



**PENANAMAN NILAI-NILAI MULTIKULTURALISME
DALAM PEMBELAJARAN SEJARAH SUB MATERI POKOK
INDONESIA ZAMAN HINDU-BUDDHA
PADA SISWA KELAS X MADRASAH ALIYAH NEGERI
PURBALINGGA TAHUN AJARAN 2016/2017**

SKRIPSI

Untuk memperoleh gelar Sarjana Pendidikan Sejarah

Oleh

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

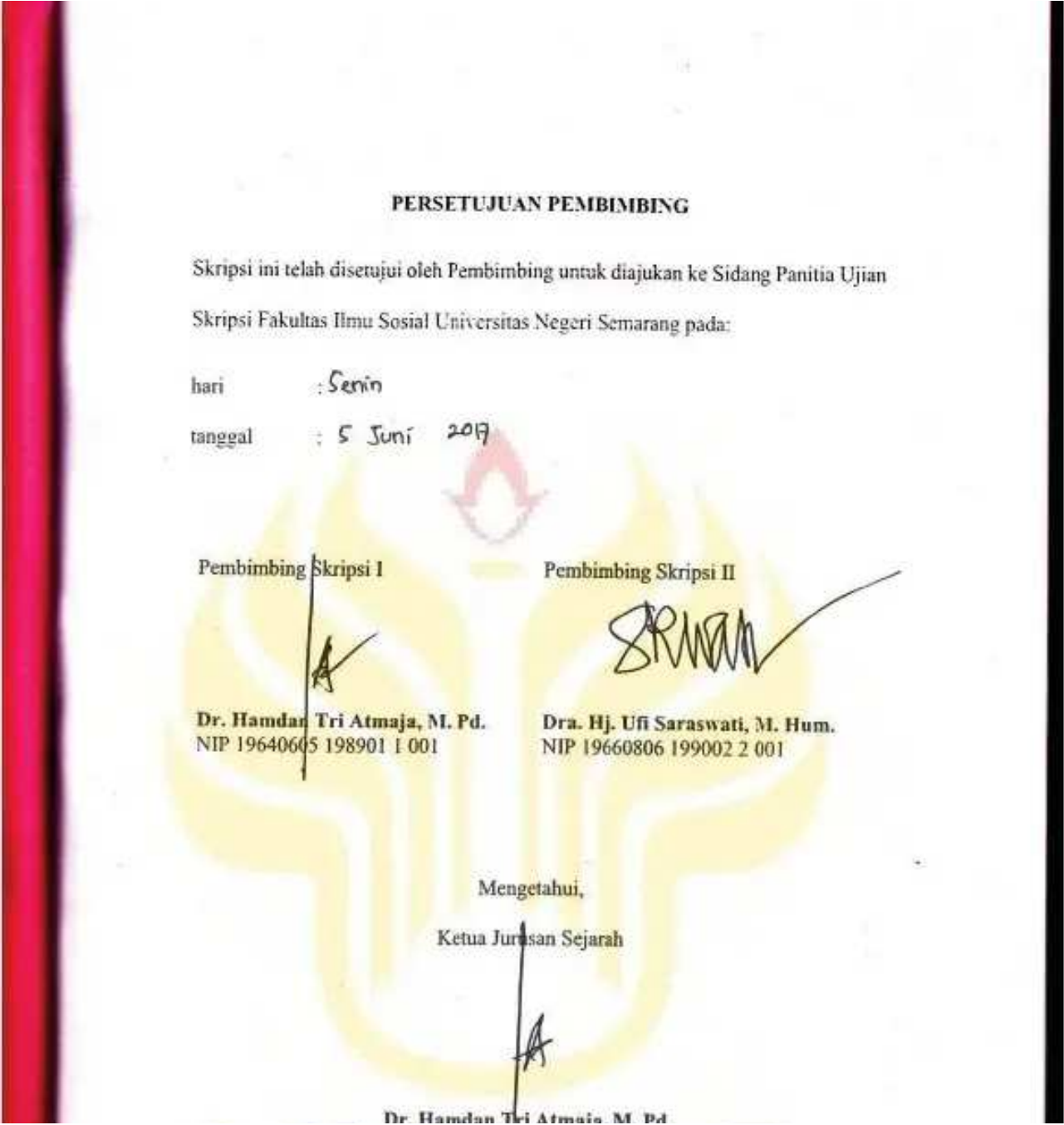
Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential



We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

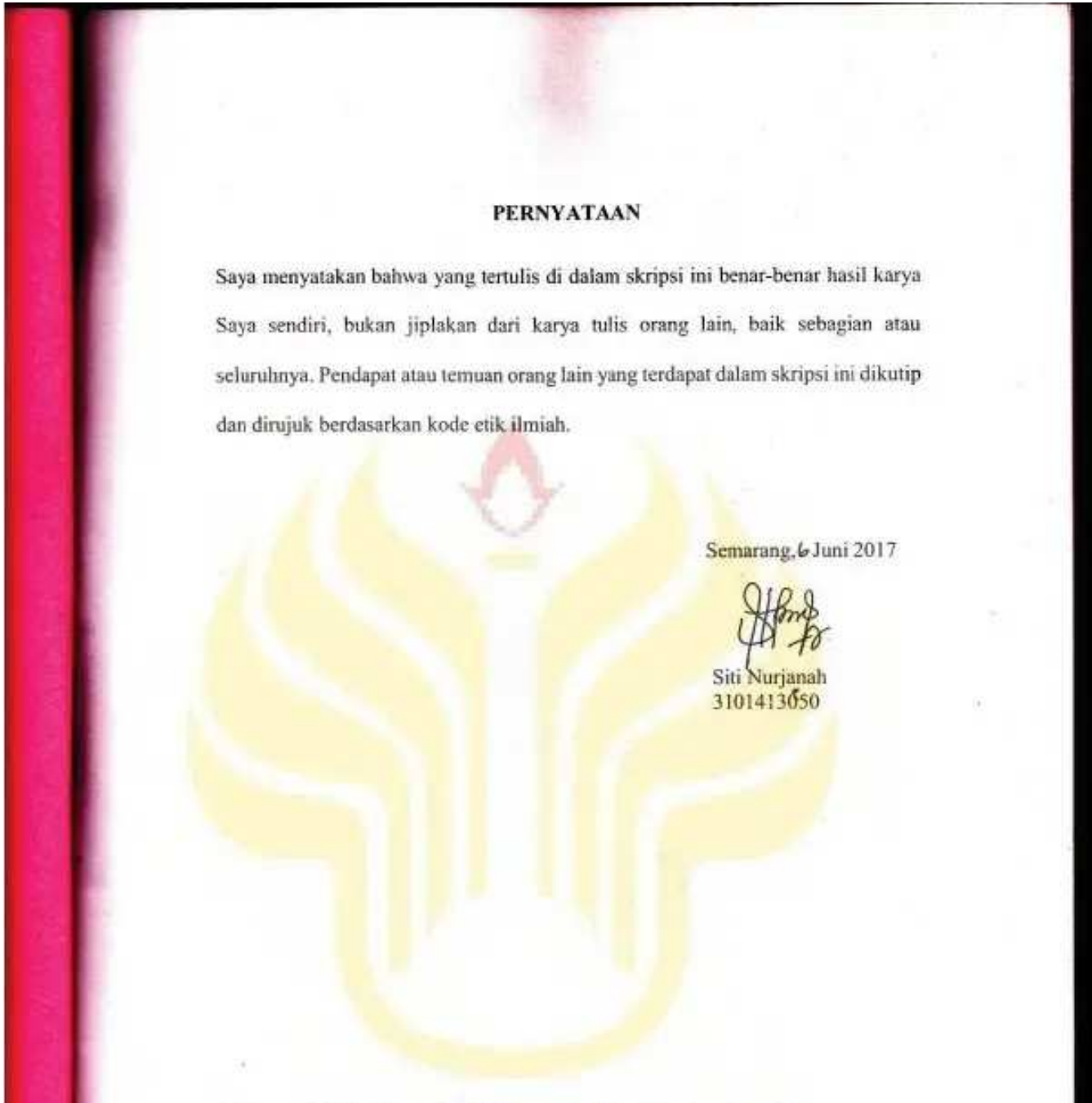
Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential



We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

MOTO DAN PERSEMBAHAN

Allah menciptakan manusia dengan keunikannya masing-masing. Tak ada persatuan tanpa adanya perbedaan.

Karya ini Saya persembahkan kepada:

- 1. Kedua orang tua tercinta, Bapak Mahud Achmad Machfuri (Alm) dan Ibu Aryati yang telah memberikan segala yang dimiliki kepada Saya, baik dalam bentuk material maupun spiritual.
- 2. Saudara kandung Saya, Mba Eni Suswati, Mba Sri Mulyati, Mas Mujiono, Mas Iksan Wahyudin dan Dek Aisah Cahyaningtias yang selalu mendukung dan menyemangati Saya.
- 3. Keponakan Saya Foni Ameliana Putri, Khusnul Arifin, M. Najaib Kaneko Putra, Safa Nur Ramadani, Nurfi Laela Tarwiyatin, dan Ar Rafi Dinar Syaputra yang memotivasi Saya menjadi pribadi baik.
- 4. Keluarga Besar Kos Brunnet C, Keluarga Hima Sejarah Unnes 2013-

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

SARI

Nurjanah, Siti. 2017. *Penanaman Nilai-Nilai Multikulturalisme dalam Pembelajaran Sejarah Sub Materi Pokok Indonesia Zaman Hindu-Buddha pada Siswa Kelas X Madrasah Aliyah Negeri Purbalingga Tahun Ajaran 2016/2017*. Skripsi. Jurusan Sejarah. Fakultas Ilmu Sosial. Universitas Negeri Semarang. Dr. Hamdan Tri Atmaja, M. Pd., Dra. Hj. Ufi Saraswati, M. Hum.

