A Study On Moral Dilemma In Improving The Empathy Of The Apparatus Of Civil Service Police Unit Of Surabaya

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ABSTRACT: *The discipline of Indonesian society today is still a problem in enhancing national development. To achieve the national development, an effort is needed to develop and foster community life that is orderly, and highly disciplined. One of the Surabaya city government's efforts in anticipating disciplinary problems of the society is to optimize the role of Civil Service Police Unit. The Problem faced by the apparatus of Civil Service Police Unit in performing the task is a low degree of empathy that resulted in operating patterns is that the people become the victims of the operation. Based on the problems concerning with the empathy of municipal police officers, the purpose of this study is to find out whether there is a difference in the contorl and experimental groups by applying method of discussion of moral dilemmas in increasing their empathy.This study is an experimental research with true experimental design. The population of the study is the Surabaya municipal police officers consisting of 400 persons. The samples taken are 60 which are divided into control and experimental groups consisting of 30 persons in each group. Data were analyzed by using descriptive quantitative and independent sample t-test.The results of the research are: 1) For the items detected concerning with the factor of empathy, there is a difference when the samples are given treatment in the form of moral dilemma discussions compared with the sample group which was not given treatment; 2) It can be concluded that there is a difference when the samples are given treatment in the form of moral dilemma discussions with samples that are not given treatment dealt with aspects of cognitive empathy factors, the factors of emotional reactivity, and social skill factors.*
Keywords: *moral discussion, empathy, civil service police unit*

I. BACKGROUND OF RESEARCH

To achieve the national development, some efforts are needed to develop and guide an orderly and high discipline of the society life which starts from the family environment (Prijodarminto, 1994).In daily life, there are still many indisciplinary acts conducted by individuals or groups . The awareness of the society to be discipline is still very low in this country. According to Suratman in Hidayah (1996:12), disciplinary attitude is related to three elements of human personality: soul, personality and behaviour. One of the efforts of the government of Surabaya city in anticipating the disciplinary problems of the society is to optimize the roles of Civil Service Police Unit(Satpol PP).Civil Service Police Unit is an apparatus of the local government to guard against public orders and maintain Local Regulations (PERDA). This regulation is found in Act No. 23 of 2014 of the Local Government. Based on the definition in Article number one of the Indonesian Government Regulation No. 6 of 2010 on Civil Service Police Unit is the government apparatus in guarding and executing public tranquility and orderliness, maintaining Local Regulations and the decrees of the Head of the Region.
The main duty of Civil Service Police Unit is to assist the Head of the Region in executing governmental matters concerning with security and orderliness and the execution of Local Regulations of Surabaya city. Civil Service Police Unit is responsible to the Head of the Region through the Secretary of the Region.

However, Civil Service Police Unit often finds problems in carrying out its duty. The society shows opposition to this unit either in the forms of mockery or physical contact. Thus, Civil Service Police Unit has to build their characters in running their duties and functions in order that the negative opinion of the society can change to positive view by giving excellent service to the society. Problems associated apparatus units Municipal Police in carrying out the task is a low degree of empathy. Empathy is defined as the ability and tendency of someone (obsrever) to understand what the others (target) think and feel in a certain situation (Zoll & Enz, 2012). Empathy also means reacting to others' feelings which are accompanied by emotional response similar to the feelings of others. According to Santrock (2007), although empathy is experienced as an emotional condition, the feeling of empathy has cognitive component, i.e. a capability to understand someone's psychological condition, or the capacity to understand another's perspective or mental state.
In connection with the action done by the apparatus of municipal police officers while performing their duties, the low level of moral and empathy causes the pattern of operation treat the society as the victims.

In order to increase the empathy method of moral dilemma discussion can be applied.. Moral dilemma discussion method is a method or methods used to determine the level of Kohlberg's moral reasoning According to Elmubarok (2008), this method has superiotiy in a way that someone is motivated to go to the higher stage of development, and it is easy to apply.

Based on the description concerning with the problems on the empathy of the apparatus of the municipal police officers, the aim of the current research is to test and analyze the usage of method of moral dilemma discussion in increasing the empathy of the apparatus of the municipal police officers in Surabaya.

