historical *empathy* in historical learning using bibliometric studies. The standards used in this bibliometric study use Zupic and Cater standards by implementing five standard workflows consisting of study design, data collection, data analysis, data visualization, and interpretation (Zupic & Čater, 2015).



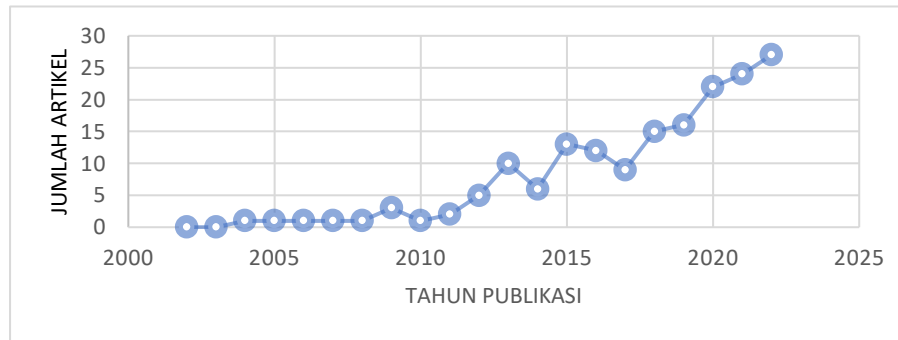
**Figure 1.** Working standards of analysis

Each stage described below pertains to the descriptive analysis activities focusing on themes related to historical empathy. In the second step, the researcher collects data from the Scopus database, chosen for its robust quantitative data and its reputation for providing detailed, high-quality information. This process begins with identifying relevant and authoritative research, locating experts, and accessing reliable data, metrics, and analytical tools (Scopus, 2023). To streamline data collection in the Scopus database, the researcher employs the keyword "empathy history" with a time frame spanning from 2002 to 2023. Data analysis is conducted using VOSviewer software. VOSviewer (Visualization of Similarities Viewer, VOS) version 1.6.19 is a bibliometric analysis tool developed by Nees Jan van Eck and Ludo Waltman at the Center for Science and Technology Studies, Leiden University, Netherlands. VOSviewer is widely used in bibliometric research to visualize knowledge graphs based on principles of literature analysis (VOSviewer, n.d.). The final step involves data interpretation, where the researcher summarizes the analysis results, including keywords, time span, article count, networks, research trends, and author data related to articles discussing historical empathy.

## 3. FINDINGS AND DISCUSSION

### 3.1 Development of Historical Empathy Publication

The growth and development of research studies by placing historical empathy as the subject of study after filtering using the keywords TITLE-ABS-KEY (historical AND empathy) AND PUBYEAR > 2001 AND PUBYEAR < 2023 AND (LIMIT-TO (PUBSTAGE, "final") AND (LIMIT-TO (OA, "all") AND (LIMIT-TO(DOCTYPE, "ar") OR LIMIT-TO(DOCTYPE, "re") OR LIMIT-TO (DOCTYPE, "cp") AND (LIMIT-TO(LANGUAGE, "English") AND (LIMIT-TO(SRCTYPE, "j") OR LIMIT-TO (SRCTYPE, "p")) has increased from year to year since the last 20 years although articles discussing *historical empathy* are still relatively small. From 2002 to 2022, the number of articles collected was 170 articles. In 2022, there are still no articles that discuss the theme or topic of *historical empathy*. In 2022, there are 27 articles (figure 2), and there is an increasing trend in 2023.



**Figure 2.** Number of articles between 2002-2022

### 3.2 Author, Affiliation, And Country

Regarding authorship productivity, there are 5 authors who have the same number and percentage of articles, namely Diekers, T, Fouroe, M.M, Nygren T, Savenije, G. M, Strik, W, and Van Boxtel each published two articles While the rest Adam, J, Adam M, Adkin, E. D, and Agabekzy, B.R each had 1 article. of these top ten authors only (Nolgård & Nygren, 2019)), (Nygren & Vikström, 2013)), (Bartelds et al., 2020), (De Leur et al., 2017) as can be seen in Table 1.