Kata Kunci: Penanaman, Nilai Multikulturalisme, Pembelajaran Sejarah

MA Negeri Purbalingga merupakan sekolah homogen dengan kesamaan kultur, etnis, dan agama yang dimiliki oleh seluruh masyarakat MA Negeri Purbalingga serta letak geografis MA Negeri Purbalingga yang jauh dari sumber belajar masa Hindu-Buddha. Pembelajaran materi Indonesia zaman Hindu-Buddha di MA Negeri Purbalingga dilakukan dengan hanya menjelaskan materi yang ada di dalam buku teks pelajaran. Tujuan dari penelitian ini adalah mengetahui penanaman nilai-nilai multikulturalisme, pemahaman siswa mengenai nilai-nilai multikulturalisme dalam pembelajaran sejarah sub materi pokok Indonesia zaman Hindu-Buddha, dan implementasi nilai dalam kehidupan sehari-hari.

Jenis penelitian ini adalah kualitatif. Fokus penelitian adalah pembelajaran sejarah sub materi pokok Indonesia zaman Hindu-Buddha dan implementasi nilai-nilai multikulturalisme oleh siswa kelas X MA Negeri Purbalingga dalam kehidupan sehari-hari. Sumber data diperoleh dari informan, dokumen, dan fenomena. Keabsahan data diuji dengan teknik triangulasi. Data dianalisis dengan interaktif melalui langkah pengumpulan data, reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi.

Hasil penelitian (1) penanaman nilai-nilai multikulturalisme dilakukan secara

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

Storage Preferences

Third Parties

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

ABSTRACT

Nurjanah, Siti. 2017. *Values Investment of Multiculturalism in The Learning of Sub Subject History of The Indonesian Hindu-Buddhist Era to Student Class X of MA Negeri Purbalingga 2016/2017 Academic Year.* Final Project. History Department. Social Science Faculty. Semarang State University. Dr. Hamdan Tri Atmaja, M. Pd., Dra. Hj. Ufi Saraswati, M. Hum.

Keywords: Investment, Multiculturalism Value, History Learning

MA Negeri Purbalingga is a homogeneous school with the same cultural, ethnic, and belief shared by all the public of MA Negeri Purbalingga and the geographical location of MA Negeri Purbalingga which is far from the source of learning about the Hindu-Buddhist era. The learning material of Hindu-Buddhist Indonesia in the State MA Purbalingga is done by simply explaining the material contained in the textbook of the lesson. The purpose of this research is to knowing the cultivation of multiculturalism values, the students' understanding of multiculturalism values in the study of sub-human history of the Hindu-Buddhist era and the implementation of values in life daily.

The kind of this research is qualitative. The focus of the research is the learning of sub subject history of the Indonesian Hindu-Buddhist era and implementation ov the values of multiculturalism by the student of class X MA Negeri Purbalingga in daily life. Source of data obtained from informants, documents, and phenomena. Data validity is tested by triangulation technique. Data were analyzed by interactive through data collection steps, data reduction, data presentation, conclusion, and verification.

The result of the research (1) the cultivation of multicultural values is practiced in the classroom learning which is integrated with the sub subject of the

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

PRAKATA

Alkhamdulillah, puji syukur kehadiran Allah SWT yang telah memberikan nikmat-Nya yang tak terkira sehingga tugas akhir ini dapat terselesaikan dengan lancar tanpa suatu halangan apapun. Shalawat dan salam semoga selalu tercurahkan kepada Nabi Agung Muhammad SAW. Skripsi berjudul “Penanaman Nilai-Nilai Multikulturalisme dalam Pembelajaran Sejarah Sub Materi Pokok Indonesia Zaman Hindu-Buddha pada Siswa Kelas X MA Negeri Purbalingga Tahun Ajaran 2016/2017” ini disusun untuk memenuhi salah satu syarat kelulusan dan memperoleh gelar Sarjana Pendidikan pada program studi Pendidikan Sejarah Fakultas Ilmu Sosial Universitas Negeri Semarang. Tugas akhir ini tidak dapat diselesaikan dengan baik tanpa bantuan dari beberapa pihak, maka dari itu penulis menyampaikan terimakasih kepada:

- 1. Prof. Dr. Fathur Rokhman, M. Hum. selaku Rektor Universitas Negeri Semarang yang telah memberikan kesempatan kepada penulis untuk

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

- 4. Dra. Hj. Ufi Saraswati, M. Hum. selaku Dosen Pembimbing Skripsi II yang telah meluangkan waktu untuk membimbing dan membantu meneliti susunan penulisan skripsi ini, sehingga penulisan skripsi ini dapat terselesaikan dengan baik.
- 5. Drs. Jayusman, M. Hum. selaku Dosen Penguji yang telah memberikan kritik dan saran yang membangun sehingga membantu penyempurnaan penulisan skripsi ini.
- 6. Arif Purnomo, S. Pd., S. S., M. Pd. selaku Dosen Wali yang telah membantu memberikan masukan kepada penulis.
- 7. Drs. Suratno, M. Pd. I. selaku Kepala MA Negeri Purbalingga yang telah memberikan izin kepada penulis untuk melaksanakan penelitian.
- 8. Segenap Guru dan Karyawan MA Negeri Purbalingga, khususnya Salim Akhmadiyanto, S. Pd. selaku Guru Sejarah kelas X MA Negeri Purbalingga yang telah memberikan bantuan dalam pelaksanaan penelitian.

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

DAFTAR ISI

HALAMAN JUDUL..... i

PERSETUJUAN PEMBIMBING..... ii

PENGESAHAN KELULUSANError! Bookmark not defined.

PERNYATAAN.....Error! Bookmark not defined.

MOTO DAN PERSEMBAHAN v

SARI..... vi

ABSTRACT..... vi

PRAKATA..... viii

DAFTAR ISI..... x

DAFTAR TABEL..... xii

DAFTAR BAGANxiii

DAFTAR GAMBAR.....xiv

DAFTAR LAMPIRAN..... xv

BAB I PENDAHULUAN

A. Latar Belakang Masalah..... 1

B. Rumusan Masalah..... 10

C. Tujuan Penelitian 10

D. Manfaat Penelitian 11

E. Batasan Istilah..... 12

BAB II KAJIAN PUSTAKA DAN KERANGKA BERPIKIR

A. Kajian Pustaka..... 15

1. Teori *Operant Conditioning* Skinner 15

2. Penanaman Nilai..... 17

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link;

however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

BAB IV HASIL PENELITIAN DAN PEMBAHASAN

A. Sosial Budaya MA Negeri Purbalingga 65

B. Hasil Penelitian 67

1. Penanaman Nilai-Nilai Multikulturalisme dalam Pembelajaran Sejarah Sub Materi Pokok Indonesia Zaman Hindu-Buddha pada Siswa Kelas X MA Negeri Purbalingga Tahun Ajaran 2016/2017 67

a. Nilai Toleransi 68

b. Nilai Demokrasi 72

c. Nilai Kesetaraan 74

d. Nilai Keadilan..... 77

2. Pemahaman Nilai-Nilai Multikulturalisme dalam Pembelajaran Sejarah Sub Materi Pokok Indonesia Zaman Hindu-Buddha oleh Siswa Kelas X MA Negeri Purbalingga Tahun Ajaran 2016/2017 80

a. Pengetahuan..... 80

b. Penafsiran 86

3. Implementasi Nilai-Nilai Multikulturalisme oleh Siswa Kelas X MA Negeri Purbalingga Tahun Ajaran 2016/2017 dalam Kehidupan Sehari-hari 90