II.   LITERATURE REVIEW

1.Empathy

Empathy was first introduced by Titchener (1909) as the translation of English from German 'Einfuhlung' which is originally used in studying Esthetics to show the relationship between someone and an artwork. During the 20th century, empathy is applied in human relationship emphasizing on two things: one of them refers to affective component of empathy and the other one refers to the cognitive component of empathy. . Empathy is a form of emotional self-awareness, beside shameful feeling, jealousy, pride and guilt. According to Darwin, emotion stems from the development of self-awareness and involves the mastery of regulations and standards (LaFreniere, 2000). Empathy allows individuals to understand the intentions of others, predict their behavior and experience emotions triggered by their emotions (Baron-Cohen & Wheelwright, 2004). Furthermore, it is described by Baron and Byrne (2005) that empathy is the ability to sense the emotional state of others, feeling sympathetic and try to resolve the problem and take the perspective of others. The approach used to understand Empathy is the theory proposed by Baron-Cohen & Wheelwright (2004) who classify Empathy into affective and cognitive. Concerning with the factors that influence someone who receives and gives empathy, Hoffman (1994) states some factors, such as: socialization, mood, feeling, learning and identification, situation or place, communication and language, parental care. Davis (1996) classifies empathy process into four stages, they are: Antecedents, Processes, Outcome intrapersonal, and interpersonal Outcome.

III. MORAL DILEMA

Keraf (2000) says that the word moral comes from Latin *mos* in Singular and the plural is *mores* which means customs or habits. While Wibowo (2009) states that the moral and ethical is different though closely related, but both have properties different from each other. Moral is a doctrine, discourse, benchmark, a collection of oral and written rules about how people should live and act in order to become a good human being, while ethics is the branch of philosophy that examines critical and fundamental teachings of the moral. Ali and Asrori (2012) states moral is a rule of norms and institutions that governs the behavior of individuals in relation to social and community groups. Moral is good and bad standards specified for individual socio-cultural values where individuals as members of a society. Morality is a necessary aspect of a personality in relation to a harmonious, fair and balancedsocial life. Moral attitude is necessary for the realization of a peaceful life, which is regular, orderly, and harmonious.

According to Ali & Asrori (2012), moral values are aspects that develop in the individual through the interaction between the activities of internal and external stimuli influence. At the beginning, a child does not have the values and knowledge of certain moral values or about what is considered good or bad by social groups. Furthermore, in environment interaction, the child begins to learn about various aspects of life related to moral values. Bartens (2007) states that moral dilemma is a condition in which a person is faced with two or more uncomfortable conditions, but is required to choose one of these conditions. Moral dilemma discussion method is a method or methods used to determine the level of Kohlberg's moral reasoning development. According to Dewi and Prihartanti (2014) Moral Dilemma Discussion is one method of discussion in the approach to the development of cognitive moral so to ask someone to discuss the case of moral dilema hopefully someone can learn accountable options at once words are put forward in front of his colleagues in the discussion , The following displays framework research compiled on the basis of theoretical and empirical studies.
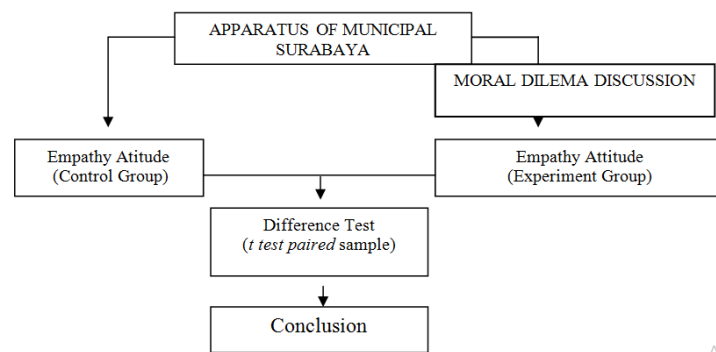
Figure1. Mindset Framework

The hypothesis proposed in this study is as follows that "Moral Dilemma Discussion Method can increase the empathy of the apparatus of the civil service police unit. The hypothesis is based on the conclusion on the theoretical base and literature review in order to answer the question of the research.

IV. RESEARCH METHODOLOGY

The current study is a simple experimental involving control and experimental groups The population of this study is the apparatus of the civil service police unit consisting of 400 persons. The sample of this study is 30 persons for each of the control and experimental group which makes 60 persons in all. The independent variables were the moral discussion dilemma, which is one method of discussion in the approach of moral development of cognitive, intended to improve social skills or life skills, the skills of human relationships in life), such as oral communication, listening, critical thinking, team work, motivation, initiative, commitment, willingness to learn, reliable, solve problems and make decisions, and empathy. The dependent variable is the behavior of empathy, which is the action of individuals who shows concern for others which is understoodas the emotional state as well as the viewpoints of others and appear for their understanding of cognitive empathy, emotional reactivity, and social skills (Lawrence et.al., 2004).

