

## The Construction of Historical Empathy in Learning History with a Global Diversity Perspective

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### Abstract

The research aimed to determine the implementation of historical learning of the national movement, the perceptions of Chinese students on historical learning of national movements, and the obstacles in learning the national movement at Wonosobo Christian High School. The researchers used qualitative research methods. The data sources of this research are informants, documents, and other data. The data collection techniques used observation, interviews, and documentation. The data analysis technique used is data analysis techniques with interactive models, including data reduction, data presentation, inference, and verification. The implementation of historical learning on national movements is carried out through the planning and implementation stages. In the planning stage, the teacher prepares lesson plans, the media, learning methods in group discussions, and learning material. The perception of Chinese students learning the history of national movements is different from one another. This is caused by internal and external factors that influence their perception of historical learning, the subject of the national movement. In learning the history of the subject of the national movement, Chinese students have their obstacles. The status of Chinese ethnic students does not become a barrier to learning because of the high tolerance at the school.

**Keywords:** *Perception, Chinese students, National Movement*

### Introduction

Indonesia is a diverse country; based on the 2010 BPS census, Indonesia consists of 17,508 islands spread from Sabang to Merauke, and 1,340 ethnic groups inhabit these islands. Apart from the indigenous population, Indonesia is also home to various tribes and ethnicities originating from other countries, one of which is the Chinese ethnic group. According to historical records, the beginning of the arrival of Chinese people to Indonesia can be traced back to Han Dynasty (206 BC – 220 AD). At that time, China had opened a relationship trade with countries in the region Asia Southeast, and according to the records, there was already a Chinese person who came to Java Island (Djawa Dwipa). During the Tang Dynasty (618-907 AD), Chinese people were also in the kingdom of Sriwijaya. Deep in the beak in the second 9<sup>th</sup> century, when the rebel army led by Huang Chao occupied Guangzhou, Chinese Muslims and

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large numbers of Arab and Persian merchants who lived around Guangzhou flocked to flee to Srivijaya. Furthermore, during the Ming Dynasty, Chinese people accompanied Admiral Cheng Ho's expeditions seven times to the archipelago (Kong Yuanzhi, 2005; Mirhan, 2014). In its development, conflicts often occurred between ethnic Chinese and native Indonesians. The differences in physical and cultural characteristics between native Indonesians and ethnic Chinese are obstacles that are difficult to eliminate. Even though Indonesia's government adheres to multi-ethnic principles, it comprises various races and ethnicities (Husda, 2020; Sutrisno, 2003). However, regarding the Chinese issue, Indonesia is moving more towards an ethno-nation system (a nation based on race-ethnicity), seeing that the emphasis is more on indigeneity. In this case, it means that Chinese people have to blend in and become natives or one of the indigenous tribes; after that happens, they will be recognized as Indonesians (Pratama, 2019; Marley, 2020; Saleh et al., 2018).

This is a difficult thing for ethnic Chinese, who have inherited from generation to generation the spirit of Chinese nationalism, which believes that they are better than other nations. This becomes an obstacle for ethnic Chinese to merge with the natives, thus often causing conflict with the natives. Currently, the conflict between native Indonesians and ethnic Chinese is still a problem that cannot be resolved. In fact, in recent years, the issue of race has resurfaced as a divider in Indonesia. If studied in more depth, the ethnic Chinese population played quite an important role in Indonesian independence. During the national movement, ethnic Chinese played a role in helping indigenous fighters through the role of their press (Alamsyah, 2018; Ahmed, 2003; Agustono, 2017). Apart from the role of the media, ethnic Chinese also took part in various important events before Indonesian independence. Among them is their participation in the youth oath, which laid an essential foundation for the birth of the Indonesian nation. In the youth oath, the Chinese group was represented by Kwee Thiam Hong, Oey Kay Siang, John Lauw Tjoan Hok, and Tjio Djien Kwie. Four Chinese people also sit on the Business Investigative Body Preparing for Indonesian Independence (Suryadinata, 2002; Fathurahman, 2014). In fact, in history lessons on national movements at the high school level, the role of ethnic Chinese is barely mentioned. Many ethnic Chinese students receive their education in high schools, almost throughout Indonesia, including Wonosobo Christian High School. Minister of National Education Regulation Number 22 of 2006 Content standards for Primary and Secondary Education Units, history subjects have been given at the basic education level as an integral part of social studies subjects, while at the secondary education level, they are provided as a separate subject. History subjects have strategic significance in forming a dignified national character and civilization and forming Indonesian people with a