a. Nilai Toleransi 90

b. Nilai Kesetaraan 91

c. Nilai Demokrasi 92

d. Nilai Keadilan..... 93

C. Pembahasan..... 94

BAB V PENUTUP

A. Simpulan 114

B. Saran..... 115

DAFTAR PUSTAKA

LAMPIRAN

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

DAFTAR TABEL

Tabel 1. Indikator-Indikator Nilai Pendidikan Multikultural.....23-24



We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

DAFTAR BAGAN

Bagan 1. Kerangka Berpikir.....51

Bagan 2. Komponen-Komponen Analisis Data: Model Interaktif.....60



We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

DAFTAR GAMBAR

Gambar 1. Aksi Penolakan Hari Valentine189

Gambar 2. Penanaman Nilai Demokrasi189

Gambar 3. Penanaman Nilai Keadilan190

Gambar 4. Penanaman Nilai Kesetaraan.....190

Gambar 5. Penanaman Nilai Toleransi191

Gambar 6. Wawancara dengan Bapak Salim191

Gambar 7. Wawancara dengan Dinda Tiara F.....192

Gambar 8. Wawancara dengan Oki Luthfia.....192

Gambar 9. Wawancara dengan Ilyas Ridho193

Gambar 10. Wawancara dengan Marcelle Aidil193

Gambar 11. Wawancara dengan Dimas Zaki.....194

Gambar 12. Wawancara dengan Arwa Nuha.....194

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

DAFTAR LAMPIRAN

Lampiran 1. Pedoman Wawancara119

Lampiran 2. Hasil Wawancara dengan Bapak Salim.....123

Lampiran 3. Hasil Wawancara dengan Dinda Tiara130

Lampiran 4. Hasil Wawancara dengan Oki Luthfia.....138

Lampiran 5. Hasil Wawancara dengan Ilyas Ridho145

Lampiran 6. Hasil Wawancara dengan Marcelle Aidil153

Lampiran 7. Hasil Wawancara dengan Dimas Zaki.....162

Lampiran 8. Hasil Wawancara dengan Arwa Nuha.....169

Lampiran 9. Silabus Materi Indonesia Zaman Hindu-Buddha176

Lampiran 10. RPP Materi Indonesia Zaman Hindu-Buddha179

Lampiran 11. Dokumentasi Kegiatan Penelitian189

Lampiran 12. Surat Pernyataan Penelitian195

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

BAB I

PENDAHULUAN

A. Latar Belakang Masalah

Indonesia merupakan negara yang terdiri dari masyarakat majemuk. Masyarakat majemuk menurut Furnival adalah masyarakat yang terdiri atas dua atau lebih elemen yang hidup sendiri-sendiri tanpa ada pembauran satu sama lain dalam kesatuan politik. Ciri dari masyarakat majemuk adalah memiliki perbedaan suku bangsa, agama, adat istiadat dan kedaerahan (Handoyo, 2007: 7).

Cara hidup setiap masyarakat berbeda sesuai dengan kondisi lingkungannya. Bangsa Indonesia memiliki sekitar 13.466 pulau mengakibatkan setiap daerah terpisah-pisah sehingga setiap daerah memiliki cara hidup dan budaya yang berbeda (Timnas PNR). Masyarakat yang dalam satu daerahpun masih memiliki perbedaan baik rasional, bahasa, status

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

sisi lain multikultur bangsa Indonesia menimbulkan dampak negatif.

Perbedaan



We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

dalam masyarakat multikultur seperti perbedaan bahasa, agama, budaya, suku dan sosial ekonomi terkadang mengakibatkan konflik. Kemajemukan merupakan salah satu faktor terjadinya konflik antar kelompok masyarakat (Mahfud, 2011: 185).

Perbedaan simbol budaya, agama, ideologi, rasionalitas dan kelas sosial telah menimbulkan banyak konflik. Salah satu konflik yang terjadi adalah konflik antara warga Dayak dan Madura di Sampit dan konflik yang terjadi di Poso. Konflik terjadi karena tidak biasa memahami perbedaan, masih terdapat anggapan bahwa identitas individu atau kelompoklah yang terbaik. Menurut Bhikhu Parekh masih banyak pandangan-pandangan “konservatif”. Pandangan konservatif mengakibatkan muncul istilah liyan atau yang lain. Mereka yang tidak memiliki ideologi atau identitas yang sama merupakan orang lain atau lawan. Anggapan ini dapat memantik terjadinya konflik (Budiman, 2007: 28).

Kemajemukan budaya dalam suatu lingkungan masyarakat menimbulkan

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

bahasa (Budiman, 2007: 29). Multikulturalisme adalah sebuah konsep dimana sebuah komunitas dalam konteks kebangsaan dapat mengakui keberagaman perbedaan dan kemajemukan budaya, ras, suku, etnis, agama dan lain sebagainya (Mahfud, 2006: xxx).

Multikulturalisme mempertahankan perbedaan masing-masing budaya dan memberikan peluang yang sama sehingga setiap budaya memiliki identitasnya masing-masing namun tetap hidup berdampingan, menghargai dan memahami budaya lain. Multikulturalisme merupakan sebuah ideologi yang harus diperjuangkan karena merupakan landasan bagi tegaknya demokrasi, HAM dan kesejahteraan masyarakat (Mahfud, 2006: 100).

Multikulturalisme identik dengan heterogenitas dalam satuan lingkungannya. Gagasan multikulturalisme bukan merupakan suatu yang abstrak melainkan pengembangan suatu polah tingkah laku yang hanya dapat diwujudkan melalui pendidikan. Pendidikan multikulturalisme tidak akan

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Pendidikan multikultural memiliki fungsi sebagai sarana alternatif pemecahan konflik dan membina siswa agar tidak tercerabut dari akar budaya yang ia miliki. Penyelenggaraan pendidikan multikultural di dunia pendidikan diyakini dapat menjadi solusi nyata bagi konflik dan disharmonisasi yang terjadi di masyarakat, khususnya yang kerap terjadi di masyarakat Indonesia yang secara realitas plural. Pendidikan multikultural signifikan dalam membina siswa agar tidak tercerabut dari akar budaya yang ia miliki sebelumnya, tatkala ia berhadapan dengan realitas sosial-budaya di era globalisasi (Mahfud, 2006: 215-218).

Pendidikan multikulturalisme menggunakan pendekatan studi kultural.

×

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

Third Parties

Analytics

Save preferences

Accept All

Reject Non-Essential

menjalankan peranan dalam masyarakat yang beragam. Guru seharusnya membimbing peserta didik pada kehidupan *real* sehari-sehari. Kehidupan *real* hidup dalam masyarakat dan mampu mempraktikkan perannya dalam bermasyarakat (Nurjanah, 2017).

Pembelajaran merupakan proses pengembangan pengetahuan, keterampilan, atau sikap baru pada saat seorang individu berinteraksi dengan informasi dan lingkungan (Siskandar, 2012: 34). Pembelajaran pada seorang individu terjadi di sepanjang waktu. Kegiatan memilih, menetapkan, dan mengembangkan metode untuk mencapai hasil pembelajaran yang diinginkan terjadi dalam proses pembelajaran. Kegiatan tersebut merupakan kegiatan inti pembelajaran. Pembelajaran memaksimalkan perhatian pada bagaimana membelajarkan siswa, bukan pada apa yang dipelajari siswa (Siskandar, 2012: 33).

Pembelajaran sejarah merupakan perpaduan antara aktivitas belajar dan

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

sejarah. Pengajaran sejarah merupakan sarana yang efektif untuk mempropagandakan dan menanamkan kesadaran multikulturalisme. Pendidikan yang selama ini ditanamkan dalam kurikulum pendidikan dasar hingga perguruan tinggi secara implisit sebenarnya telah menjelaskan tentang konsep keberagaman tersebut. Namun, implementasi pendidikan sejarah pada umumnya belum mampu menggiring siswa untuk mencapai taraf aktualisasi terhadap nilai-nilai multikulturalisme yang terkandung dalam kurikulum tersebut. Pendidikan sejarah hanya memberikan penjelasan bagaimana perjalanan bangsa Indonesia dengan konsep *Bhinneka Tunggal Ika* secara teoritis, tanpa disertai materi-materi pembelajaran kontekstual yang relevan untuk menumbuhkembangkan nilai-nilai multikulturalisme di dalam diri setiap siswa (Supardi, 2005: 3-4).

Madrasah Aliyah (MA) Negeri Purbalingga merupakan salah satu lembaga pendidikan menengah di Kabupaten Purbalingga. MA Negeri

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

yang harus diajarkan melalui usaha sadar dan terencana. Kurikulum pendidikan yang dipakai mengisyaratkan keharusan melakukan langkah sesuai kurikulum dalam pembelajaran (Nurjanah, 2017).

MA Negeri Purbalingga adalah sekolah umum berciri khas Islam sehingga dalam proses pembelajarannya muatan materi keagamaan lebih banyak dibanding sekolah menengah umum lain. Homogenitas dalam lingkungan sosial dan budaya MA Negeri Purbalingga riskan membentuk karakter siswa berpaham primordialisme dan etnosentrisme yang menjadi salah satu pemicu disintegrasi bangsa (Nurjanah, 2017).

Materi Indonesia zaman Hindu-Buddha merupakan salah satu materi dalam mata pelajaran sejarah. Materi ini penting diajarkan kepada peserta didik MA Negeri Purbalingga mengingat nilai-nilai universal yang terkandung di dalam materi terlepas dari suku, ras, daerah, budaya dan sebagainya. Dalam konteks kehidupan masyarakat multikultural, nilai-nilai

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Hindu-Buddha hilang tergantikan kebudayaan Islam. Agama Islam mengakomodasi peninggalan Hindu-Buddha, tentunya dengan melakukan modifikasi agar tetap berselang beberapa abad, wujud peradaban Hindu-Buddha masih dapat kita saksikan hingga sekarang, misalnya dalam perwujudan sastra dan arsitektur (Kemendikbud, 2014: 69).

Perkembangan kebudayaan Hindu-Buddha sudah berlangsung sangat lama dan meluas di seluruh kepulauan Indonesia. Pada masa ini banyak kemajuan yang dicapai dalam bentuk pemikiran dan hasil-hasil budaya baik dalam bentuk benda, maupun budaya tak benda. Capaian budaya pada masa Hindu-Buddha masih tetap dihargai dan ditafsirkan ulang hingga saat ini meskipun pengaruh budaya Hindu-Buddha sudah mulai memudar dan digantikan oleh budaya lain (Kemendikbud, 2014: 69).

