



Coup of the 30 September 1965 Movement (G-30-S), Learning for High School Students with Active Debate Model and Literacy-Based Assignments

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Abstract. In Senior High School's history subject about September 30th 1965 event is considered as interesting material since it was one of the controversial historical events. The 2013 curriculum provides opportunity for teachers and students to develop learning activities in the classroom by applying varied and fun learning models. The use of the active debate model to learn this material is very effective to acknowledge the students supported by a strong literacy as the base in debate. As the reconstruction still continue till now the events of the 30 September 1965 Movement are remain controversial. Many books have been written by historians about this event and there are many versions of it. According to John Roosa's book, the incident is mentioned to be the most mysterious event, and one of the most important events in determining the life of the Indonesian. This illustrates that the level of controversy over this event is very high and perhaps a utopia to unite various views in a historiography that can be accepted by all parties. There is also an element of interest from certain parties to make it a legitimacy. Through history learning activities about the events of September 30th 1965 Movement, we hoped that students as the young generation of this nation can respond wisely, take sides with the objectivity of historical learning, learned from these events to become wise human beings and take it as valuable moral lessons).

Keywords: 2013 Curriculum · 30 September 1965 Movement · active debate · objectivity · moral lessons

1 Introduction

Regulation of the Minister of Education and Culture Number: 54 of 2013 concerning Graduate Competency Standards, mandates that a high school graduate student must have the ability qualification in the realm of knowledge, namely having factual, conceptual, procedural, and metacognitive knowledge in science, technology, art, and culture with insight humanity, nationality, state, and civilization related to the causes and impacts of phenomena and events. Whereas in the realm of skills, having the ability to think and act effectively and creatively in the abstract and concrete realms as a development of what

is learned in school independently. In my opinion, subjects as an inseparable part of the high school curriculum have a very strategic role in realizing this responsibility.

History subjects as set out in the Regulation of the Minister of Education and Culture Number: 59 of 2014 concerning the 2013 Curriculum for Senior High Schools, in Appendix III concerning Subject Guidelines, especially the subjects of Indonesian History and History (specialization) it is stated that the 2013 Curriculum contains many The innovations that exist in the subject of History change the position of History education in many ways. History Education in the 2013 Curriculum is designed as a subject that is full of historical skills and ways of thinking, developing national values, developing inspiration, and linking national historical events with local historical events in a series of Indonesian history. This innovation will bring History education into a powerful educational vehicle in building Indonesian people who will face global challenges, build a productive national life, and be able to become global citizens while still having an Indonesian personality.

The purpose of the third History subject, in accordance with these guidelines, is to develop historical thinking skills, historical skills, and insight into historical issues, as well as apply these abilities, skills and insights in today's life. And the fourth goal is to understand and be able to handle controversial issues to examine the problems that occur in the community.

To realize the above objectives, historical material must be prepared to be given to students, namely historical material which in its preparation puts forward the rules of historical scholarship, so that students get factual information and can be scientifically accounted for. In addition, there is also a need for a creative and innovative effort in the history learning process. So that students can easily understand the material presented by the teacher and from other learning sources in a fun way.

Objectivity in historical writing is very important in an effort to provide correct information to the public, even though the real objectivity only exists when historical events occur. However, efforts to reconstruct a historical event must be maximized in order to be able to approach the facts of the events that occurred, minimize the element of subjectivity, and also go through the stages of historiography consistently.

Although Indonesian historiography has undergone extraordinary stages of progress, there is still much that needs to be reviewed, because it is felt that the writing of published history is still controversial and there are indications to be used as legitimacy for the government in power. Even though these historical works are used as material to be taught in schools in order to prepare a quality generation of the nation in terms of intellectual and personality. This is very vulnerable to counter-productivity with Indonesia's national education goals.

Along with the development of national conditions, the change of the ruling regime, as well as the development of historical science in Indonesia, opened the widest possible opportunity for the public to improve Indonesian historiography while still adhering to the principles of an accountable methodology. Although the reconstruction of historical events that have been recorded so far is seen as the strongest literature, it does not mean that the facts presented as supporters have absolute truth, but can still change and increase when new historical evidence is found and perfected it even from a different point of view.

