



Subaltern Narrative Through Bakhtin's Dialogistic Theory in History Learning

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Abstract: This study is a discourse on the analysis of subaltern concepts in postcolonial theory and their relevance to historical learning. Subaltern narratives developed with the emergence of critical theory. Subaltern becomes a study that needs to be inserted into history learning because it is a critique of the history curriculum which is oriented to the grand narrative in Indonesian historiography and the official history being taught. The process of linking and bridging subaltern narratives can be done through the Bakhtin dialogue theory approach. Bakhtin's dialogue method is divided into two categories including the carvival method and the heteroglossia method, both of which illustrate that subaltern narratives can be taught in critical history learning. This certainly provides an emancipatory opportunity for the subaltern position in historical studies.

Keywords: Subaltern, Dialogism Theory, Bakhtin, Historiography

Introduction

Critical theory has contributed to the dynamics of social thought and movement. Through critical theory, we not only understand reality, but also achieve a social justice. Because with critical theory we are invited to criticize domination and subordination, thereby encouraging emancipatory change (Cornbleth, 2017). Rapid developments in critical theory also have an impact on historical education. In the perspective of critical theory, historical education looks at the relationship between politics and ideology in learning, how major forces influence education and the past.

Historical education is also used as a means to dismantle oppressive hegemonic power relations and encourage change towards a more democratic and just world. (Segall et al., 2018) Historical education deconstructs the reality of the world, uncovering its mechanisms and consequences. Thus, historical education is not only focused on the series of events, but also looks at what is behind the events.

The implication of critical theory in historical education is that the educational process tries to re-question historical claims that have been considered established so far. On the one hand, historical education has an advocate role through an emancipatory and liberating process. To achieve this, historical education is no longer focused on the sequence of events, but deals with rich new themes.

From the various concepts above, the author is interested in the concept of subalternity in education, especially historical education in Indonesia. This is because in Indonesian historiography the phenomenon of people without history is still developing. This phenomenon illustrates that there is a historical narrative that is deliberately not raised, so that the stories of the human past are not recorded. If there are historical events that are covered up, it means that they will eliminate the identity of a group of people due to their not being acknowledged in the official historical narrative. (Nordholt, 2004) In Spivak's (2021) view, people without history can be equated with the concept of subaltern.

Dialogic role in learning is needed in providing opportunities for subaltern groups in maintaining their existence in learning hegemony. Dialogue activities in class are activities for teachers and students in selecting and transforming information, constructing hypotheses, and making decisions based on their cognitive structure. This is in line with (Bruner, 1966) that learning is an active process as well as a social process in which students construct new ideas or concepts based on the knowledge they have learned. Bruner also describes the cognitive structure (mental schema) that gives meaning to real experiences.

Throughout the learning process the teacher must encourage students to find something meaningful for themselves. The dialogue in question is the dialogical theory introduced by Bakhtin in the study of texts and discourses. The text studied is the curriculum of historical education and the substance of the material related to hegemony and power relations which is the antithesis of the subaltern concept. The discourse developed includes a sub-later narrative in history learning which allows it to be inserted in history learning to students.

Methods and Research Design

Methods. The approach in this study uses the type of research in the form of literature study or literature study. Literature studies can be done by collecting references consisting of several previous studies which are then compiled to draw conclusions (Mardalis, 1999).

A literature review is a comprehensive overview of the research that has been done on a specific topic to show the reader what is already known about the topic and what is not known, to seek rationale from research that has been done or for further research ideas (Denney & Tewksbury, 2013). Literature studies can be obtained from various sources, both journals, books, documentation, internet and libraries. The literature study method is a series of activities related to the method of collecting library data, reading and taking notes, and managing writing materials (Zed, 2008 in Nursalam, 2016). The type of writing used is a literature review study that focuses on the results of writing related to the topic or variable of writing.

Research Design. The research design begins with the written material which is sequentially considered from the most relevant, relevant, and quite relevant. Then read the abstract, each journal first to provide an assessment of whether the problems discussed are in accordance with what is to be solved in a journal. Record important points and their relevance to research problems, Make notes, quotes, or information that is systematically arranged so that writing can easily be looked up again if needed at any time (Darmadi, 2011 in Nursalam, 2016).

The procedure in this study was carried out with the following steps (Kulthau, 2002):

1. Choose a theme
2. Information exploration
3. Determination of research direction
4. Collect data sources
5. Data presentation
6. Compile reports

The data analysis technique used in this study uses content analysis methods that can be used to obtain valid inferences and can be re-examined according to the context (Krippendoff, 1993). In the analysis, selection, comparison, merging, and sorting will be carried out so that the relevant ones are found (Sabarguna, 2005).