This study uses 60 items Baron-Cohen and Wheelwright (2004) the Empathy Quotient, which is subsequently adjusted on the validity and reliability based on research results Lawrence et al., (2004). The data were analyzed using statistical techniques paramerik independent sample t-test and descriptive quantitative. Independent sample t-test is a type of statistical test aimed to compare the average of the two groups are not mutually coupled or not related. Not each pair can be interpreted that the research carried out for two different sample subject. While quantitative descriptive method, according to Sudjana (1997), is a research method used to describe or explain the event or events that occur at this time in the form of significant figures.

V. RESULTS AND DISCUSSION

The ammount of respondents of this study is 60 people who are divided into two groups: the treatment group and the control group. Each group consisted of 30 people, in which the treatment group was a group given a moral dilemma discussion, while the control group was not given a moral dilemma discussion. Respondents were selected as research sample andclassified to gender, age, tenure, and education A sample of respondents in this study is dominated by men both for the treatment group and the control group.

Tabel 4.2 Respondent Description based on Age

Age	Frekuensi (orang)		Persentase (%)	
	Group of Treatment	Group of Control	Group of Treatment	Group of Control
< 30 years old	4	3	13,3	10,0
30 – < 40 years old	5	2	16,7	6,70
40 - < 50 years old	19	20	63,3	66,7
> 50 yeras old	2	5	6,70	16,7
TOTAL	**30**	**30**	**100**	**100**

Source: Apendix 3

Based on table 4.2 above the sample of respondents in this study is dominated by the respondents aged 40 to less than 50 years either for the treatment group or the control group.

Tabel 4.3 Respondent Description based on Working Period

Working Period	Frequency (people)		Precentage (%)	
	Group of Treatment	Group of Control	Group of Treatment	Group of Control
< 5 years	3	7	10,0	23,3
10 - < 20 years	22	18	73,3	60,0
> 20 Years	5	5	16,7	16,7
TOTAL	**30**	**30**	**100**	**100**

Source: Apendix 3

A sample of respondents in this study is dominated by the respondents who have worked for 10 to less than 20 years for the treatment group or the control group.

Tabel 4.4 Respondent Descriptionbased on Education

Education	Frequency (people)		Precentage (%)	
	Group of Treatment	Group of Control	Group of Treatment	Group of Control
Junior High School	6	1	20,0	3,30
Senior High School	18	17	60,0	56,7
Under Graduate	4	1	13,3	3,30
Graduate	2	11	6,70	36,7
TOTAL	**30**	**30**	**100**	**100**

Source: Apendix 3

Based on the above table it is known that a sample of respondents in this study is dominated by respondents with high school education for both the treatment group and the control group.

Furthermore, in answering the research hypotheses, the researcher uses *independent t test* to examine whether there is the difference or not between the group given the treatment and without treatment group. There are four tests performed by existing factors which t test for overall factor (F), *cognitive empathy* factor (F1), the factor of *emotional reactivity* (F2), and a factor of *social skills* (F3) with the following results.

1. Independent Test T Overall Test (F)

Test overall independent t test performed without distinguishing between existing factors. Overall test was to test the entire item is a statement without distinguishing factor.

Tabel 4.36 *Independent T Test* for Overall Factor (F)

Factor	Group	Mean	T	df	Sig.
Overall Factor (F)	**Group of Treatment**	2,97383	7,307	58	0,000
	Group of Control	2,58920			

Source : Primary data

According to table 4:36, it is known that without differentiating factor that there are differences between the treatment group and control group, because t value of 7.307 is more than t table (df = 60-1-1, α = 0.05) of 2.3011 or sig. 0,000 less than the significance level (α) of 0.05, so reject H0, which means the overall factor of difference when the samples are given treatment in the form of moral dilemma discussions with samples that are not given treatment. This suggests that moral dilemma discussion method that includes factors cognitive empathy, emotional reactivity, and social skills to do this effectively can increase empathy municipal police officers in the city of Surabaya. This method proved to be effective, it could be seen from the average (mean) in the treatment group which was higher than the control group.

2. Independent Test T Cognitive Empathy Test (F1)

Testing the independent t test was conducted on factors that include cognitive empathy EQ1 statement, EQ19, EQ25, EQ26, EQ36, EQ41, EQ44, EQ52, EQ54, EQ55 and EQ58. Tests on these factors is to test some of the items included in the statement of cognitive factors empathy with the following results.