Historical events in Indonesia from pre-literacy to contemporary history have been neatly arranged in the historiography of Indonesian history. There are countless books on Indonesian history because there are so many, from those consumed by students as handbooks or commonly called textbooks, to students and the general public. Differences in views and opinions of historians still occur on these historical events of Indonesia which are reflected in the results of their writings. Controversy over historical events has enriched the knowledge and values of a historical event that occurred in Indonesia.

The events of the 30 September 1965 Movement are still controversial in its reconstruction. Many books have been written by historians about this event and many versions also relate to its contents. According to John Roosa in his book, the incident is said to be the most mysterious event, and is one of the most important events in determining the course of the life of the Indonesian people. This illustrates that the level of controversy over this event is very high and may be a utopia to unite various views in a historiography that can be accepted by all parties. Plus there is an element of interest from certain parties to make it a legitimacy.

The controversy makes people confused to determine which information is correct and can be used as a guide. Even when the material about the events of the September 30th Movement became material for history lessons in schools, especially in Basic Competencies 3.1 and 3.6 of the 2013 Curriculum. So far, the material given to students through textbooks has clear indications that it leads to only one version as a doctrinal process. The other version, is not given the opportunity to be delivered or accessed by students. Suharto regime continuously infuse events in the public mind (including the generation of students as a nation: *pen*) through all means of propaganda state: textbooks, monuments, street names, movies, museums, memorial service, and national holidays [1]. History is used for the political interests of the rulers and regimes [2]. Textbooks that do not include the PKI in the G-30-S sentences that have already been circulated in schools are obliged to be handed over to the government, in other words from being confiscated, as evidence that the government at the time In fact, it has stifled students' freedom of thought and opportunities to get the widest possible information as a real learning process. There are other facts that are found by historians about the events of G-30-S, but they are not given the slightest room to be conveyed to the public because they will be dealing directly with the authorities whose risks are of course very big.

The change of regime after the fall of Suharto as president of Indonesia brought fresh air in efforts to write about the events of the G-30-S in various versions. It opens new horizons for society should be a *rakat* to be able to get information that has been stored by historians. Since the reform era, history that was written in the official version of the government has now been suppressed by various other views. The uniform history is now diverse [3].

The development of a situation that supports the development of historical science, especially regarding the G-30-S events, is what I will use for the development of history subject matter for high school students, as well as applying appropriate 2013 Curriculum-based learning methods and models. There are three things that I will put in this article:

First, the explanation of the mastermind behind the G-30-S events from various versions is sourced from the *Sejarah Nasional Indonesia (SNI), Indonesia Dalam Arus*

Sejarah (IDAS), and other reference books. In this presentation, I will present the controversy about the events of G-30-S from the sources used, as a learning effort for students in understanding historical events, they must use as many sources as possible.

Second, the explanation of the impact of the events of the G-30-S on the Indonesian people, especially for the people of Indonesia. Seymour Topping conducted an investigation several months later and concluded that the total death toll could even be more than one and a half million people [4]. A truly extraordinary human tragedy and can be a very valuable lesson. The nation's children have the heart to kill and kill each other among themselves for reasons that may be wrong. Under any pretext, such an event should not occur, every human being has the right to live and no human being has the right to take the life of another person, let alone a countryman and countryman, who in fact are brothers and sisters. Results of discussions with Uji Nugroho, at the Bantul History MGMP meeting.

Third, the explanation of the Curriculum-based learning method, namely scientific, active debate learning models and assignments to compose scientific papers as an effort to provide opportunities for students to learn to become scientists, practice independence, and responsibility, by trying to compose a reconstruction of historical events in accordance with historiographical methodology.

2 Mastermind of the Movement's Coup from Various Sources

The events of the coup attempt of the September 30th Movement (G-30-S) in 1965, with its side effects, have been researched and studied by various parties, expertise, from various theories, to produce different conclusions [5]. Each party succeeded in presenting data and facts through published books and scientific works, but the controversy regarding the events of the G-30-S still occurred. Especially the most interesting is related to who is the mastermind behind the movement.