sense of nationality and love for their homeland. Historical material contains the values of heroism, exemplary, pioneering, patriotism, nationalism, and the spirit of never giving up, which underlies the process of forming the character and personality of students, contains treasures regarding the civilization of nations, including the civilization of the Indonesian nation (Aman, 2011; Widiawati, H. 2002). In general, the aim of history learning given by teachers to students is to develop an understanding of themselves, provide an accurate picture of the concepts of time, space, and society, and make society able to evaluate the values and results their generation has achieved and teach tolerance. , improve intellectual attitudes, broaden intellectual horizons, teach moral principles, instill future orientation, provide mental training, train students to handle controversial issues, help find solutions to various social and personal problems, strengthen a sense of nationalism, develop international understanding, and develop valuable skills (Kochar, 2008; Santoso, 2017 ). Based on the strong historical background between ethnic Chinese and Indonesians, especially during the national movement, it would be interesting to research the perceptions of ethnic Chinese students at Wonosobo Christian High School towards learning the history of the subject of the national movement. The objectives of this research are (1) to determine the implementation of learning on the subject of national movements at Wonosobo KRISTEN SMA. (2) Knowing the perceptions of ethnic Chinese students towards learning history on the subject of the national movement at Wonosobo KRISTEN SMA. (3) Knowing the obstacles experienced in learning the history of national movements at Wonosobo KRISTEN SMA.

### **Method**

In this research, researchers used a qualitative approach. According to Kirk and Miller (in Moleong, 2005), this term originally came from qualitative observations contrasted with quantitative observations. Qualitative research is a particular tradition in social science that fundamentally relies on human observations in its area and terminology. Qualitative research is research that intends to understand phenomena about what is experienced by research subjects, for example, behavior, perceptions, motivations, actions, etc., holistically, and using descriptions in the form of words and language in an Indonesian Journal of History Education, 7(1), 2019: p. 67-78 70 particular natural contexts and by utilizing various natural methods (Moleong, 2010). According to Satori and Komariah (2010; Nurhata, 2020), qualitative research emphasizes the quality or most important things about the nature of a good or service. The most important thing about a good or service in the form of an event, phenomenon, or social phenomenon is the meaning behind the event, which can be used as a valuable lesson

for developing theoretical concepts. Keep something valuable from passing away with time and leaving any benefits. Qualitative research can be designed to contribute to theory, practice, policy, social issues, and action. The definition above can be synthesized that qualitative research intends to understand phenomena about what is experienced by research subjects, for example, behavior, perception, motivation, etc., holistically and using descriptions in the form of words and language, in a context—specifically natural ones and by utilizing various natural methods. The use of a qualitative approach in this research is because the researcher considers a phenomenon that needs to be explored in depth by the informants regarding the perceptions of ethnic Chinese students towards learning the history of the subject of the national movement at the Wonosobo Christian High School. With this qualitative research, it is hoped that researchers will be able to explore more in-depth information compared to other types of research.

### **Results and Discussion**

It cannot be denied that education is a means of forming the attitudes and behavior of students. Through daily learning in educational institutions, students are instilled with the values contained in the learning materials they receive. Learning can be interpreted as an effort to influence a person's emotional, intellectual, and spiritual desires so that they want to learn of their own accord. (Nata, 2009). Through the learning process, learning experiences will be formed that can increase the morale and activeness of students. Learning is a systematic interactive and communicative process or activity between educators and students in and outside the classroom. (Arifin, 2009). In this research, the researcher focuses on learning the history of national movements, wherein there are many nationalist values, love of the country, and patriotism, which are very important for students. Education and learning history should also enable students to be as close as possible to society because the history taught and the values contained in an event are taken from stories that occur in society.

