

ABSTRAK

EKSPLORASI MAKNA PERJUANGAN I GUSTI NGURAH RAI: STUDI KASUS PADA KEGIATAN NAPAK TILAS SISWA SMA NEGERI 1 ABIANSEMAL

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Penelitian ini bertujuan untuk mendeskripsikan pengalaman siswa SMA Negeri 1 Abiansemal dalam mengikuti kegiatan Napak Tilas Perjuangan I Gusti Ngurah Rai, menggali makna perjuangan yang dimaknai siswa setelah mengikuti kegiatan tersebut, serta mendeskripsikan pembentukan kesadaran nasionalisme siswa melalui pengalaman mengikuti kegiatan napak tilas. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Subjek penelitian adalah siswa kelas XI SMA Negeri 1 Abiansemal yang mengikuti kegiatan Napak Tilas Perjuangan I Gusti Ngurah Rai pada semester genap Tahun Ajaran 2025/2026. Penentuan informan menggunakan teknik *purposive sampling*. Pengumpulan data dilakukan melalui wawancara mendalam, observasi partisipatif, dokumentasi, angket, dan catatan refleksi siswa. Analisis data dilakukan melalui tahapan pengumpulan data, kondensasi data, penyajian data, serta penarikan kesimpulan dan verifikasi. Keabsahan data dilakukan melalui triangulasi sumber, triangulasi teknik, dan *member check*.

Hasil penelitian menunjukkan bahwa kegiatan napak tilas memberikan pengalaman belajar yang bermakna karena melibatkan aspek kognitif, emosional, sosial, fisik, dan reflektif. Siswa memaknai perjuangan I Gusti Ngurah Rai sebagai bentuk pengorbanan, semangat pantang menyerah, cinta tanah air, dan tanggung jawab terhadap bangsa. Pengalaman tersebut berkontribusi terhadap pembentukan kesadaran nasionalisme yang ditunjukkan melalui meningkatnya rasa bangga terhadap bangsa Indonesia, penghargaan terhadap jasa para pahlawan, sikap disiplin, tanggung jawab, kerja sama, serta berkembangnya pola pikir yang lebih dewasa dan reflektif. Dengan demikian, kegiatan Napak Tilas Perjuangan I Gusti Ngurah Rai memberikan pengalaman belajar sejarah yang bermakna dalam membentuk kesadaran nasionalisme siswa.

Kata kunci: napak tilas, I Gusti Ngurah Rai, studi kasus, nasionalisme, pembelajaran sejarah.

UNMAS DENPASAR

ABSTRACT

EXPLORING THE MEANING OF I GUSTI NGURAH RAI'S STRUGGLE: A CASE STUDY OF HISTORICAL TRACING ACTIVITIES OF STUDENTS AT SMA NEGERI 1 ABIANSEMAL

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This study aimed to describe the experiences of students at SMA Negeri 1 Abiansema in participating in the Historical Trace (Napak Tilas) of I Gusti Ngurah Rai's struggle, explore the meanings of the struggle as interpreted by the students after participating in the activity, and describe the development of students' nationalism through their participation in the historical trace activity. This study employed a qualitative approach using a case study design. The research participants were eleventh-grade students of SMA Negeri 1 Abiansema who participated in the Historical Trace of I Gusti Ngurah Rai during the second semester of the 2025/2026 academic year. Informants were selected using purposive sampling. Data were collected through in-depth interviews, participant observation, documentation, questionnaires, and students' reflective notes. Data were analyzed through the stages of data collection, data condensation, data display, and conclusion drawing and verification. Data trustworthiness was ensured through source triangulation, technique triangulation, and member checking.

The findings showed that the historical trace activity provided meaningful learning experiences by engaging students cognitively, emotionally, socially, physically, and reflectively. Students interpreted I Gusti Ngurah Rai's struggle as representing sacrifice, perseverance, patriotism, and responsibility toward the nation. These experiences contributed to the development of students' nationalism, as reflected in increased pride in Indonesia, greater appreciation for national heroes, stronger discipline, responsibility, cooperation, and more mature and reflective ways of thinking. Therefore, the Historical Trace of I Gusti Ngurah Rai provided meaningful history learning experiences in fostering students' nationalism.

Keywords: historical trace, I Gusti Ngurah Rai, case study, nationalism, history learning.

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