In the book *Indonesia Dalam Arus Sejarah (IDAS)*, it does not mention the name of a figure who is considered to be the mastermind behind the events of the movement. However, it presents theories based on studies from various parties. First, the theory of the movement as an internal matter for the Army. According to this theory, the September 30th Movement was rooted in the army's internal problems which were orchestrated by a "clique". The "click" prepared it carefully, by infiltrating the PKI [6]. This theory is supported by the writings of Ben Anderson who is famous for the "Cornell Paper" and other sources. Second, the CIA theory behind the movement. This theory argues that the mastermind of the movement was the CIA who cooperated with the army clique, to provoke the PKI with the ultimate goal of overthrowing Sukarno. According to this theory, the events of the movement occurred because of US interests that did not want Indonesia to become the basis of communism. Third, the theory of the movement as a meeting between British-US interests. The meeting of interests in question was that the British wanted Sukarno's confrontational attitude towards Malaysia to end with the overthrow of power, while the US wanted Indonesia to be free from communism. Fourth, Soekarno's theory as the mastermind of the movement. Through Home Visits is based on the purpose of eliminating opposition Soekarno most senior army officer to his leadership, the PKI was involved because of its proximity to Soekarno. Teori supported several posts,

one of which works of AH Nasution, who led to the theory that Sukarno was the main perpetrator G-30-S. Fifth, Chaos theory. This theory states that there is no single actor in the movement and there is no grand scenario, all of which are dominated by field improvisation. Sixth, the PKI leadership theory was the mastermind behind the movement. PKI figures by using elements of ABRI launched a coup. Their goal was to seize political power in order to create a communist society in Indonesia.

The textbook for the XII grade Indonesian History High School students used in the 2013 curriculum, adopted from the IDAS book related to the mastermind of the movement. This is an event that is still controversial. The main thing is related to the question "Who is the real mastermind behind the September 30th Movement, 1965?" There are at least six theories about events G-30-S coup in 1965 [7].

In the book of the Sejarah Nasional Indonesia (SNI) volume VI, it is emphasized that the mastermind of the movement was the PKI. Since the beginning of 1965, the PKI has been preparing for a political power struggle, which was carried out carefully and accurately [8]. In this book also presented events of the G-30-S chronologically activity since the 1950s PKI late to the occurrence of events of the G-30-S, of raising the strength of PKI to the preparation of the coup plans in detail. The assertion of the PKI as the mastermind behind this incident was explicit in the mention of the G-30-S/PKI Rebellion.

Other books in the same version as SNI, entitled Beware of the Trojan Horse of Communism in the Reformation Era, also emphasized that the mastermind of the movement was the PKI. It is historical facts that show that in the period leading up to the 30 September 1965 rebellion, the PKI had launched a number of revolutionary offensives in the form of a series of mass actions, demonstrations, slander, terror, murder, riots, looting, sabotage, political maneuvers from low to high levels. The elite level of the State, and so on, all of which are a series of unitary actions that have the potential to shake the power of the legitimate foundations of government. G30S/PKI was not an inevitability, but something that had been planned [9].

3 Humanitarian Tragedy After the Coup of the 30-S

Studying historical events has an important meaning for humans because there are many values and lessons that can be learned from these historical events. Studying history is not just knowing the past, but it can also be used as a guide to fill life today, and even to plan for life in the future. History make man wise, is our ultimate goal to study history, so that we can become wise human figures in addressing and living this life.

The events of the G-30-S 1965 have taught many lessons for the Indonesian people in general and for every individual who lives in this beloved country. The phenomena that occurred after the G-30-S incident are very interesting to study and contain many values and lessons to be learned. In addition to the change in the order of political life, marked by the end of Soekarno's power and being replaced by Suharto as the number one person in this country, it turns out that there is another phenomenon that occurs in this country which in my opinion is a very powerful humanitarian tragedy. The occurrence of acts of terror, riots, and especially murders committed and experienced by the children of our own nation. Suharto accused the PKI of masterminding the movement, and subsequently

devised an extermination plan against people associated with the party. Suharto's army arrested more than one and a half million people. All of them were accused of being involved in the movement. In one of the worst bloodsheds of the twentieth century, hundreds of thousands of people were massacred by the army and militias affiliated with it, especially in Java, Central Java, East Java, and Bali, from late 1965 to mid-late 1966 [10].