Result and Discussion

Subaltern History in Curriculum in Indonesia

In the curriculum in Indonesia, the study of subalterns begins with a critique of elite historiography, power relations, colonialism, and the position of ordinary people in the curriculum. This is done in an effort to decolonize the historiography that has developed at this time. The study of subaltern historiography is an alternative in developing deconstructive awareness in historiography in order to break the ice and disorientation of Indonesian historiography today. In this context, it is interesting what Jacques Derrida said that "all texts must always be questioned for truth".

Reading the text critically is the beginning of the discovery of historical truth. In this case, the existing historiographical works must also be viewed as texts that must be questioned for their veracity and if necessary dismantled again. Thus, rewriting history is a necessity, not a taboo item that can be forced politically (Sulistiyono, 2016).

Singih T. Sulistiyono (2016) uses this concept as a historiography of “liberation”. Liberation historiography refers to historical works that are not merely solace and leisure time fillers, but also historical works that are able to raise awareness of the actual problems faced by society such as poverty, dependence, injustice, oppression, and so on. The combination of historical awareness and actual awareness as well as future awareness will in turn encourage the enthusiasm of the community to take a corrective step in order to achieve the ideals of the New Indonesia as a national community, namely a society that is prosperous, just, independent, free from oppression based on Pancasila and the 1945 Constitution.

Therefore, this subaltern discourse as a historiography of liberation needs to be discussed as a part of the history education curriculum in Indonesia. In line with the critical theory paradigm in the study of sociology, subaltern historiography also has a primary concern for freeing people's minds from the confines of myth, ignorance, and manipulation of the past that causes errors in understanding present and future conditions. Or in other words, liberation historiography has a mission to raise public awareness of the actual problems they face so as to inspire them to make improvements in order to achieve a bright future.

Actual problems that can be analyzed historically include poverty, injustice, domination, exploitation, discrimination (race, gender, belief, etc.), manipulation, bureaucratic repression and so on. Only with such awareness, the Indonesian people will realize and then be moved to take action.

In the context of pedagogy and curriculum, there is a need for linking and bridging between subalterns as a historiography and as a curriculum study. Supriatna (2011) uses a critical pedagogy approach in constructing history learning which is placed in the curriculum as a praxis which refers to the postmodern view based on historiography. The position of the curriculum as a medium that needs to be



developed both substantially concept and analytical concept by placing subaltern history into an important part in learning history in schools today.

Implementation of Bakhtin's Theory in Subaltern Narrative of Indonesian History

Bakhtin (Skidmore, 2016) proposes an approach in dialogue with the emergence of the Bakhtinian Circle school which views the importance of early dialogue in literary research because the position of the author, the text, the reader, and the universe have the same function, namely expressing: the author's thoughts and ideology, the reality of the text. , the role of the reader as a giver of meaning, and the universe or social reality as material for the creation of literary works. This thinking is also developing in the study of historical education because the essence of history is studying texts, both in written and oral form. Bakhtin also introduced two methods, namely the Heteroglossia method and the Carnival method.

Bakhtin's theory of dialogue is basically based on modernist and postmodern notions of fiction, especially about polyphonic elements in the novel. Dialogic criticism is seen as important in the discourse of polyphonic heterogeneity and subversive functions in prose elements, especially novels. Dialogism theory is also characterized by dialogues between subjects and between individuals. In history learning, the devotional dialogue is deconstructive in exploring the meaning in each historical learning source which has its own characteristics so that the variety of meanings is interesting to discuss. This is certainly in line with the binary opposition view of the subaltern narrative as the antithesis of the grand narrative in Indonesian historiography

Discussion and Recommendation

In the end, subaltern discourse in history learning has also become an alternative approach in teaching history with a different side. In the current curriculum, history learning is dominated by memorizing and remembering the names of figures, names of events, and the year of events (rote learning) regarding continuity and change in the grand narrative of national history which emphasizes on the nation's past glory. In the view of Seixas (2001: 20) such history learning



is oriented towards enhancing collective memory because the teacher presents the best story as a result of selected interpretations of a number of historians' interpretations of the past recommended by those in positions of authority.

Subaltern historiography needs to be introduced to a more emancipatory method by placing students in the dialogue process in class. This is also reinforced by the postmodern approach in classroom learning. In the postmodern view, the dialogical process of learning material (knowledge) is an open-ended and non-determinist construction process. Subaltern narratives get the opportunity to be included in the curriculum as part of enrichment in the classroom.

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