

Comparison of National History Education Textbook Content in Middle School and Senior High School in Indonesian in New Order Era

1st Nasution

History Education Department,
Universitas Negeri Surabaya
Surabaya, Indonesia
email: nasution@unesa.ac.id

2nd Artono

History Education Department
Universitas Negeri Surabaya
Surabaya, Indonesia
email: artonoartono@unesa.ac.id

3rd Agus Trilaksana

History Education Department
Universitas Negeri Surabaya
Surabaya, Indonesia
email: agustri@unesa.ac.id

Abstract—Since their declaration of independence until 1965, several times this country experienced rebellions until the Indonesian Communist Party's uprising in 1965. National integration was a necessity one to achieve stability and sustainable development. One of the paths taken is through the National History writing and its school education teaching. This paper aims to analyze the contents of the Indonesian National History especially regarding to the promotion of national integration in the middle school. And senior high school after post-Soeharto regime. This research method uses the theory of Critical Discourse Analysis (CDA), on the electronic history textbooks (BSE) sources which used in schools. The results of the study can be used as a reference in developing the content of History in schools' education towards the achievement of people who love to coexist peacefully.

Keywords: National History Education, Integration, History Textbook, Critical Discourse Analysis

I. INTRODUCTION

Long experience as a colony and marginalized from colonial countries such as the Netherlands and the Japanese occupation formed the perspective of an anti-colonial collective entity for the Indonesian people. After the proclamation of nation state of Indonesia in 1945, the problem was how the new government construct their narrative of the past experience to create a national identity.[1] In 1957, the first national conference on writing the Indonesian National History was held in Jogjakarta.[2] In the seminar, among Indonesian historians tried to make an agreement on how the past experience of the Indonesian people should be wrote in the form of a national history book.[3] The writing of an Indonesian National History book that contains nationalism values (national integrity) was a major and an urgent.[2] In 1970 the next national conference on Writing National History was held again. The result of the seminar was followed up by completion the draft of Indonesian National History in 1975. The new of Indonesian National History is more ideological, --namely national identity values with the Indonesian centric[4] which called as decolonialization perspective -- rather than scientific.

This perspective was produced as a result of the bitter experience as a colonized nation, so that it assumes that colonialism caused misery for the Indonesian people. For the Indonesian government, to revise the history of the colonial ruler was considered to be very important in national character building through the path of decolonization of Indonesian historiography. The study that analyzes the content of history textbooks in schools within the framework of the process of forming national integration is rarely written. a study of historical textbooks is confronted with two problems at once, namely the scientific problem and the problem of political interference in education.[5]

II. RESEARCH METHODS

This research method uses Critical Discourse Analysis (CDA) in examining the object of study and only analyzing high school textbooks. The CDA is used here to examine the values and ideologies of the authorities regarding the historical narrative texts they produce. Critical discourse analysis is used to help understand ideology not as something abstract, but can be seen from language as a subject of ideological construction.[6] According to Haryatmoko, the idea of critical discourse analysis originates from the concept of "discourse" Michel Foucault. Discourse is seen as a knowledge system that provides information about social technology and commanding technology is a form of power strategy in modern society.[7]

III. RESULT AND DISCUSSION

The relationship between knowledge, power, truth and reality about the production of national history can be traced as follows:

Table 2. The History Textbook Content in Junior High School

Junior High School 1 st Year	Junior High School 2 nd Year	Junior High School 3 rd Year
• The	European imperialism and	• Declaration of

<p>development of Hindu and Buddhist civilization in Asia</p> <ul style="list-style-type: none"> • Relations between Hindu, Buddhist countries and Indonesian in Asia • Spread of Hinduism and Buddhism in Indonesia • Hinduism in Indonesia • Social, political and economic Thw development of the Buddhist kingdom • The influence and development of Indonesian Islam • Persons who report Islam in Indonesia • The spread of Islam in Indonesia • Development of the Islamic Kingdom in Indonesia • The role of the Islamic kingdom and the development of Islam in Indonesia Heritage of Islamic Heritage <ul style="list-style-type: none"> • International trade networks until the 18th century during the click • East until the 18th century 	<p>colonial influence in Indonesia</p> <ul style="list-style-type: none"> • Colonial rule and Indonesian conflict • Christian Development in Indonesia • Colonial government education policy and the development of Indonesian Nation awareness • The process of forming an Indonesian identity Movement National movement towards Indonesian independence • World War I • World War II • Japanese occupation of Indonesia and its influence Preparation for independence in Indonesia 	<p>independence and the process of forming the Republic of Indonesia</p> <ul style="list-style-type: none"> • Fighting for independence • From sovereignty agreement to "new system" Indonesian political and economic development • The incident on October 30, 1965 Social, economic and political developments in the "new order" period • Development of international cooperation • Indonesia's role
--	--	--

Source : Matroji, History for High Schoo (SMP), Class VII (Jakarta: Erlangga, 2004); Ikah Atikah, Dra. Hj.,M.Pd., Ilmu Pengetahuan Sosial Sejarah for SMP, kelas VIII (Bandung:

Angkasa, 2005); Kiki Wahyudi, Ilmu Pengetahuan Sejarah for SMP, class IX, (Bandung: Angkasa, 2005).