Kehidupan masyarakat pada masa Hindu-Buddha serta peninggalan-peninggalannya memiliki makna penting bagi masyarakat Indonesia. Masa

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Pembelajaran sejarah sejatinya bertujuan untuk memberikan pemahaman tentang jati diri peserta didik sebagai bagian dari suatu bangsa. Nilai-nilai yang diperoleh dari sejarah yang ditanamkan melalui proses pendidikan, memungkinkan setiap siswa untuk memiliki pemahaman diri tentang identitasnya sebagai bagian dari suatu bangsa yang majemuk. Oleh karena itu, penting bagi guru sejarah untuk menanamkan nilai-nilai multikulturalisme, yaitu nilai yang mengakomodasi adanya penerimaan diri terhadap perbedaan kultur, etnis dan kepercayaan dalam kehidupan bermasyarakat dan berbangsa (Nasution, 2015: 1-2).

MA Negeri Purbalingga merupakan sekolah homogen dengan kesamaan kultur, etnis, dan agama yang dimiliki oleh seluruh masyarakat MA Negeri Purbalingga serta letak geografis MA Negeri Purbalingga yang jauh dari sumber belajar mengenaiinggalan masa Hindu-Buddha. Tinggalan masa Hindu-Buddha yang masih ada sampai sekarang akan memberikan

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Pembelajaran Sejarah Sub Materi Pokok Indonesia Zaman Hindu-Buddha pada Siswa Kelas X Madrasah Aliyah Negeri Purbalingga Tahun Ajaran 2016/2017”.

B. Rumusan Masalah

Berdasarkan latar belakang di atas, rumusan masalah dalam penelitian ini adalah:

1. Bagaimanakah penanaman nilai-nilai multikulturalisme dalam pembelajaran sejarah sub materi pokok Indonesia zaman Hindu-Buddha pada siswa kelas X MA Negeri Purbalingga Tahun Ajaran 2016/2017?
2. Bagaimanakah pemahaman siswa kelas X MA Negeri Purbalingga Tahun Ajaran 2016/2017 mengenai nilai-nilai multikulturalisme dalam pembelajaran sejarah sub materi pokok Indonesia zaman Hindu-Buddha?
3. Bagaimanakah implementasi nilai-nilai multikulturalisme oleh siswa

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

2. Mengetahui pemahaman siswa kelas X MA Negeri Purbalingga Tahun Ajaran 2016/2017 mengenai nilai-nilai multikulturalisme dalam pembelajaran sejarah sub materi pokok Indonesia zaman Hindu-Buddha.
3. Mendeskripsikan implementasi nilai-nilai multikulturalisme oleh siswa kelas X MA Negeri Purbalingga Tahun Ajaran 2016/2017 dalam kehidupan sehari-hari.

D. Manfaat Penelitian

Hasil penelitian ini diharapkan dapat bermanfaat secara teoritis dan praktis.

1. Manfaat Teoritis

Penelitian ini diharapkan bermanfaat bagi pengembangan literatur mengenai kritik teori belajar *operant conditioning* Skinner.

2. Manfaat Praktis

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link;

however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#).

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

- 2) Memberikan gambaran implementasi nilai-nilai multikulturalisme yang dilakukan oleh siswa sebagai peserta didik dalam kehidupan sehari-hari.

c. Guru

- 1) Memberikan informasi mengenai penanaman nilai-nilai multikulturalisme dalam pembelajaran.
- 2) Memberikan informasi mengenai implementasi nilai-nilai multikulturalisme yang dilakukan oleh siswa dalam kehidupan sehari-hari.

d. Sekolah

- 1) Memberikan informasi mengenai proses pembelajaran oleh guru di sekolah.
- 2) Memberikan informasi mengenai perkembangan karakter siswa.

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

sistem kepercayaan dimana seorang bertindak atau menghindari suatu tindakan, atau mengenai sesuatu yang pantas atau tidak pantas dikerjakan (Thoha, 2000: 61).

2. Nilai-Nilai Multikulturalisme

Nilai-nilai multikulturalisme dalam penelitian ini menunjuk pada nilai toleransi, nilai demokrasi, nilai kesetaraan, dan nilai keadilan sesuai dengan rekomendasi pendidikan multikultural dari UNESCO pada bulan Oktober 1994 di Jenewa (Salmiwati, 2013: 338).

3. Pembelajaran Sejarah

Pembelajaran sejarah merupakan proses membantu peserta didik agar memperoleh tambahan pengetahuan dan pengalaman akan peristiwa masa lalu dan karenanya siswa dapat memahami, mengambil nilai-nilai serta mengkaitkan hubungan antara masa lalu, masa kini, dan masa yang akan datang (Suryadi, 2012: 76).

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Masa Hindu-Buddha berlangsung selama kurang lebih 12 abad. Pembabakan masa Hindu-Buddha terbagi menjadi tiga, yaitu periode pertumbuhan, perkembangan, dan keruntuhan (Kemendikbud, 2014: 69).



We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

BAB II

KAJIAN PUSTAKA DAN KERANGKA BERPIKIR

A. Kajian Pustaka

1. Teori *Operant Conditioning* Skinner

Pembelajaran menurut aliran behavioristik adalah upaya membentuk tingkah laku yang diinginkan dengan menyediakan lingkungan, agar terjadi hubungan lingkungan dengan tingkah laku si belajar, karena itu juga disebut pembelajaran perilaku (Rifa'i dan Catharina, 2012: 169). Dalam pembelajaran perilaku tidak terlepas dari prinsip bahwa perilaku berubah menurut konsekuensi-konsekuensi langsung. Konsekuensi itu bisa menyenangkan dan bisa juga tidak menyenangkan. Pembelajaran yang menyenangkan akan memperkuat perilaku, sebaliknya pembelajaran yang kurang menyenangkan akan

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Skinner dalam Rifa'i dan Catharina (2012: 90) menyatakan bahwa belajar merupakan suatu proses perubahan perilaku. Perubahan perilaku yang dicapai sebagai hasil belajar tersebut melalui proses penguatan perilaku baru yang muncul, yang biasanya disebut dengan kondisioning operan (*operant conditioning*) (Baharuddin dan Wahyuni, 2007: 67-68).

Teori perilaku operan dicirikan oleh operasinya terhadap lingkungan untuk menjaga konsekuensi tertentu. Skinner menyatakan bahwa perilaku operan muncul dari organisme itu sendiri alih-alih dihasilkan oleh stimuli (Hill, 2010: 100). Tidak seperti dalam *respon conditioning* (yang responnya didatangkan oleh stimulus tertentu), respons dalam *operant conditioning* terjadi tanpa didahului oleh stimulus, melainkan oleh efek yang ditimbulkan *reinforcer*. *Reinforcer* sendiri pada dasarnya adalah stimulus yang meningkatkan kemungkinan timbulnya sejumlah respons tertentu, namun tidak sengaja diadakan

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Guru dapat menyusun program pembelajaran berdasarkan pandangan Skinner. Langkah-langkah pembelajaran yang dapat ditempuh berdasarkan teori *operant conditioning* adalah sebagai berikut: a. Mempelajari keadaan kelas. Guru mencari dan menemukan perilaku siswa yang positif atau negatif. Perilaku positif akan diperkuat dan perilaku negatif diperlemah atau dikurangi; b. Membuat daftar penguat dan positif. Guru mencari perilaku yang lebih disukai oleh siswa, perilaku yang kena hukuman, dan kegiatan luar sekolah yang dapat dijadikan penguat; c. Memilih dan menentukan urutan tingkah laku yang dipelajari serta jenis penguatnya; d. Membuat program pembelajaran. Program pembelajaran ini berisi urutan perilaku yang dikehendaki, penguatan, waktu mempelajari perilaku, dan evaluasi. Dalam melaksanakan program pembelajaran, guru mencatat perilaku dan penguat yang berhasil dan tidak berhasil. Ketidak berhasilan tersebut

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

yang berada dalam ruang lingkup sistem kepercayaan dimana seorang bertindak atau menghindari suatu tindakan, atau mengenai sesuatu yang pantas atau tidak pantas dikerjakan.

Penanaman nilai dalam penelitian adalah perbuatan atau cara menanamkan sistem kepercayaan mengenai sesuatu yang pantas atau tidak pantas dikerjakan dalam kehidupan bermasyarakat melalui proses belajar.

3. Pendidikan Multikulturalisme di Indonesia

Abdullah menyatakan bahwa multikulturalisme adalah sebuah paham yang menekankan pada kesenjangan dan kesetaraan budaya-budaya lokal dengan tanpa mengabaikan hak-hak dan eksistensi budaya yang ada. Penekanan utama multikulturalisme adalah pada kesetaraan budaya (Naim dan Achmad, 2016: 123).

Pendidikan multikultural merupakan suatu wacana lintas batas.

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

Storage Preferences

Third Parties

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

- a. Tujuannya membentuk “manusia budaya” dan menciptakan “masyarakat berbudaya (*berperadaban*).
- b. Materinya mengajarkan nilai-nilai luhur kemanusiaan, nilai-nilai bangsa, dan nilai-nilai kelompok etnis (kultural).
- c. Metodenya demokratis, yang menghargai aspek-aspek perbedaan dan keberagaman budaya bangsa dan kelompok etnis (multikulturalis).
- d. Evaluasinya ditentukan pada penilaian terhadap tingkah laku anak didik yang meliputi persepsi, apresiasi, dan tindakan terhadap budaya lainnya (Mahfud, 2006: 187).

