



UNMASKING HEGEMONY: DISSECTING HEROIC NARRATIVES IN HISTORICAL EDUCATION

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ABSTRACT

This research critically examines the presence of hegemonic ideology in historical education, specifically focusing on the heroic narratives presented in classroom settings. By deconstructing these narratives, the study seeks to unveil the subtle influences of hegemony on the shaping of historical perspectives. Utilizing a multidisciplinary approach, the research analyzes textbooks, curriculum structures, and pedagogical methods to identify and critique the ideological underpinnings embedded in the representation of heroes within historical contexts. The findings illuminate the potential consequences of perpetuating hegemonic narratives in education and propose alternative approaches to foster a more inclusive and nuanced understanding of history.

KEYWORDS

Hegemony, Historical Education, Heroic Narratives, Ideological Critique, Curriculum Analysis, Pedagogical Methods, Power Dynamics, Historical Perspectives, Critical Thinking, Inclusivity.

INTRODUCTION

In the realm of historical education, narratives of heroism often take center stage, shaping collective perceptions and molding the understanding of past

events. However, beneath the surface of these heroic tales lies an intricate web of ideological influences that reflect and perpetuate hegemonic structures. This



study endeavors to unveil and critically analyze the presence of hegemonic ideology within the heroic narratives disseminated in historical education. By dissecting these narratives, we aim to shed light on the subtle yet powerful ways in which hegemony operates in the classroom, influencing the way history is presented, understood, and internalized.

Historical education serves as a crucial medium through which societies transmit their cultural heritage, shaping the perspectives of present and future generations. The narratives constructed within this educational framework not only reflect societal values but also play a pivotal role in reinforcing or challenging prevailing power structures. Our focus on heroic narratives arises from the recognition that heroes, as historical figures, are often presented as embodiments of virtues and values, subtly endorsing certain ideologies that align with the dominant narrative.

This research adopts a multidisciplinary approach, incorporating elements of history, sociology, and education studies. By closely examining textbooks, curriculum structures, and pedagogical methods, we seek to identify the ideological underpinnings that permeate the representation of heroes in historical contexts. The goal is not only to critique the existing narratives but also to propose alternative frameworks that encourage a more inclusive, critical, and nuanced understanding of history.

As we embark on this exploration, we acknowledge the potential consequences of perpetuating hegemonic narratives in the classroom. Such narratives can reinforce existing power dynamics, marginalize certain perspectives, and limit the development of critical thinking skills among students. By unmasking hegemony within historical education, we aim to contribute to a broader conversation about the role of

education in shaping collective memory and fostering a more informed and critically engaged citizenry.

METHOD

Textbook Analysis:

The research methodology employs a comprehensive examination of historical textbooks commonly used in educational settings. A systematic analysis of the language, content, and portrayal of heroic figures within these textbooks is conducted. This approach enables the identification of recurring themes, biases, and subtle ideological nuances that may contribute to the construction and perpetuation of hegemonic narratives in historical education.

Curriculum Evaluation:

To gain a holistic understanding of the influence of hegemonic ideology, the study assesses the overall structure and design of historical education curricula. By scrutinizing the curriculum guidelines, objectives, and prescribed readings, the research aims to uncover implicit messages embedded in the educational framework. This evaluative process contributes to the identification of potential gaps or biases in the curriculum that may reinforce hegemonic narratives surrounding heroism.

Pedagogical Methods Assessment:

An integral aspect of this research involves an analysis of pedagogical methods employed in historical education. Classroom activities, teaching strategies, and assessment tools are scrutinized to discern how heroic narratives are delivered and reinforced. By examining the interactive dynamics between educators and students, the study seeks to uncover any power imbalances and ideological influences inherent in the teaching methods that may contribute to the perpetuation of hegemonic perspectives.



Interviews and Surveys:

Complementing the analysis of educational materials, the research incorporates qualitative data through interviews with educators and surveys distributed to students. These interactions provide insights into the lived experiences of those engaged in historical education, shedding light on the perspectives, challenges, and awareness levels related to hegemonic narratives. The qualitative data enriches the overall understanding of how hegemony operates in the educational environment.

Comparative Case Studies:

To enhance the robustness of the research, a comparative case study approach is employed. Different educational institutions, curricular frameworks, and cultural contexts are examined to discern variations and commonalities in the presentation of heroic narratives. This comparative analysis aids in identifying patterns and deviations, offering a more nuanced perspective on how hegemonic ideology manifests within historical education across diverse settings.

Through the integration of these methodological approaches, this research aims to provide a comprehensive examination of hegemonic influences in historical education, specifically within the context of heroic narratives. The multifaceted methodology enables a thorough exploration of the complexities surrounding the construction and dissemination of historical narratives in educational settings.

RESULTS

The findings of this research unveil the subtle but pervasive presence of hegemonic ideologies within heroic narratives in historical education. The textbook analysis revealed recurring themes and implicit biases, showcasing how certain hero figures are selectively

portrayed to align with prevailing societal values. Curriculum evaluations exposed systemic influences, indicating how educational frameworks may inadvertently reinforce hegemonic perspectives in the portrayal of heroism. Assessment of pedagogical methods highlighted power dynamics within the classroom, suggesting that the delivery of heroic narratives can unintentionally perpetuate ideological influences.

Qualitative data gathered through interviews and surveys provided nuanced insights into the lived experiences of educators and students. Educators demonstrated varying degrees of awareness regarding the potential ideological influences embedded in historical education, while students exhibited differing levels of critical engagement with the presented heroic narratives.

Comparative case studies further accentuated the research's depth by showcasing how regional, cultural, and institutional factors contribute to variations in the dissemination of hegemonic ideologies within historical education. This comprehensive analysis of multiple facets allowed for a rich exploration of the complexities surrounding heroic narratives.

DISCUSSION

The discussion section delves into the implications of the uncovered hegemonic influences in historical education. It explores the potential consequences of perpetuating such narratives, including the reinforcement of power structures, the marginalization of alternative perspectives, and the limitation of critical thinking skills among students. The discussion critically examines the role of educators in either reinforcing or challenging hegemonic narratives and the broader societal implications of uncritically accepting heroic histories.



Moreover, the discussion addresses potential avenues for reform, proposing alternative approaches to historical education that encourage a more inclusive, critical, and nuanced understanding of history. It contemplates the integration of diverse perspectives, the acknowledgment of historical complexities, and the development of curricula that actively challenge hegemonic narratives.

CONCLUSION

In conclusion, this research successfully unmasks the presence of hegemonic ideologies within heroic narratives in historical education. The study not only identifies the subtle influences but also comprehensively explores their manifestations across textbooks, curricula, pedagogical methods, and diverse educational settings. The findings underscore the importance of critically examining and reevaluating how history is taught to avoid perpetuating hegemonic ideologies.

As we conclude, this research advocates for a more conscious and inclusive approach to historical education. By acknowledging the influences of hegemony, educators and policymakers can work towards developing curricula that foster critical thinking, engage with diverse perspectives, and present a more accurate representation of historical events. This research serves as a catalyst for ongoing conversations about the role of historical education in shaping societal narratives and encourages a continuous reassessment of the content and methods employed in the dissemination of historical knowledge.

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