No	Article Title	Year	Journal Name
1	How modern neurophysiology can help to understand schizophrenia (Strik & Dierks, 2004)	2004	Swiss Archives of Neurology and Psychiatry
	Neurophysiological mechanisms of psychotic symptoms (Strik & Dierks, 2008)	2008	European Archives of Psychiatry and Clinical Neuroscience
2	Effects of early adversity and social discrimination on empathy for complex mental states: An fMRI investigation (Fourie et al., 2019)	2019	Scientific Reports
	We cannot empathize with what we do not recognize: Perceptions of structural versus interpersonal racism in South Africa	2022	Frontiers in Psychology
3	Considering the past and present of Romani in Sweden: secondary school pupils thinking and caring about the history of the Romani in national tests (Nolgård & Nygren, 2019)	2019	Education Inquiry
	Treading old paths in new ways: Upper secondary students using a digital tool of the professional historian (Nygren & Vikström, 2013)	2013	Education Sciences
4	Historical empathy in a museum: uniting contextualisation and emotional engagement (Savenije & de Bruijn, 2017)	2017	International Journal of Heritage Studies
	Students and teachers beliefs about historical empathy in secondary history education (Bartelds et al., 2020)	2020	Theory and Research in Social Education
5	How modern neurophysiology can help to understand schizophrenia (Strik & Dierks, 2004)	2004	Swiss Archives of Neurology and Psychiatry
	I Saw Angry People and Broken Statues: Historical Empathy in Secondary History Education (De Leur et al., 2017)	2017	British Journal of Educational Studies
6	Promoting historical contextualization: the development and testing of a pedagogy (Huijgen et al., 2018)	2018	Journal of Curriculum Studies
	Students and teachers beliefs about historical empathy in secondary history education (Bartelds et al., 2020)	2020	Theory and Research in Social Education
7	Virtue in emergency medicine (Larkin et al., 2009)	2009	Academic Emergency Medicine
8	Children virtual worlds and friendships during the Covid-19 pandemic visual technologies as a panacea for social isolation (Quinones & Adams, 2021)	2021	Video Journal of Education and Pedagogy
9	KÅkua aku, KÅkua mai: An Indigenous Consensus-driven and Place-based Approach to Community Led Dryland Restoration and Stewardship	2022	Forest Ecology and Management
10	Teachers' views on teaching modern Kazakh stories over national values (Zhanat et al., 2022)	2022	Cypriot Journal of Educational Sciences

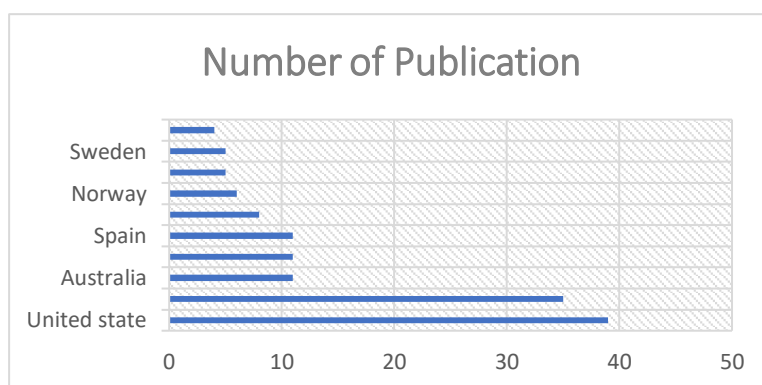
With regard to the affiliation of the author who wrote the article on historical empathy there are ten top universities, with the three most universities being Universiteit van Amsterdam, Kings College Kongdon, and Stellenbosch University, as shown in table 2.

**Table 2.** Affiliates and number of affiliates

Affiliation	Number of Affiliation
University of Amsterdam	6
Kings College London	5
Stellenbosch University	3
University of Helsinki	3
University Leiden	3
University of Bern	3
University of Warwick	3
University Of Oxford	3
Warwick Medical School	2
University of Cape Town	2

There are five countries that publish the most articles related to *historical empathy* and the most are the United States (39), United Kingdoms (35), Australia (11), the Netherlands (11), and Spain (11). Based on the distribution of publications based on the place of publication, the article indicates that studies that examine the four historical terms are still uneven, even though the attitude of historical *empathy* as one of the objectives of historical learning is needed (Perrotta & Bohan, 2018).

Looking at the distribution analysis of the number of publications This is a task as well as an opportunity for other countries to increase the number of publications related to historical *empathy*, especially those that are focused in the field of education or historical learning. The distribution of countries that publish the most *historical empathy* themes as shown in Figure 4.



**Figure 3.** Five Countries With The Most Articles

### 3.3 Citations

Throughout 2002-2022, the number of citations to articles related to historical empathy was 2267. Interestingly, in 2007 there was the highest number of citations with 614 citations and only one article was an article written by David Freedberg and Vittorio Gallese entitled *Motion, emotion and empathy in Esthetic Experience* (Freedberg & Gallese, 2007).