Therefore, the output of history learning should be how students who are part of society can appreciate and preserve these values, especially the environment in which the students live (Amin, 2011). Several things cause the important role of history education as part of character education. First, many moral problems damage students' personalities. Various problems, such as brawls, cheating in exams, and promiscuity, are now rampant. Second, the challenges of globalization require wise attitudes based on community wisdom. Therefore, it is necessary to strengthen society to respond to global changes throughout history. To- Indonesian Journal of History Education, 7 (1), 2019: p. 67-78 71 three, character development requires exemplary

best practice of heroic values contained in history lessons (Ahmad, 2014). The main object of study in this research is ethnic Chinese students at Wonsobo High School. According to Mely G Tan, Chinese ethnicity refers to a group of people with cultural elements recognized as or can be caused by Chinese culture. This group socially identifies itself with or is identified by other groups as different. Chinese people are not a homogeneous group. From a cultural point of view, they can be categorized into two large groups, namely Peranakan and Totok (Suryadinata, 2002; Zuhdi, 2014).

In studying the history of the subject of national movements, of course, students will have their perceptions, including that of ethnic Chinese students at Wonosobo Christian High School. According to Sugihartono et al. (2007), perception is the brain's ability to translate stimuli or the process of translating stimuli that enter the human sense organs. Human perception has different points of view in sensing. Some perceive something as good or have positive or negative perceptions that will influence visible or real human actions. This research revealed that Niko Hermawan, an ethnic Chinese student at Wonosobo Christian High School, said that after taking part in history lessons, the subject of national movements increased his sense of Indonesian nationalism. He also said that one form of nationalism is respecting the mandatory ceremonies and ceremonies carried out every national holiday. According to him, there are prayers for fallen heroes in the ceremony, so they must be respected. In line with Niko, another ethnic Chinese student, Vincent Leonel, in his interview, also perceived learning the history of the subject of national movements positively.

He believes that the material of the National Movement can increase the sense of Indonesian nationalism, even though he is a student of Chinese descent. He said that after studying the subject of the national movement, he had a greater appreciation for Indonesia. According to him, respecting Indonesia includes respecting teachers and parents, love for the country, and participating in flag ceremonies. Ajidan Kurniawan, the third ethnic Chinese resource person, perceives the national movement positively. According to Ajidan, after studying material on national movements, he became more nationalist. Ajidan Kurniawan gave an example of applying a nationalist attitude in everyday life, for example, when there was news of disputes between Indonesia and other countries; according to him, when disputes occur between countries, as Indonesian people, we must defend our country, not bring down our own country. Various forms of responses expressed by ethnic Chinese students at Wonosobo Christian High School regarding their perceptions occurred because of different views on seeing things. This is like what Waidi expressed: each person tends to see the same object differently. Many factors, including knowledge, experience, and point of view can influence these differences. Perception

is also linked to a person's way of looking at a particular object differently, using their sense organs and then trying to interpret it. Positive and negative perceptions are like files that have been neatly stored in our subconscious mind. The file will immediately appear when there is a stimulus that triggers it; there is an event that opens it. Perception results from the brain's work in understanding or assessing things around it (Waidi, 2006). For the perception described above to occur, several conditions must be met. According to Sunaryo (2004), there are at least four conditions that must be fulfilled in order for perception to occur, namely: the existence of the object being perceived, the presence of attention, which is the first step as a preparation for making perception, the existence of sensory organs/receptors, namely tools for receiving stimuli, nerves. sensory as a tool to transmit stimuli to the brain, which then becomes a tool to make a response.

About the perception of ethnic Chinese students regarding learning the history of the subject of the national movement at Wonosobo Christian High School, the conditions for this perception to occur have been fulfilled in learning activities at school. Learning activities are stimuli shown to students so that they respond to the learning objectives. Niko Hermawan admitted that he understood the material a little; apart from that, he admitted that he only studied it at school and did not study it again after the lesson ended. In a lesson, according to Niko Hermawan, whether learning history is interesting or not is also influenced by the environment. Niko Hermawan also said he studied in installments to overcome a lot of history learning material. According to Vincent, history learning depends on the material being studied. One of the materials he likes is national movements because, according to him, national movements contain elements of resistance to colonialism. Ajidan Kurniawan, the third resource person in this research, said there was too much material on national movements and too many figures to memorize. The responses given by students after taking part in learning the history of the subject of national movements differ from one another.