Pendekatan studi kultural digunakan dalam pendidikan multikultural. Salah satu ciri utama dari pendekatan studi kultural adalah yang disebut lintas batas dari disiplin ilmu pengetahuan (*border crossing*) (Tilaar, 2009: 218). Implikasinya pendidikan multikultural diintegrasikan

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content. ✕

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

4. Nilai Multikulturalisme

Multikulturalisme dalam penelitian ini menunjuk pada paham mengenai keanekaragaman kebudayaan. Keanekaragaman kebudayaan berasal dari perbedaan agama, suku, bangsa, bahasa, ras, dan golongan yang harus ditempatkan pada posisi sederajat tanpa mengunggulkan atau merendahkan salah satu golongan.

Nilai atau “*value*” (bahasa Inggris) pada hakikatnya adalah sifat atau kualitas yang melekat pada suatu objek, bukan objek itu sendiri (Kaelan, 2002: 174).

Nilai dari sudut pandang ideologi pendidikan dianggap sebagai sejenis perilaku tertentu yang terkait dengan konsepsi tertentu tentang tahu dan yang diketahui. Pengetahuan dalam perkembangan selanjutnya menjelma menjadi keyakinan yang kemudian direfleksikan menjadi sikap dan perilaku.

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Nilai multikulturalisme dalam penelitian ini menunjuk pada nilai toleransi, nilai demokrasi, nilai kesetaraan, dan nilai keadilan sesuai dengan rekomendasi pendidikan multikultural dari UNESCO pada bulan Oktober 1994 di Jenewa. Rekomendasi tersebut diantaranya adalah:

“*Pertama*, pendidikan hendaknya mengembangkan kemampuan untuk mengakui dan menerima nilai-nilai yang ada dalam kebhinnekaan pribadi, jenis kelamin, masyarakat dan budaya serta mengembangkan kemampuan untuk berkomunikasi, berbagi dan bekerja sama dengan yang lain. *Kedua*, pendidikan hendaknya meneguhkan jati diri dan mendorong konvergensi gagasan dan penyelesaian-penyelesaian yang memperkokoh perdamaian,

X

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

Third Parties

Analytics

Reject Non-Essential

lain yang bertentangan dengan kita, atau dengan kata lain, hakikat toleransi adalah hidup berdampingan secara damai dan saling menghargai di antara keragaman (Yamin dan Vivi, 2011: 6).

Toleransi dalam hal keagamaan bukan dimaknai sebagai sikap menerima ajaran agama-agama lain, seperti dalam hal kepercayaan. Toleransi dalam hal keagamaan merupakan perwujudan sikap keberagaman pemeluk satu agama dalam pergaulan hidup dengan orang yang tidak seagama. Sebagai umat yang beragama, diharapkan dapat membangun sebuah tradisi wacana keagamaan yang menghargai keberadaan agama lain, dan bisa menghadirkan wacana agama yang tolerans dan transformatif (Madjid, 2001: 39). Sehingga dapat dipertegas bahwa toleransi bukanlah dimaknai sebagai mengakui kebenaran agama lain, melainkan pengakuan terhadap agama lain dalam realitas kehidupan bermasyarakat. Selain itu,

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Indikator-indikator nilai-nilai pendidikan multikultural dalam penelitian ini secara ringkas disajikan pada Tabel 1.

No.	Nilai-Nilai Pendidikan Multikultural	Indikator
1.	Nilai Toleransi	Sikap menghargai, membiarkan, atau memperbolehkan pendirian (pandangan, pendapat, kepercayaan,

X

Third Parties

Analytics

Save preferences

Accept All

Reject Non-Essential

kognitif-holistik yang menyiratkan adanya interaksi dan komunikasi transaksional yang bersifat timbal balik antara guru dan siswa untuk mencapai tujuan yang telah ditetapkan (Agung dan Sri, 2013: 100).

Pembelajaran merupakan proses pengembangan pengetahuan, keterampilan, atau sikap baru pada saat seorang individu berinteraksi dengan informasi dan lingkungan (Siskandar, 2012: 34). Pembelajaran pada seorang individu terjadi di sepanjang waktu. Di dalam pembelajaran terjadi kegiatan memilih, menetapkan, dan mengembangkan metode untuk mencapai hasil pembelajaran yang diinginkan. Kegiatan tersebut merupakan kegiatan inti pembelajaran. Pembelajaran memaksimalkan perhatian pada bagaimana membelajarkan siswa, bukan pada apa yang dipelajari siswa (Siskandar, 2012: 33).

Jenis pembelajaran ada yang bersifat insidental ada yang terprogram. Pembelajaran insidental bukan merupakan kebiasaan utama

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

Storage Preferences

Third Parties

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

perannya sebagai pengajar sebab secara konseptual, pada hakikatnya istilah mengajar itu juga bermakna membelajarkan peserta didik.

Mengajar dan belajar adalah dua istilah yang memiliki satu makna yang tidak dapat dipisahkan. Mengajar adalah suatu aktivitas yang bermaksud mengkondisikan dan membuat peserta didik belajar (Agung dan Sri, 2013: 99). Keterkaitan antara mengajar dan belajar diistilahkan oleh John Dewey sebagai “menjual dan membeli” atau “*Teaching is to learning as selling as to buying*”. Artinya, seseorang tidak mungkin akan menjual kalau tidak ada orang yang membeli yang mengandung makna tidak akan ada aktivitas mengajar apabila tidak membuat seseorang belajar. Dengan demikian, dalam istilah mengajar juga terkandung proses belajar bagi peserta didik. Inilah yang dimaksud dengan makna pembelajaran (Agung dan Sri, 2013: 100).

Berdasarkan pengertian di atas, dapat disimpulkan bahwa

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Johnson dalam Kochhar (2008: 2) memberikan definisi sejarah sebagai segala sesuatu yang pernah terjadi... sejarah, dalam arti yang diterima secara umum adalah sejarah tentang manusia. Materi yang dipelajari adalah jejak-jejak yang ditinggalkan oleh keberadaan manusia di dunia, gagasan, tradisi dan lembaga sosial, bahasa, kitab-kitab, barang produksi manusia, fisik manusia itu sendiri, sisa-sisa fisik manusia, pemikirannya, perasaannya, dan tindakannya.

Sejarah menurut Morthon White dalam Subagyo (2010: 10) merupakan studi di dalam filsafat sejarah yang merupakan disiplin/ilmu yang terkait dengan pemahaman tentang masa lampau, yang dapat dijadikan pelajaran masa kini, dan akan memberikan penerangan atau pedoman di masa mendatang. Jones menyatakan bahwa sejarah adalah intisari pengalaman hidup yang nyata, dan generasi muda sekarang mempelajarinya untuk mengambil pelajaran dari pengalaman di masa

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

kerja keras manusia dan pencapaian yang diperolehnya. Dalam lingkup waktu, sejarah mempelajari proses perkembangan manusia. Sejarah tidak akan bermakna ketika segala sesuatu dalam keadaan tetap. Sejarah mengkaji manusia dalam lingkup ruang, baik sebagai individu maupun bangsa dalam konteks lingkungan fisik dan geografis. Interaksi antara manusia dan lingkungan alam berlangsung secara dinamis. Interaksi ini menghasilkan variasi perkembangan pada aktivitas manusia dan pencapaiannya dalam bidang politik, sosial, ekonomi, dan kebudayaan (Kochhar, 2008: 5).

Konsep sejarah mengalami perubahan dan perkembangan. Konsep sejarah dewasa ini semakin ilmiah dan komprehensif. Sejarah bukan sekedar rangkaian peristiwa atau untaian pasir, melainkan lingkaran peristiwa yang terentang pada benang-benang gagasan. Secara umum diyakini bahwa gagasan merupakan dasar semua tindakan dan berada di

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content. ✕

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Kochhar menyebutkan bahwa ada sepuluh nilai yang terkandung pelajaran dalam sejarah. Antara lain nilai keilmuan, nilai informatif, nilai pendidikan, nilai etika, nilai budaya, nilai politik, nilai nasionalisme, nilai internasional, nilai kerja dan nilai kependidikan. Kochhar menjelaskan salah satu nilai yang terkandung dalam sejarah yaitu nilai budaya.

Nilai budaya dalam sejarah dapat menjadi instrumen yang sangat efektif untuk membuat pikiran manusia lebih berbudaya. mempraktikkan metode sejarah, yaitu investigasi, sangatlah bagus untuk menghindarkan diri dari pikiran jahat. Sejarah memaparkan berbagai masyarakat dengan keragamannya, membuat kita memahami dan bertoleransi terhadap perbedaan-perbedaan, dan memperlihatkan kepada kita bahwa masyarakat telah mengalami berbagai transformasi. Sejarah menjadikan kita terbiasa dengan variasi istilah sosial dan menyembuhkan kita dari ketakutan untuk berubah. Sejarah juga membuat kita mampu memahami

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Berdasarkan uraian diatas dapat disimpulkan bahwa definisi sejarah sampai sekarang belum ada yang diterima secara universal. Konsep sejarah mengalami perubahan dan perkembangan sejak masa awal kemunculan hingga sekarang. Sejarah dipandang sebagai ibu dari ilmu-ilmu yang ada pada masa sekarang. Sejarah merupakan interaksi antara masa lampau dan masa kini, yang didalamnya dibahas mengenai manusia, ruang, dan waktu dalam perubahan, karena sejarah tidak akan bermakna apabila segala sesuatu bersifat konsisten atau tetap.