The heated political situation at that time had an impact on the security situation at a dangerous level. The spread of mutual suspicion, distrust among human beings, and slander occur everywhere. The situation then requires everyone to be vigilant and more than that, must be ready to defend life even by killing his neighbour who is none other than his own brother. The eruption of the movement became the climax of the suffocation of life over the previous years that triggered people to commit violence beyond borders [11]. There are so many events that deny human values that are carried out by the parties involved, between the army and the people, and the people and the people who are provoked by each other.

The humanitarian tragedy that occurred as a series of other events of the movement was the New Order regime's treatment of people who were considered to be involved in the PKI organization. These people are limited in their rights as citizens, even entering the realm of their human rights. These people cannot live a life like other citizens, including their descendants who also bear the burden. However, they cannot do anything to fight for their rights because they collide with the power holders. Whether they realize it or not, this treatment turns out to have a bad impact, there is a kind of feeling of resentment and antipasti against the New Order regime as the ruler.

4 Learning Methods and Models to Understand the Materials of the G-30-S

4.1 Learning Process

The 2013 curriculum in its learning activities positions students as learning subjects by applying scientific learning methods. Scientific learning is learning that adopts scientific steps in building knowledge through the scientific method. The learning model needed is one that allows the cultivation of scientific thinking skills, the development of "sense of inquiry" and students' creative thinking skills. The steps in scientific learning are observing, asking questions, trying/gathering information, associating and communicating.

One of the learning models that can be used by teachers in the learning process with the G-30-S material is active debate. The syntax of this model are: Observe, watch movies about G.30.S/PKI, reading guide-book, magazine, paper, and source information about G-30-S, they are accessing the Internet to expand the understanding of the G-30-S. Asking questions, students formulate problems in the form of questions from material that has been read and observed focusing on who is the mastermind of the movement and the human tragedy as a result of the movement.

1. Gathering information/trying:

Students collect further data and information related to questions regarding the events of the movement from various sources that have been studied.

2. Associating:

Each group discussed material about the events of the G-30-S and formulated the results of the discussion through notes for debate.

3. Communicating:

Prepare in front of the class 2–4 seats (according to the number of subgroups) for each group. Each spokesperson occupies a seat at the front of the class. Other students sit behind each spokesperson (can be modified).

Start the debate by presenting a spokes person alternately between the pros and cons of each argument.

Here each group/sub group prepare and submit and subsequent arguments. This continues until it is considered sufficient time.

When finished, the students return to their class positions.

4.2 Assignment

The teacher gives assignments to students to compile scientific papers about the movement with the research method:

1. Literature review

Students compile scientific papers based on the literature review they have read.

2. Interviews and surveys

Students go into the field to find data from resource persons by conducting interviews with historical actors and witnesses, then the results are formulated into scientific papers.

3. Merging the above methods

Students preparing a scientific paper based on the data he obtained through the study of literature and the results w Interview and survey.

4.3 Evaluation

1. Debate rating

Aspects of knowledge assessed:

- The truth of the data presented

- Depth of material presented
 - Aspects of attitude assessed:
 - Confidence
 - Politeness
 - Assessment guidelines: each aspect is measured with a score range of 1–4.
 - Score: The score divided by the maximum score multiplied by 100
2. Assessment of scientific papers
- Aspects assessed:
- Writing rules, including grammar and language.
 - The contents include the truth of the data, the suitability of the theme with the discussion and conclusions
 - Assessment guidelines: each aspect is measured with a score range of 1–4.
 - Score: The score is divided by the maximum score multiplied by 100.

5 Closing

5.1 Conclusion

First, who shortly ja The mastermind events of the G-30-S still has many versions, the PKI and non-PKI.

Second, the tragedy humanitarian aftermath of the G-30-S in Indonesia, which caused many deaths around one and a half million inhabitants. And also the loss of human rights as Indonesian citizens experienced by people who become political prisoners and their families. Such an incident should not be repeated.

Third, in learning activities regarding the G-30-S material, teachers can apply scientific learning methods and active debate learning models, as well as assignments in the form of scientific papers.

5.2 Suggestion

First, for teachers, in the learning process the teacher must provide the widest opportunity for students to collect as much information as possible with literacy from various sources.

Second, for students, to understand the material of the movement comprehensively requires broad knowledge that can be obtained by accessing as much information as possible through the literacy process.

Third, the events of the movement are expected to be a moral lesson for students, especially the humanitarian tragedy that has occurred should not be repeated.

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