However, the perception of ethnic Chinese students towards learning the history of the subject of the national movement is by the objectives of learning the history of the subject of the national movement where they claim to be able to become nationalist individuals and love Indonesia without caring about their ethnic differences. Perception can occur due to various factors that influence individuals. Miftah Toha (2003) classifies it into two factors, namely internal and external. Internal factors originate from the individual, such as the individual's feelings, attitudes and personality, prejudices, desires or hopes, attention (focus), learning process, physical condition, mental disorders, values, needs, interests, and motivation. In this research, internal factors are closely related to students' interest in learning history, which is

the subject of national movements. The research results concluded that students at Wonosobo Christian High School, including ethnic Tioghoan students, were not very interested in national movement material. Hal Indonesian Journal of History Education, 7 (1), 2019: p. 67-78 73 This was confirmed by the results of interviews where of the six students interviewed, only two students admitted to being interested in the material, where two of these students were students of Chinese descent while the rest admitted that they were not very interested. Student interest, another internal factor in learning history, is internal barriers.

According to the Big Indonesian Dictionary, obstacles are obstructions or obstacles. Obstacles have a significant meaning when carrying out a task or job. A task or work will not be carried out if an obstacle interferes with the work. Internal obstacles are obstacles/constraints that arise within the student, such as laziness, lack of focus, and others. These obstacles depend on the individual, and each person has different obstacles. In learning, Mrs. Emanuela Bintarti El, S.Pd, also admitted that there were obstacles from within herself, such as feeling bored in providing learning. Ajidan Kurniawan revealed that there were no significant obstacles to studying the history of the subject of the National Movement. According to Ajidan Kurniawan, learning the history of the National Movement is almost the same as learning about other things. Meanwhile, Niko Hermawan, a student of Chinese descent, revealed that one of the obstacles he experienced in learning the history of the subject of the National Movement was feeling lazy. In dealing with his feelings of laziness, Niko usually works around this by studying the history of the subject of the National Movement little by little or studying it when he feels he is not lazy. In studying history on the subject of the National Movement, the obstacle that Vincent Leonel often faces is his tendency to be lazy about studying history lessons, one of which is studying history on the subject of the National Movement. Vincent Leonel admitted that he preferred playing with his device rather than studying history, the subject of the National Movement. According to Rima Anggista and Mega Dwi Utami, the obstacle that often arises for them is a feeling of laziness.

According to him, this laziness was caused by the national movement's subject matter, which was not very interesting. Meanwhile, the last resource person, Ahmad Haris, said that his problem in studying history, the subject of national movements, was his inability to divide his time between studying and playing with his smartphone. External factors include family background, information obtained, knowledge and need around, intensity, size, opposition, repetition of movements, novelty, and wild familiarity or unfamiliarity of an object. External factors in this research include the implementation of learning the history of the subject of the national movement and obstacles to learning the history of the national movement. Through

the learning process, learning experiences will be formed that can increase the morale and activeness of students. Learning is a systematic, interactive, communicative process carried out between educators and students in and outside the classroom (Arifin, 2009). *Indonesian Journal of History Education*, 7 (1), 2019: p. 67-78 74 Learning the history of the subject of the national movement at Wonsobo Christian High School, based on the RPP Covers the reasons national figures played a role in the Budi Utomo movement (20 May 1908), reasons national figures played a role in the Sarekat Islam movement (1912), reasons national figures played a role in the movement Indische Partij (1912) and the role of national figures in Budi Utomo, Sarekat Islam and Indische Partij. The implementation of learning the history of the subject of the National Movement in class XI Science at Wonsobo Christian High School is divided into two stages, namely the planning and implementation stages. The planning stage is a process carried out so that the specified goals can be achieved.

According to Mrs. Emanuela Bintarti El, S. Pd, the planning stage includes the preparation of a syllabus as a guide in preparing the Learning Implementation Plan, the Learning Implementation Plan (from now on referred to as the RPP) as a guide in teaching, which includes media design, methods, materials, and learning evaluation. The next stage is implementation; the learning implementation stage consists of opening, core, and closing activities. The implementation of history learning on the National Movement in class XI MIPA at Wonosobo Christian High School is influenced by learning materials, learning media, and learning methods. Learning materials are a form of material that helps teachers teach. As a maestro who controls learning, the teacher must understand the material he wants to convey. The learning material for the history of the subject of the National Movement at Wonosobo Christian High School is based on the RPP created by Mrs. Emanuela Bintarti El, S.Pd, composed of several learning sources. These learning sources are class XI Indonesian history books, the Internet, and other relevant sources. Regarding the subject matter, students have their own opinions. Various opinions were found from the six sources interviewed by researchers regarding the national movement material.

