

## ABSTRAK

Penelitian ini bertujuan untuk: (1) Mendeskripsikan bentuk-bentuk disonansi kultural yang dialami siswa Papua dalam pembelajaran sejarah lokal Yogyakarta di SMA BOPKRI 2, (2) Menganalisis pemaknaan siswa Papua terhadap pembelajaran sejarah lokal yang memiliki perbedaan dengan latar belakang budaya mereka, (3) Mengkaji strategi adaptasi kognitif dan emosional siswa Papua dalam membangun kohesi budaya di lingkungan pembelajaran sejarah.

Penelitian ini menggunakan metode kualitatif dengan pendekatan fenomenologi. Data penelitian diperoleh melalui wawancara mendalam, observasi non-partisipatif, dan dokumentasi. Informan penelitian terdiri dari siswa Papua di SMA BOPKRI 2 Yogyakarta serta guru sejarah sebagai informan pendukung. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan untuk menemukan makna pengalaman subjektif partisipan.

Hasil penelitian menunjukkan bahwa: (1) disonansi kultural muncul akibat perbedaan antara pengalaman budaya siswa Papua dengan materi sejarah lokal Yogyakarta sehingga siswa mengalami rasa asing, kesulitan memahami materi, dan keterbatasan keterlibatan dalam pembelajaran; (2) pemaknaan siswa Papua terhadap sejarah lokal berkembang dari rasa asing menjadi pemahaman bahwa sejarah lokal merupakan bagian dari sejarah nasional dan keberagaman budaya Indonesia; (3) siswa Papua melakukan adaptasi kognitif dengan menghubungkan materi baru dengan pengalaman budaya asal mereka, serta adaptasi emosional melalui penyesuaian diri dan interaksi sosial di lingkungan sekolah sehingga terbentuk kohesi budaya dalam lingkungan pembelajaran sejarah.

**Kata kunci: Kohesi Budaya, Siswa Papua, Pembelajaran Sejarah Lokal, Fenomenologi, Adaptasi Budaya.**

## ABSTRACT

*This study aims to: (1) Describe the forms of cultural dissonance experienced by Papuan students in learning Yogyakarta local history at SMA BOPKRI 2, (2) Analyze how Papuan students interpret local history learning that differs from their cultural background, (3) Examine the cognitive and emotional adaptation strategies of Papuan students in building cultural cohesion within the history learning environment.*

*This study employed a qualitative method with a phenomenological approach. The research data were collected through in-depth interviews, non-participant observation, and documentation. The research informants consisted of Papuan students at SMA BOPKRI 2 Yogyakarta and history teachers as supporting informants. Data analysis was conducted through data reduction, data presentation, and conclusion drawing to discover the meaning of the participants' subjective experiences.*

*The results of the study indicate that: (1) cultural dissonance emerged due to differences between the cultural experiences of Papuan students and the Yogyakarta local history materials, causing students to experience feelings of unfamiliarity, difficulties in understanding the material, and limited involvement in learning activities; (2) the students' interpretation of local history developed from a sense of unfamiliarity into an understanding that local history is part of national history and Indonesia's cultural diversity; (3) Papuan students carried out cognitive adaptation by connecting new material with their cultural experiences from their homeland, as well as emotional adaptation through self-adjustment and social interaction within the school environment, leading to the formation of cultural cohesion in the history learning environment.*

**Keywords: Cultural Cohesion, Papuan Students, Local History Learning, Phenomenology, Cultural Adaptation.**