Sejarah merupakan salah satu mata pelajaran yang telah lama menduduki posisi penting di antara berbagai mata pelajaran yang diajarkan di berbagai tingkat pendidikan. Sejarah adalah mata pelajaran yang menanamkan pengetahuan, sikap, dan nilai-nilai mengenai proses perubahan dan perkembangan masyarakat Indonesia dan dunia dari masa lampau hingga masa kini. Fokus utama pelajaran sejarah adalah pada

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content. ✕

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

untuk memahami dan menjelaskan proses perkembangan dan perubahan masyarakat serta keragaman sosial budaya dalam rangka menemukan dan menumbuhkan jati diri bangsa di tengah-tengah kehidupan masyarakat dunia;

- b. agar siswa menyadari adanya keragaman pengalaman hidup pada masing-masing masyarakat dan adanya cara pandang yang berbeda;
- c. mendorong siswa berpikir kritis-analitis dalam memanfaatkan pengetahuan tentang masa lampau untuk memahami kehidupan masa kini dan yang akan datang;
- d. memahami bahwa sejarah merupakan bagian dari kehidupan sehari-hari;
- e. mengembangkan kemampuan intelektual dan keterampilan untuk memahami proses perubahan dan keberlanjutan masyarakat.

Pembelajaran sejarah berfungsi untuk menyadarkan siswa akan

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link;

however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Sasaran utama dari pembelajaran sejarah di tingkat sekolah menengah atas adalah:

- a. Meningkatkan pemahaman terhadap proses perubahan dan perkembangan yang dilalui umat manusia hingga mampu mencapai tahap perkembangan yang sekarang ini. Peradaban modern yang dicapai saat ini merupakan hasil proses perkembangan yang panjang. Sejarah merupakan satu-satunya mata pelajaran yang mampu menguraikan proses tersebut.
- b. Meningkatkan pemahaman terhadap akar peradaban manusia dan penghargaan terhadap kesatuan dasar manusia. Semua peradaban besar dunia memiliki akar yang sama; di samping berbagai karakteristik lokal, kebanyakan adalah unsur-unsur yang menunjukkan kesatuan dasar umat manusia. Salah satu sasaran utama sejarah pada sisi ini adalah menekankan pada kesatuan dasar

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

- d. Memperkokoh pemahaman bahwa interaksi saling menguntungkan antar berbagai kebudayaan merupakan faktor yang penting dalam kemajuan kehidupan manusia.
- e. Memberikan kemudahan kepada siswa yang berminat mempelajari sejarah suatu negara dalam kaitannya dengan sejarah umat manusia secara keseluruhan.

Tujuan instruksional dari pembelajaran sejarah di sekolah menengah atas terdiri atas pengetahuan, pemahaman, pemikiran kritis, keterampilan praktis, minat, dan perilaku. Tujuan instruksional diartikan sebagai tujuan yang menggambarkan pengetahuan, kemampuan, keterampilan dan sikap yang harus dimiliki oleh peserta didik sebagai akibat dari hasil pengajaran yang dinyatakan dalam bentuk tingkah laku yang dapat diamati dan diukur.

- a. Pengetahuan: Siswa harus mendapatkan pengetahuan tentang istilah,

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

membandingkan, menjelaskan, membedakan, mengidentifikasi, menyusun, mendeteksi, menginterpretasikan, dan menarik kesimpulan dari segala sesuatu yang berkaitan dengan sejarah.

- c. **Pemikiran Kritis.** Pelajaran sejarah harus membuat para siswa mampu mengembangkan pemikiran yang kritis. Dalam tataran pemikiran kritis siswa diharapkan mampu mengidentifikasi masalah, menganalisis, mengumpulkan bukti, menyelidiki, menyeleksi, menciptakan, menarik kesimpulan, memberikan argumen, dan memverifikasi kesimpulan.
- d. **Keterampilan Praktis:** Pelajaran sejarah harus membuat siswa mampu mengembangkan keterampilan praktis dalam studinya dan memahami fakta-fakta sejarah. Dalam tataran keterampilan praktis siswa diharapkan mampu menggambar dan menyiapkan segala sesuatu yang berkaitan dengan pelajaran sejarah.

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

kepercayaan dan agama orang lain; membangun persahabatan dengan siswa dari komunitas dan kepercayaan lain; mempraktikkan cara hidup mulia; bekerja sama dengan sesama dalam aktivitas sosial dan kewarganegaraan; menghargai keragaman budaya, kontribusi dari berbagai negara, keadaan bangsa dan masyarakat yang saling tergantung, dan kebutuhan untuk menyelesaikan perselisihan diantara bangsa-bangsa dengan cara damai melalui organisasi-organisasi dunia seperti PBB; percaya akan kesederajatan manusia tanpa memedulikan kasta, agama, dan warna kulit.

Pelajaran sejarah merupakan salah satu mata pelajaran yang memiliki karakteristik khas. Menurut Agung dan Sri (2013: 61-63) karakteristik mata pelajaran sejarah adalah:

- a. Sejarah terkait dengan masa lampau. Masa lampau berisi peristiwa dan setiap peristiwa sejarah hanya terjadi sekali. Jadi, pembelajaran

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

- c. Dalam sejarah ada tiga unsur penting, yakni manusia, ruang, dan waktu. Dengan demikian, dalam mengembangkan pembelajaran sejarah harus selalu diingat siapa pelaku peristiwa sejarah, dimana, dan kapan.
- d. Perspektif waktu merupakan dimensi yang sangat penting dalam sejarah. Sekalipun sejarah itu erat kaitannya dengan masa lampau, waktu lampau itu terus berkesinambungan sehingga perspektif waktu dalam sejarah antara lain masa lampau, masa kini, dan masa yang akan datang. Pemahaman ini penting bagi guru sehingga dalam mendesain materi pokok pembelajaran sejarah dapat dikaitkan dengan persoalan masa kini dan masa depan.
- e. Sejarah adalah prinsip sebab akibat. Hal ini perlu dipahami oleh setiap guru sejarah bahwa dalam merangkai fakta yang satu dengan fakta yang lain, dalam menjelaskan peristiwa sejarah yang satu

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content. ✕

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

pokok dan uraian materi pokok untuk setiap topik atau pokok bahasan haruslah dilihat dari berbagai aspek.

- g. Pelajaran sejarah di SMA/MA adalah mata pelajaran yang mengkaji permasalahan dan perkembangan masyarakat dari masa lampau sampai masa kini, baik di Indonesia maupun di luar Indonesia.
- h. Dilihat dari tujuan dan penggunaannya, pembelajaran sejarah di sekolah termasuk di SMA/MA, dapat dibedakan atas sejarah *empiris* dan sejarah *normatif*. Sejarah *empiris* menyajikan substansi kesejarahan yang bersifat akademis (untuk tujuan yang bersifat ilmiah). Sejarah *normatif* menyajikan substansi kesejarahan yang dipilih menurut ukuran nilai dan makna yang sesuai dengan tujuan yang bersifat *normatif*, sesuai dengan tujuan pendidikan nasional. Berkaitan dengan hal tersebut, pelajaran sejarah di sekolah paling tidak mengandung dua misi yakni untuk pendidikan intelektual; dan

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Pembelajaran sejarah dalam penelitian ini diartikan sebagai pembelajaran sejarah terprogram yang dilakukan di tingkat sekolah menengah. Pembelajaran sejarah terprogram ini bukan hanya mempelajari materi-materi yang telah tersaji dalam sumber belajar, namun juga nilai-nilai yang ada dalam setiap peristiwa sejarah. Sehingga siswa dapat mengambil makna dan pembelajaran dari peristiwa-peristiwa yang telah terjadi sebelumnya.

6 Indonesia Zaman Hindu-Buddha

X

Third Parties

Analytics

Save preferences

Accept All

Reject Non-Essential

Brahmana memiliki peranan dan pengaruh paling besar dalam tata kehidupan masyarakat, termasuk kepada raja sekalipun. Kaum Brahmana jugalah yang berhak membaca dan mempelajari kitab suci agama Hindu (Weda) serta yang mengatur upacara keagamaan. Oleh karena itu, kaum Brahmana mendapat kedudukan yang tinggi di dalam setiap kerajaan Hindu (Musthofa dkk, 2009: 7).

Beberapa bukti menunjukkan setelah budaya India masuk, terjadi banyak perubahan dalam tatanan kehidupan. Berdasarkan bukti-bukti yang ditemukan, kerajaan tertua di Muarakaman, Kalimantan Timur yaitu Kerajaan Kutai mendapat pengaruh yang kuat dari budaya India yaitu budaya yang dikembangkan oleh bangsa Arya di lembah Sungai Indus. Percampuran budaya itu kemudian melahirkan kerajaan yang bersifat Hindu di Nusantara. Baik itu yang mencakup dalam sistem religi, sistem kemasvarakatan, dan bentuk pemerintahan. Suatu hal yang sangat

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Hindu-Buddha masuk ke Indonesia, struktur sosial asli masyarakat Indonesia berbentuk suku-suku dengan pimpinannya ditunjuk atas prinsip *primus inter pares*. Setelah pengaruh Hindu-Buddha masuk, sistem pemerintahan ini berubah menjadi kerajaan. Kepemimpinan lalu diturunkan kepada keturunan raja. Raja dan keluarganya kemudian membentuk kalangan yang disebut bangsawan (Musthofa dkk, 2009: 13).

