

**Narasi Empati Sejarah dalam Buku Teks Mata Pelajaran Sejarah SMA
Berdasarkan Kurikulum 2013**

TESIS

*Diajukan untuk memenuhi salah satu syarat menempuh gelar Magister Pendidikan
Sejarah*



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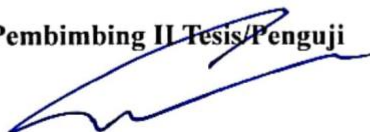
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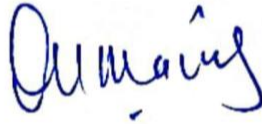
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Demi ambisiku
untuk kaya hati, kaya ilmu, dan kaya harta.

Tesis ini didedikasikan untuk Bangsa Indonesia,
dipersembahkan untuk Ayahku Alimdin dan Ibuku Suryaningsih,
serta siapa yang berusaha “berubah dan mengubahnya” dengan cara yang elegan.

PERNYATAAN

Dengan ini saya menyatakan bahwa tesis yang disusun berjudul “Narasi Empati Sejarah dalam Buku Teks Mata Pelajaran Sejarah SMA Berdasarkan Kurikulum 2013” adalah benar merupakan karya saya sendiri dan tidak ada plagiarisme yang tidak sesuai etika akademik mulai dari awal penyusunan hingga akhir penyusunan. Apabila dikemudian hari ditemukan hal-hal yang tidak sesuai dengan pernyataan saya ini maka saya bersedia menanggung sanksi/pidana terkait hal tersebut.

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KATA PENGANTAR

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Tesis ini memiliki kebaharuan yang dapat diadaptasi oleh akademisi lainnya, yaitu lima elemen empati sejarah dalam buku teks pelajaran sejarah, lengkap dengan indikator-indikatornya.

Secara pribadi saya ingin mengkaji tema ini karena semua elemen dalam pendidikan seharusnya sadar bahwa kehidupan manusia begitu kompleks baik pada masa lalu, masa kini, maupun masa depan. Artinya, banyak faktor yang menjadi motivasi manusia untuk bertindak atau memilih keputusan tertentu, alih-alih menghakimi mereka sebagai hitam dan putih. Saya ingin semua orang tidak cepat menghakimi manusia lain, justru berharap semua orang dapat membuka ruang dalam diri sendiri untuk mendengarkan manusia lain. Berempati, bukan berarti mendukung atau menolak perasaan, pemikiran, motivasi, tindakan atau keputusan orang lain, tetapi menempatkan diri sebagai orang lain (dengan otentik) tanpa menggunakan standar kemanusiaan diri sendiri. Penghakiman adalah persoalan lain.

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NARASI EMPATI SEJARAH DALAM BUKU TEKS MATA PELAJARAN SEJARAH SMA BERDASARKAN KURIKULUM 2013

Andromeda Aderoben

ABSTRAK

Analisis empati sejarah pada wacana narasi sejarah buku teks tidak pernah dilakukan sehingga menjadi kebutuhan mendesak agar segera dilakukan, khususnya dalam dua dekade ini analisis narasi sejarah di Indonesia cenderung berfokus pada berpikir sejarah, peran aktor sejarah, identitas nasional, militeris, dan ras. Tujuan penelitian ini adalah untuk mengetahui urgensi, narasi, dan persentase empati sejarah dalam buku teks pelajaran Sejarah Indonesia untuk kelas XI Kurikulum 2013 edisi revisi 2017 yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan Republik Indonesia. Penelitian ini menggunakan metode analisis isi kualitatif terstruktur. Temuan penelitian menunjukkan bahwa empati sejarah perlu diintegrasikan dalam buku teks pelajaran sejarah karena menawarkan sarat manfaat yang mencakup domain kognitif, afektif, dan psikomotorik, serta mendukung pengembangan pemahaman kontekstual dan keterampilan berpikir kritis pada peserta didik. Analisis narasi empati sejarah dalam subjek penelitian menunjukkan upaya integrasi elemen-elemen empati sejarah, namun masih terdapat ketidakseimbangan dalam penggambaran para pelaku sejarah, dengan beberapa perspektif yang cenderung bersifat membenaran dan penyederhanaan. Narasi yang mendiskreditkan pelaku sejarah berseberangan dan mengagungkan tokoh nasional atau lokal tanpa menghadirkan konteks dan perspektif yang adil, mencederai empati sejarah yang ideal dengan mengabaikan kompleksitas dan keragaman peristiwa sejarah. Perhitungan persentase elemen empati sejarah mengungkapkan adanya dominasi elemen kontekstualisasi historis pelaku sejarah, sementara elemen multiperspektif justru terabaikan, serta elemen imajinasi sejarah, resonansi emosional, dan penilaian moral-etika historis memiliki persentase yang lebih rendah sehingga memperkuat temuan ketidakseimbangan dalam penyajian narasi empati sejarah. Penelitian ini merekomendasikan penulis buku teks, pemerintah, guru, dan peneliti selanjutnya untuk mengintegrasikan dan mengembangkan empati sejarah dalam didaktik sejarah di Indonesia.

Kata Kunci: Elemen empati sejarah, buku teks pelajaran sejarah, narasi sejarah, Kurikulum 2013, analisis isi kualitatif

HISTORICAL EMPATHY NARRATIVES IN HIGH SCHOOL HISTORY TEXTBOOKS BASED ON THE 2013 CURRICULUM

Andromeda Aderoben

ABSTRACT

The analysis of historical empathy in the discourse of textbook historical narratives has never been done, so it becomes an urgent need to be done immediately, especially in the last two decades the analysis of historical narratives in Indonesia tends to focus on historical thinking, the role of historical actors, national identity, militarism, and race. The purpose of this study is to determine the urgency, narrative, and percentage of historical empathy in the Indonesian history textbook for grade XI of the 2013 curriculum (Kurikulum 2013) revised edition 2017 published by the Ministry of Education and Culture of the Republic of Indonesia. This research uses a structured qualitative content analysis method. The research findings show that historical empathy needs to be integrated into history textbooks because it provides benefits that cover cognitive, affective, and psychomotor domains and supports the development of students' contextual understanding and critical thinking skills. The analysis of historical empathy narratives in the research subjects showed efforts to integrate elements of historical empathy, but there were still imbalances in the portrayal of historical actors, with some perspectives tending towards justification and simplification. Narratives that discredit opposing historical actors and glorify national or local figures without providing a fair context and perspective undermine the ideal of historical empathy by ignoring the complexity and diversity of historical events. The calculation of the percentage of elements of historical empathy reveals the dominance of the element of historical contextualization of historical actors, while the element of multiperspective is neglected, and the elements of historical imagination, emotional resonance, and historical moral-ethical judgment have a lower percentage, thus reinforcing the findings of imbalance in the presentation of historical empathy narratives. This study recommends textbook writers, government, teachers, and researchers to integrate and develop historical empathy in the teaching of Indonesian history.

Keywords: Elements of historical empathy, history textbooks, historical narratives, The 2013 Curriculum, qualitative content analysis

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