The second and third most article citations were in 2015 and 2013, with 378 and 313 citations respectively. In 2015 the most cited article was an article entitled *Making Time for Soil: Technoscientific futurity and the pace of care* written by (Puig de la Bellacasa, 2015) with 162 citations, while in 2013 the









## Discussion

The results of this research provide constructive information about the development of studies or research related to historical empathy in historical learning. This can help researchers to understand current trends especially in the field of education more specifically education or historical learning, facilitating research on *historical empathy*, and even implemented into social science curricula, history subjects in schools (Perrotta & Bohan, 2018). One way that can be done to grow Historical empathy is through virtual museums and virtual reality set in history (Rodriguez et al., 2021). The low *historical empathetic* attitude possessed by students in the context of history learning at school can be improved by the method of simulation exercises that are carried out repeatedly to students (Rantala et al., 2016). In addition, database-based history learning as a learning resource for students with work procedures such as professional historians treating data sources can also improve *historical empathy attitudes* (Nygren & Vikström, 2013). The assignment of writing about historical actors such as historian work also contributes well to bringing up historical empathy in students by imagining like actors in written historical events (De Leur et al., 2017). By using a structured theoretical and instructional approach with cognitive and affective construction patterns, students can cultivate their perspective assessment of characters in one event from the point of view in the form of appreciation (J. L. Endacott, 2014). This is also in line with what was stated by (Woolrych et al., 2020) that from a child's perspective, the characteristics of empathy can be influenced by three specific basic elements, namely; firstly there is a desire to share; secondly, there is knowledge about oneself and others, and thirdly; the ability to accept differences. These three elements are part of good character that can be built in the concept of history learning.

The development of an empathetic attitude in history education, particularly for students, should align with curriculum policies that serve as the foundation for instructional practices. As Hasan (2003) highlights, the impact of each subject is largely shaped by policy decisions embedded in the curriculum. Therefore, it is crucial to design a curriculum that is flexible and allows students the freedom to interpret historical events in diverse ways, connecting them to their own lives and environments. This approach can foster a deeper empathetic understanding of history, aligning with the broader objectives of history education.

A curriculum concept like this will also open up opportunities for students to learn more about the values or characters of historical actors. For example, how to build empathy through historical figures such as Dewi Sartika (Wiyanarti, 2016) and also the environment because they are aware that all events studied cannot be separated from the environment that influences them (Kusnoto et al., 2023). This does not rule out the possibility that the attitudes that students learn will have an impact on the emergence of students' courage to learn to become historical actors for the actions they take today. This will be related to the emergence of a wiser attitude from students about the impacts that will occur if students do something (Supriatna & Maulidah, 2020).

Another paradigm that can be developed in studies to increase historical empathy as one of the goals of learning is the concept of doing history and asking difficult questions. These two concepts emphasize the concept of critical historical learning, where students are given the opportunity to use various historical learning resources to answer and analyze various critical questions about a historical event (Kurniawan, 2021). This concept allows students to give more meaning to various events studied as part of the learning objectives.

## 4. CONCLUSION

This research highlights the importance of fostering historical empathy as a key objective in history education. However, the findings reveal that existing studies over the past 20 years have not sufficiently addressed this theme. A comprehensive review of the literature shows a limited number of studies that present or analyze data supporting the importance of cultivating historical empathy in the context of history learning. Despite this scarcity, there is a noticeable upward trend in publications on this topic,

as evidenced by data drawn from the Scopus database. This suggests a growing interest in understanding and promoting historical empathy among students. Future research should focus on designing curricula that emphasize empathetic engagement with historical events, exploring best practices for educators in fostering this attitude, and improving learning practices within educational institutions.

However, the study has several limitations that should be considered when interpreting its results. First, the literature search was confined to the Scopus database, excluding potentially relevant studies from other databases like Web of Science (WoS) or Google Scholar. Second, the analysis was restricted to English-language publications, potentially overlooking research in other languages. Additionally, the study only includes research up to the year 2022, making it difficult to predict trends in subsequent years. Lastly, the analysis of the selected articles on historical empathy was not as in-depth as it could have been. Despite these limitations, the study provides a useful overview of the state of research on historical empathy, highlighting the need for more extensive studies in this area to better understand and enhance this crucial aspect of history education.

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