Kerajaan Kutai merupakan kerajaan Hindu pertama di Nusantara. Pada masa pemerintahan Mulawarman, Kutai mengalami zaman keemasan. Kehidupan ekonomi pun mengalami perkembangan. Kutai terletak di tepi sungai, sehingga masyarakatnya melakukan pertanian. Selain itu mereka banyak yang melakukan perdagangan. Bahkan diperkirakan sudah terjadi hubungan dagang dengan luar. Jalur perdagangan internasional dari India melewati Selat Makassar, terus ke Filipina dan sampai di Cina. Dalam selavarrannva dimungkinkan para

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content. ✕

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

daerah Banten. Kerajaan Tarumanegara telah menjalin hubungan dengan kerajaan lain, misalnya dengan Cina (Kemendikbud, 2014: 90).

Dalam kehidupan agama, sebagian masyarakat Tarumanegara memeluk agama Hindu. Sedikit yang beragama Buddha dan masih ada yang mempertahankan agama nenek moyang (animisme). Berdasarkan berita dari Fa-Hien, di To-lo-mo (Tarumanegara) terdapat tiga agama, yakni agama Hindu, agama Buddha dan kepercayaan animisme. Raja memeluk agama Hindu (Kemendikbud, 2014: 90-91).

Rakyat Tarumanegara hidup aman dan tenteram. Pertanian merupakan mata pencaharian pokok. Untuk memajukan bidang pertanian, raja memerintahkan pembangunan irigasi dengan cara menggali sebuah saluran sepanjang 6112 tumbuk. Saluran itu disebut dengan Sungai Gomati. Saluran itu selain berfungsi sebagai irigasi juga

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content. ✕

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Agama utama yang dianut oleh penduduk Kalingga pada umumnya adalah Buddha. Agama Buddha berkembang dengan pesat. Kerajaan Kalingga mengalami kemunduran kemungkinan akibat serangan Sriwijaya yang menguasai perdagangan (Kemendikbud, 2014: 94).

Raja yang terkenal dari Kerajaan Sriwijaya adalah Balaputradewa. Ia memerintah sekitar abad ke-9 M. Pada masa pemerintahannya, Sriwijaya berkembang pesat dan mencapai zaman keemasan. Pada masa kejayaannya, wilayah kekuasaan Sriwijaya cukup luas. Daerah-daerah kekuasaannya antara lain Sumatra dan pulau-pulau sekitar Jawa bagian barat, sebagian Jawa bagian tengah, sebagian Kalimantan, Semenanjung Melayu, dan hampir seluruh perairan Nusantara (Kemendikbud, 2014: 101-102).

Kehidupan beragama di Sriwijaya sangat semarak. Bahkan Sriwijaya menjadi pusat agama Buddha Mahayana di seluruh wilayah

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content. ✕

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

pertanian dengan hasil utama padi. Sanjaya juga dikenal sebagai raja yang paham akan isi kitab-kitab suci. Bangunan suci dibangun oleh Sanjaya untuk pemujaan lingga di atas Gunung Wukir, sebagai lambang telah ditaklukkannya raja-raja kecil di sekitarnya yang dulu mengakui kemaharajaan Sanna (Kemendikbud, 2014: 109).

Raja Panangkaran adalah raja yang menggantikan Raja Sanjaya yang wafat. Raja Panangkaran dikenal sebagai penakluk yang gagah berani bagi musuh-musuh kerajaan. Setelah kekuasaan Penangkaran berakhir, timbul persoalan dalam keluarga Syailendra, karena adanya perpecahan antara anggota keluarga yang sudah memeluk agama Buddha dengan keluarga yang masih memeluk agama Hindu (Syiwa). Hal ini menimbulkan perpecahan di dalam pemerintahan Kerajaan Mataram Kuno (Kemendikbud, 2014: 109-110).

Perpecahan yang terjadi tidak berlangsung lama. Keluarga itu

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Kerajaan Majapahit mencapai puncak kejayaan pada masa pemerintahan Raja Hayam Wuruk dan Patih Gajah Mada. Wilayah kekuasaan Majapahit sangat luas, bahkan melebihi luas wilayah Republik Indonesia sekarang. Majapahit telah mengembangkan sistem pemerintahan yang teratur. Raja memegang kekuasaan tertinggi. Dalam melaksanakan pemerintahan, raja dibantu oleh berbagai badan atau pejabat. Untuk menciptakan pemerintahan yang bersih dan berwibawa, dibentuklah badan peradilan yang disebut dengan *Saptopapati*. Selain itu disusun pula kitab hukum oleh Gajah Mada yang disebut *Kitab Kutaramanawa*. Untuk mengatur kehidupan beragama dibentuk badan

X

Third Parties

Analytics

Reject Non-Essential

Kegiatan pertanian juga dikembangkan. Sawah dan ladang dikerjakan secukupnya dan dikerjakan secara bergiliran. Hal ini maksudnya agar tanah tetap subur dan tidak kehabisan lahan pertanian. Tanggul-tanggul di sepanjang sungai diperbaiki untuk mencegah bahaya banjir (Kemendikbud, 2014: 138).

Pada masa pemerintahan Hayam Wuruk, bidang sastra mengalami kemajuan. Karya sastra yang paling terkenal pada masa Majapahit adalah

Kitab Negerakertagama Di samping menunjukkan kemegahan di bidang

X

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

Third Parties

Analytics

Save preferences

Accept All

Reject Non-Essential

Surakarta. Masalah yang dikaji oleh Ardeti dalam penelitiannya adalah mengenai pendidikan multikultural dimulai dari pemahaman guru sejarah, implementasi pendidikan multikultural dalam pembelajaran, kendala implementasi, upaya untuk mengatasi hingga persepsi siswa mengenai pendidikan multikultural (Abdilla, 2016).

Hasil penelitian Ardeti menunjukkan bahwa guru sejarah memiliki pemahaman yang baik terhadap pendidikan multikultural sehingga implementasi pendidikan multikultural dilakukan dalam pembelajaran sejarah dimulai dari perencanaan pembelajaran, pelaksanaan pembelajaran hingga evaluasi pembelajaran. Siswa memiliki persepsi baik mengenai implementasi pendidikan multikultural dalam pembelajaran sejarah. Kendala implementasi pendidikan multikultural dalam pembelajaran sejarah yakni guru belum menerapkan materi ajar sejarah yang multikultural sehingga perlu upaya In House Training

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

×

Third Parties

Analytics

Reject Non-Essential

beberapa prinsip yakni keterbukaan, toleransi, bersatu dalam perbedaan dan Islam *rahmatan lil’alamiin* sebagai *leader*. Implementasi nilai-nilai pendidikan multikultural di Universitas Islam Malang terpolakan menjadi dua, yaitu *multicultural knowing* dan *multicultural feeling*.

Penelitian yang relevan dengan penelitian peneliti adalah penelitian Rikza Fauzan berjudul *Membangun Nilai Multikultural Siswa melalui Kajian Sejarah Perjuangan Wanita di Tingkat Lokal*. Masalah yang dikaji dalam penelitian Rikza mengenai peningkatan pemahaman sejarah lokal (Fauzan, 2015).

Hasil penelitian Rikza mendeskripsikan bahwa peningkatan pemahaman sejarah lokal tentang perjuangan wanita di tingkat lokal sebagai jati diri masyarakat Banten, sehingga menumbuhkan perasaan memiliki terhadap sejarah lokal yang ada di Banten. Pembelajaran nilai

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Hasil penelitian menunjukkan bahwa (1) pemahaman yang dinyatakan oleh informan sebagai pendidik tentang pendidikan multikultural sangat beragam yakni sesuai dengan bidang mata pelajaran yang diajarnya (2) dari prosentase tingkat penguasaan siswa mengenai materi multikultural baik dalam mata pelajaran PPKN, Sosiologi dan Aswaja (3) implementasi pendidikan multikultural di SMA Al-Muayyad Surakarta banyak terkandung didalam mata pelajaran PPKN, Sosiologi dan Aswaja yaitu terkandung nilai disiplin, religius, kerja keras, kreatif, jujur dan yang mengkhusus ke multikulturalisme yaitu demokratis, toleransi, dan kepedulian sosial.

Penelitian yang relevan dengan penelitian ini adalah penelitian Dwi Indrayanto berjudul *Penanaman Nilai Multikultural Melalui Pembelajaran Sosiologi pada Siswa Kelas XI IPS di SMA N 12*

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

masing siswa serta keterbatasan media pembelajaran yang digunakan guru.

Penelitian yang relevan dengan penelitian ini adalah penelitian Mira Khoirunnisak berjudul *Nilai-Nilai Pendidikan Multikultural dalam Berbagai Kegiatan Sekolah di SMA N 2 Sleman*. Masalah yang dikaji oleh Mira adalah alasan pendidikan multikultural menjadi dasar dalam dunia pendidikan dan kegiatan sekolah di SMA N 2 Sleman Yogyakarta yang mengandung nilai-nilai pendidikan multikultural (Khoirunnisak, 2015).