Of the three ethnic Chinese students at Wonosobo Christian High School that researchers interviewed, on average, they responded positively to this material. In an interview with an ethnic Chinese student named Nico Hermawan, he explained that he thought the material on national movements was interesting, where many things needed to be known from the material. According to him, national movement material is important because it can tell the story that Indonesia's history is good. Almost the same as Nico Hermawan, another source named Vincent Leonel also said that he was interested in material about national movements.



According to him, the material on the national movement was interesting because it contained an element of resistance to colonialism. Meanwhile, according to another ethnic Chinese student named Ajidan Kurniawan, the material of the national movement was just the same as that of other materials. Ajidan added that history lessons were difficult to memorize, so he was uninterested. The three Indigenous students expressed different responses regarding the material of the national movement. According to Rima Anggista, the material of national movements is not very interesting to her. He considered that national movement material had no challenges and tended to be boring. *Indonesian Journal of History Education*, 7 (1), 2019: p. 67-78

Mega Dwi Utami also believes that the material on national movements is not very interesting. Mega said the material was boring; she preferred war-related material, such as Dutch military aggression. Ahmad Haris also revealed that the material of the national movement was not very interesting to him. Learning media combines materials, tools, software, and hardware (Sadiman et al., 1996).

In carrying out learning, Christian High School has various supporting media in the classroom and outside the classroom. One of the media in the classroom is a projector and a whiteboard. According to Hamalik (1986), quoted by Azhar Arsyad (2010), using learning media in the teaching and learning process can generate new desires and interests, generate motivation, stimulate learning activities, and psychologically influence students. The use of learning media in learning orientation will help to activate the learning process and convey the message and content of the lesson at that time. Apart from arousing student motivation and interest, learning media can help students improve their understanding and present data interestingly and reliably. This means that learning media has the greatest influence on the senses and can better guarantee understanding; people who listen do not have the same level of understanding and the length of time they retain what they understand compared to those who see and listen to it.

It explains how important learning media is because it brings and arouses joy and excitement for students, renews their enthusiasm, helps solidify knowledge in students' minds, and brings lessons to life. According to (Heinrich et al, 1996), quoted by Atno (in *Paramita Journal*, Vol. 21 No. 2 July 2011:213-225), the uses of learning media in the teaching and learning process are as follows: (1) Clarify the presentation of the message so that it is not verbalistic. , whether in the form of written or spoken words ; (2) Overcoming limitations of space, time, and sensory power; (3) By using appropriate and varied learning media, students' passive attitudes can be overcome; and (4) With the unique characteristics of each student plus a different environment, while the curriculum and educational materials are determined the same for each student, teachers will experience many difficulties if they have to face everything themselves. Moreover,

the environmental backgrounds of teachers and students are also different. According to Mrs. Emanuela Bintarti El, S. Pd, the use of projector media is very helpful in learning the history of the subject of national movements because, according to her, this media can become the center of students' attention so that students pay more attention to the learning being delivered. The use of media in implementing learning was responded positively by students. Vincent Leonnel said that using media, such as PowerPoint presentations and videos, made it easier for them to learn the history of national movements. The use of media also makes learning more comfortable. The same as Vincent, according to Ajidan Kurniawan, Niko Hermawan according to the *Indonesian Journal of History Education*, 7 (1), 2019: p. 67-78 76 Rima Anggista, Mega Dwi Utami and Ahmad Haris, the use of media such as projectors is very good and helps in learning, especially learning the history of the subject of national movements. Based on the results of observations made by researchers, projector media in teaching history, the subject of the National Movement, was used to open PowerPoint and video footage.

This media is used when starting a lesson as an initial introduction to the material and to attract students' attention. Using the right learning media will create a calm and enjoyable learning atmosphere will be created (enjoyable learning) which will encourage an active, creative, effective, and meaningful learning process. With such learning process conditions, it will be able to raise awareness in students to learn to know (learning to know), learn to work (learning to do), learn to be themselves (learning to be), and learn to live with others in harmony (learning to live together). Therefore, at all times, history subject teachers must always improve the quality of learning (effective teaching) (Karyono, 2010). In teaching history learning, Mrs. Emanuela Bintarti El, S.Pd, often uses group discussion methods, including national movements. Mrs. Emanuela Bintarti El, S.Pd, added that discussions are not monotonous and have many types. According to Mrs. Emanuela Bintarti El, S.Pd, the discussion method will be effective if the students who take part can play an active role.