Tabel 4.38 *Independent T Test*for*Cognitive Empathy Factor*(F1)

Factor	Group	*Mean*	t	df	Sig.
Cognitive Empathy Factor(F1)	Group of Treatment	3,24853	6,106	58	0,000
	Group of Control	2,71503			

Source: Apendix 5

Based on table 4:38, it can be seen that cognitive empathy factor there is a difference between the treatment group and control group, because t value of 6.106 is more than t table (df = 60-1-1, α = 0.05) of 2.3011 or sig. 0,000 less than the significance level (α) of 0.05, so reject H0 meaning in cognitive empathy factor is no difference when the samples are given treatment in the form of moral dilemma discussions with

samples that are not given treatment. This suggests that moral dilemma discussion method that involves cognitive empathy factor is effectively made to promote empathy of municipal police officers in the city of Surabaya. This method proved to be effective, it could be seen from the average (mean) in the treatment group was higher than the control group.

3. Independent Test T Emotional Reactivity Test (F2)
Testing the independent t test was conducted on emotional reactivity factors including statements EQ6, EQ21, EQ22, EQ27, EQ29, EQ32, EQ42, EQ43, EQ48, EQ50 and EQ59. Tests on these factors is to test some of the items included in the statement of emotional factors reactivity with the following results.

Tabel 4.40 *Independent T Test* for *Emotional Reactivity Factor* (F2)

Factor		Group	Mean	T	df	Sig.
Emotional Reactivity Factor (F2)		Group of Treatment	2,94843	4,961	58	0,000
		Group of Control	2,64840			

Source: Apendix 5

According to the table above 4:40 is known that the emotional factor reactivity there is a difference between the treatment group and control group, because t value of 4.961 is more than t table (df = 60-1-1, α = 0.05) of 2.3011 or sig. 0,000 less than the significance level (α) of 0.05, so reject H0, which means the emotional factor reactivity difference when the samples are given treatment in the form of moral dilemma discussions with samples that are not given treatment. This shows that the method of discussion of moral dilemmas regarding emotional reactivity factor is effectively made to promote empathy of municipal police officers in the city of Surabaya. This method proved to be effective, it could be seen from the average (mean) in the treatment group was higher than the control group.

4. Test Independent T Test Social Skills (F3)
Test the independent t test was conducted on factors that include social skills EQ4 statement, EQ8, EQ12, EQ14, EQ35 and EQ57. Tests on these factors is to test some of the items included in the statement of factors social skills with the following results.

Tabel 4.40 *Independent T Test* for *Social Skills Factor* (F3)

Factor		group	Mean	t	df	Sig.
Emotional Reactivity Factor (F2)		Group of Treathment	2,51667	2,937	58	0,005
		Group of Control	2,25000			

Source: Appendix 5

According to the table above 4:40 is known that the factor of social skills there is a difference between the treatment group and control group, for a value of 2,937 t more than t table (df = 60-1-1, α = 0.05) of 2.3011 or sig. 0,005 less than the significance level (α) of 0.05, so reject H0, which means the social skills factor is no difference when the samples are given treatment in the form of moral dilemma discussions with samples that are not given treatment. This shows that the method of discussion of moral dilemmas concerning these factors effective social skills made to promote empathy of municipal police officers in the city of Surabaya. This method proved to be effective, it could be seen from the average (mean) in the treatment group was higher than the control group.

VI. CONCLUSIONS AND RECOMMENDATIONS
The conclusion of a series of results of the analysis that has been done is that the test results of independent t test on all factors known emphaty no difference when the samples are given treatment in the form of moral dilemma discussions with the sample group was not given treatment. Aspects of cognitive empathy factor (F1), the factor of emotional reactivity (F2), and a factor of social skills (F3) concluded there is a difference when the samples are given treatment in the form of moral dilemma discussions with samples that are not given treatment. It shows that the moral dilemma discussion method that involves emotional reactivity factor is effectively made to promote empathy municipal police officers in the city of Surabaya. This method proved to be effective, it could be seen from the average (mean) in the treatment group was higher than the control group. Sense of empathy is seen from the responses of municipal police officers in the city of Surabaya to the statements given.

Some suggestions are given, among others: 1) For further research is the use of the variables in addition to the discussion of moral dilemmas that can increase the empathy of the apparatus of municipal police in the city of Surabaya, and 2) To the Surabaya city government is to provide moral education for personnel municipal police, so that in promoting a sense of duty, aa apparatus was not arrogant but has a sense of empathy for people. This is done in order to reveal the positive traits that could later change the bad perception of the public about municipal police.

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