Hasil penelitian Mira menunjukkan bahwa pendidikan multikultural sangat berperan penting dalam dunia pendidikan karena pendidikan multikultural disini berdiri sebagai suatu acuan atau dasar dalam berlangsungnya proses pendidikan. Kegiatan sekolah di

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

B. Kerangka Berpikir

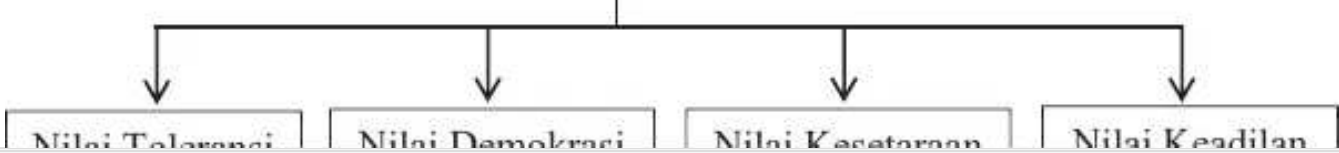
Guru memberikan pembelajaran mengenai materi Indonesia zaman Hindu-Buddha yang menanamkan nilai-nilai multikulturalisme kepada siswa kelas X. Proses pembelajaran yaitu interaksi antara guru dan siswa yang

X

Third Parties

Analytics

Reject Non-Essential



Bagan 1. Kerangka Berpikir
(Nurjanah, 2017)

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

BAB V
PENUTUP

A. Simpulan

1. Penanaman nilai-nilai multikulturalisme dalam pembelajaran sejarah materi Indonesia zaman Hindu-Buddha pada siswa kelas X MA Negeri Purbalingga Tahun Ajaran 2016/2017 dilakukan pada tataran operasional yakni pengelolaan kelas pada saat pembelajaran dengan menekankan materi dan memberikan contoh perilaku nilai-nilai multikulturalisme pada saat pembelajaran.
2. Siswa kelas X MA Negeri Purbalingga Tahun Ajaran 2016/2017 memahami adanya penanaman nilai toleransi dalam materi Indonesia zaman Hindu-Buddha. Pemahaman tersebut muncul karena adanya

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

B. Saran

1. Pengajaran mengenai nilai-nilai multikulturalisme dalam pembelajaran sejarah materi Indonesia zaman Hindu-Buddha pada siswa kelas X MA Negeri Purbalingga Tahun Ajaran 2016/2017 belum terdapat dalam tataran perencanaan maupun evaluasi. Saran dari peneliti untuk instansi MA Negeri Purbalingga sebaiknya MA Negeri Purbalingga memberlakukan pendidikan multikulturalisme dalam kehidupan sosial dan budayanya meskipun MA Negeri Purbalingga merupakan sekolah yang homogen.
2. Pengajaran mengenai nilai-nilai multikulturalisme dalam pembelajaran sejarah materi Indonesia zaman Hindu-Buddha pada siswa kelas X MA Negeri Purbalingga Tahun Ajaran 2016/2017 belum terdapat dalam tataran perencanaan maupun evaluasi. Saran peneliti bagi guru sejarah

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

DAFTAR PUSTAKA

Abdilla, Ardeti Jeni. 2016. ‘Analisis Pendidikan Multikultural dalam Pembelajaran Sejarah di SMA Islam Diponegoro Surakarta’. *Skripsi*. Surakarta: Universitas Sebelas Maret.

Agung, Leo dan Sri Wahyuni. 2013. *Perencanaan Pembelajaran Sejarah*. Yogyakarta. Ombak.

Anam, Ahmad Muzakkil. 2016. ‘Penanaman Nilai-Nilai Pendidikan Multikultural di Perguruan Tinggi: Studi Kasus di Universitas Islam Malang’. *Tesis*. Malang: Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Baharuddin, H. dan Esa Nur Wahyuni. 2007. *Teori Belajar dan Pembelajaran*. Jogjakarta: Ar-Ruzz Media.

Budiman, Hikmat. 2007. *Hak Minoritas: Multikulturalisme dan Dilema Negara Bangsa*. The Interseksi Foundation.

Creswell, John W. 2010. *Research Design: Pendekatan Kualitatif, Kuantitatif, dan Mixed*. Yogyakarta: Pustaka Pelajar.

Departemen Pendidikan dan Kebudayaan. 1990. *Kamus Besar Bahasa Indonesia*. Jakarta: Balai Pustaka.

Fauzan, Rizka. 2015. ‘Membangun Nilai Multikultural Siswa melalui Kegiatan

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Hergenhahn, BR dan Matthew H. Olson. 2008. *Theories of Learning*. Terjemahan: Triwibowo BS. Jakarta: Kencana Prenada Media Group.

<http://man-purbalingga.sch.id/profil.php?id=profil&kode=12&profil=Sejarah%20Singkat> (21 Mar. 2017)

<http://www.dppad.jatengprov.go.id/up3ad-purbalingga/> (16 Feb. 2017).

Indrayanto, Dwi. 2011. ‘Penanaman Nilai Multikultural Melalui Pembelajaran Sosiologi Pada Siswa Kelas XI IPS di SMA N 12 Semarang’. *Tesis*. Semarang: Universitas Negeri Semarang.

Islamiyah, Nurul. 2015. ‘Implementasi Pendidikan Multikultural di SMA Selamat Pagi Indonesia Batu (Studi tentang Sikap Demokratis dan Toleransi)’. *Skripsi*. Malang. Universitas Islam Negeri Maulana Malik Ibrahim.

Kaelan. 2002. *Pendidikan Pancasila*. Yogyakarta: Paradigma.

Kementerian Pendidikan dan Kebudayaan. 2014. *Sejarah Indonesia*. Jakarta: Kementerian Pendidikan dan Kebudayaan.

Khoirunnisak, Mira. 2015. ‘Nilai-Nilai Pendidikan Multikultural dalam Berbagai Kegiatan Sekolah di SMA N 2 Sleman’. *Tesis*. Yogyakarta: Universitas Islam Negeri Sunan Kalijaga.

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential



Moleong, Lexy J. 2011. *Metodologi Penelitian Kualitatif*. Bandung: PT. Remaja Rosdakarya.

Muhaimin. 1996. *Strategi Belajar Mengajar*. Surabaya: Citra Madia.

Mustakim, Bagus. 2011. *Pendidikan Karakter: Membangun Delapan Karakter Emas Menuju Indonesia Bermartabat*. Yogyakarta: Samudra Biru.

Musthofa, dkk. 2009. *Sejarah Untuk SMA/MA Kelas XI Program Bahasa*. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Naim, Ngainun dan Achmad Sauqi. 2008. *Pendidikan Multikultural: Konsep dan Aplikasi*. Yogyakarta: Ar-Ruzz Media.

_____. 2016. *Pendidikan Multikultural: Konsep dan Aplikasi*. Yogyakarta: Ar-Ruzz Media.

Rifa’i, Achmad dan Catharina Tri A. 2012. *Psikologi Pendidikan*. Semarang: Pusat Pengembangan MKU-MKDK Unnes.

Salmiwati. 2013. *Urgensi Pendidikan Agama Islam dalam Pengembangan Nilai-Nilai Multikultural*. Jurnal Al-Ta lim: Vol. 20, No. 1.

Siskandar. 2012. *Variabel-Variabel Penentu Mutu Pendidikan di Indonesia*. Surabaya: Jengala Pustaka Utama.

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential

Suryana, Ermis. *Operant Conditioning Skinner: Aplikasi Teori dalam Praktek Pendidikan*.
https://www.academia.edu/7428448/OPERANT_CONDITIONING_B.F_S_KINNER_Aplikasi_Teori_Dalam_Praktek_Pendidikan (7 Apr. 2017).

Thoha, Chabib. 2000. *Kapita Selekta Pendidikan Islam*. Yogyakarta: Pustaka Pelajar.

Tilaar, HAR. 2009. *Kekuasaan dan Pendidikan: Manajemen Pendidikan Nasional dalam Pusaran Kekuasaan*. Jakarta: Rineka Cipta.

Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.

Walgito, Bimo. 2004. *Pengantar Psikologi Umum*. Yogyakarta: Penerbit Andi.

Widja, I Gde. 1989. *Pengantar Ilmu Sejarah: Sejarah dalam Perspektif Pendidikan*. Semarang: Satya Wacana.

Yamin, Moh. dan Vivi Aulia. 2011. *Meretas Pendidikan Toleransi: Pluralisme dan Multikulturalisme Sebuah Keniscayaan Peradaban*. Malang: Madani Media.

Yaqin, M. Ainul. 2005. *Pendidikan Multikulturalisme Cross-Cultural Understanding untuk Demokrasi dan Keadilan*. Yogyakarta: Pilar Media.

We and our 21 IAB TCF partners store and access information on your device for the following purposes: store and/or access information on a device, advertising and content measurement, audience research, and services development, personalised advertising, and personalised content.

Personal data may be processed to do the following: use precise geolocation data and actively scan device characteristics for identification.

Our third party IAB TCF partners may store and access information on your device such as IP address and device characteristics. Our IAB TCF Partners may process this personal data on the basis of legitimate interest, or with your consent. You may change or withdraw your preferences at any time by clicking on the cookie icon or link; however, as a consequence, you may not see relevant ads or personalized content. You may change your settings at any time or accept the default settings. You may close this banner to continue with only essential cookies. [Privacy Policy](#)

[Storage Preferences](#)

[Third Parties](#)

Storage

Targeted Advertising

Personalization

Analytics

Save preferences

Accept All

Reject Non-Essential