The discussion method, according to Moh. Uzer Usman (2008) states that group discussion is an orderly process that involves a group of people in informal face-to-face interactions with various experiences or information, drawing conclusions, or solving problems. According to Dewa Ketut Sukardi (2008), a group discussion is a meeting of two or more people intended to exchange experiences and opinions and usually results in a joint decision. The discussions held in class IX Science are a group discussion model; in one class, they will be divided into several groups, and after that, they will be given a theme that must be discussed in each group. Before sharing the theme, Mrs. Emanuela Bintarti El, S.Pd, gave a brief explanation and directions to the students first. The themes given by the teacher are related to national movement

organizations, namely BU, SI, and IP. After that, each group reported the results of their discussion. After one group has finished their presentation, other groups are invited to respond or ask questions. The discussion method was used to learn the history of national movements, and various responses were received from the students the researchers interviewed. According to Niko Hermawan, using the discussion method is good and can help students exchange knowledge with each other. According to Vincent Leonel, Mrs. Emanuela Bintarti El, S. Pd uses the discussion method too often, so he thinks this method could be more interesting. Ajidan Kurniawan also revealed that discussion methods were still not optimal. Most students' dislike of the methods provided can affect student achievement. Teachers believe that students' academic poverty Indonesian Journal of History Education, 7 (1), 2019: p. 67-78 77 performance is not influenced by teachers' qualifications, while students perceive that teachers' qualifications affect their academic performance. The difference in their perceptions could be because students have high expectations for teachers who should teach them. Therefore, they believe teachers who do not meet such expectations will not help their academic performance (Asikhia, 2010).

Implementation of learning Another external factor is barriers to learning. Learning activities only sometimes run well; sometimes, there are obstacles that must be faced. Learning difficulties are a condition that causes students to be unable to learn as they should (Dalyono, 1997). According to Sabri (1995), learning difficulties are students' difficulties in receiving or absorbing lessons at school. There are also various obstacles in studying the history of the subject of national movements at Wonosobo Christian High School. These obstacles can arise from within the individual or internally and originate from external factors. According to Mrs. Emanuela Bintarti El, S.Pd, the racial differences between ethnic Chinese and native students are not an obstacle to learning, especially learning the history of the subject of the National Movement. Although several students have Chinese lineage in Christian High School, there has never been discrimination either by fellow students or by teachers because Christian High School upholds the value of tolerance. According to Niko Hermawan, he did not feel any obstacles from outside; according to Niko, ethnic differences did not hinder learning, especially in the history of the subject of the National Movement.

According to Niko Hermawan, his school environment respected and supported him in studying history, especially the National Movement. Niko Hermawan also emphasized that in learning at school, all students uphold tolerance, and there is no discrimination against him and his fellow students of Chinese descent. In line with Niko Hermawan, Vincent Leonel, an ethnic Chinese student, has never experienced discrimination or exclusion in learning, especially in

studying history, the subject of the National Movement. Vincent revealed that he experienced acts of discrimination in the environment where he lives. According to him, in the environment where he lives, he often experiences racist acts perpetrated by his neighbors in the form of calling him Chinese against him and his family. Vincent Leonel also revealed that even though he is a student of Chinese descent, his love for Indonesia is the same as other students. Based on the explanation above, it is known that external factors strongly influence students' perceptions of history learning in the form of learning implementation and learning obstacles. Ethnic Chinese students' perceptions at Wonosobo Christian High School towards learning the history of national movements are not greatly influenced by internal factors such as race or ethnicity.

### **Conclusion**

Learning the history of the subject of national movements in class XI Science at Wonosobo Christian High School is going well. The racial and religious diversity found in class 67-78 78 influences history learning activities on the subject of national movements in that class. Teachers can utilize media such as projectors to increase students' interest in learning. The discussion method also succeeded in increasing student learning activities. However, the continuous use of the discussion method causes boredom experienced by students. The perceptions of students of Chinese descent regarding learning the history of the subject of national movements differ from one another. This is caused by internal and external factors that influence their perception of the history of the subject of the national movement. However, the values contained in this material can be well received by ethnic Chinese students. When learning the history of the subject of national movements, teachers and students of Chinese descent have obstacles. These obstacles are caused by themselves and their environment. It turns out that the hereditary factors possessed by students of Chinese descent do not influence the learning of history on the subject of national movements; this is because there is no racial discrimination that occurs in the school environment.

### **Referency**

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