After reformation, compulsory history lessons in the SBC curriculum use a book published by the Indonesian government through the Book Center of the Ministry of Education and Culture. Along with the ease of electronic school book (BSE) services, all textbooks of all subjects published officially by the government can be downloaded for free in PDF format. Comparing ideological content relating to aspects of "Indonesiasentrisme" and National Integration in the SBC Curriculum with the 2013 Curriculum, can be seen from the table:

Table 4 The content of the history textbooks in Senior High School (13 Curriculum)

No	Compulsory textbook	Indonesia-sentrism content
1	Restu Gunawan, Amurwani Dwi Lestariningsih, dan Sardiman. Sejarah Indonesia, SMA/MA/MK Kelas X Jilid 1	This book is divided into 3 chapters. The title of the opening chapter: "Tracing Early Civilizations in the Indonesian Archipelago" illustrates Indonesia's strong element of centrism. This can be seen from the explanation of the cultural system that was possessed by the Indonesian people long before the arrival of the immigrant nation. The Indonesian element of centrism is also seen in the selection of subtitles "
2	Sardiman AM, dan Amurwani Dwi Lestariningsih. Sejarah Indonesia, SMA/MA/SM K kelas XI Jilid 2	The Indonesian element of centrism is clearly seen on the selection of compulsory book titles: "Indonesian History". In the early chapter, the Japanese Occupation in Indonesia was described as an oppression from a tyrant. This is reflected in the title of the material: Tyranny of the Rising Sun. Furthermore, on the same material, the authors use the terminology contestation such as; "Deployment and Oppression Versus Resistance" to portray the Japanese cruelty and characterizing the heroism of the Indonesian people's resistance. The Indonesian element of centrism also appeared in the selection of sub-material: Indonesia Independence, and Towards the banner of the Republic of Indonesia. "Glorification appears in the selection of Indonesia's perspective as the main actor in history and places the other party as a complementary historical narrative in the sub-material

		<p>'between war and diplomacy ". As a distinctive feature of the 2013 curriculum textbook that has the purpose of inculcating character, the final sub-material clearly includes the title: "Values of the Revolutionary Period" by including the content of national integration values such as Unity and Unity, Self-Sacrifice and Selflessness, Love in the Motherland, Mutual Understanding and Respect Prices.</p>
--	--	---

IV. CONCLUSION

The state of learning history in schools in Indonesia today, History for schools is written with a function more than just obtaining historical facts but is more concerned with aspects of national stability and shaping Indonesian values. As an example of the historical description of the 1966 Indonesian Communist Party (PKI) uprising in Indonesian National History, the national memory of the tragedy, during the Suharto era, succeeded in forming the character of anti-communist among the citizens.

ACKNOWLEDGMENT

I would like to thank to my colleagues in the Faculty of Social Sciences and Law, Surabaya State University, for providing the opportunity and writing this article.

REFERENCES

- [1] A. D. Smith, *Nationalism and Modernism, A critical survey of recent theories of nations and nationalism*. London & New York: Taylor & Francis Library, 1971.
- [2] S. Kartodirdjo, *Pemikiran Perkembangan Historiografi Indonesia Suatu Alternatif*. Jakarta: Gramedia, 1982.
- [3] M. Soedjatmoko, Ali, M. Resink, G.J, Kahin, *Historiografi Indonesia Sebuah Pengantar*. Jakarta: Gramedia, 1995.
- [4] A. Suwigno, "Indonesian National History Textbooks after the New Order. What's New under the Sun?," *Bijdr. tot Taal-, Land- en Volkenkd.*, vol. 170, 2014.
- [5] M. Ali, *Pengantar Ilmu Sejarah Indonesia*. Jakarta: Bharata, 1963.
- [6] M. Wetherell, *Discourse as Data*. Milton Keynes: The Open University, 2001.
- [7] J. Haryatmoko, *Critical Discourse Analysis (Analisis Wacana Kritis) Landasan Teori, Metodologi, dan Penerapan*. Jakarta: PT Grafindo, 2016.