



Critical Discourse Analysis of Economical History Content in Social Science Textbooks for Junior High School

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Abstract. The role of textbooks is very important because it has a significant impact on students. The purpose of this study is to analyse the National History Textbook in the Field of Economic History. The research method is using Critical Discourse Analysis (CDA). The CDA research technique first determines the units to analyse in a well- defined textual sample, codes the units based on the a priori criteria set by the researcher, then reduces the data and finally draws conclusions. The results of the research are related to economic history, there is an element of delegitimizing the colonial government's efforts in developing the economy. In the case of forced cultivation, the emphasis is not on the process of increasing state revenues but rather on exploiting the social impact of the economic policy on society. So that the various economic foundations that had been laid by the colonial government were never studied and only remembered as a humanitarian tragedy. This is a representation of inculcating anti-colonial values in the Indonesian younger generation.

Keywords: Social studies textbook · history · junior high school · economic history · critical discourse analysis · textbook content analysis

1 Introduction

It's widely known that textbooks are playing significant role in education, exclusively at school. While it's accepted that curriculum is the major guidelines as well as the reflection of government's policy for long term run, textbooks were designed to serve a good quality of learning, together with teacher's ability in conducting the learning process. In the past few years, there are some researchers who tried to run some critical analysis on social science textbooks such as Yamin [1]. who mainly talked about the multicultural aspect, Hatibie [2], conducted an analysis about assignment and evaluation model in the textbook according to Bloom Taxonomy, and Prihantoro [3] which addressed about the relevancy of textbooks to Kurikulum 2013. It's nearly rare to find an attempt from researcher for dissecting its content based on historical perspectives.

The main purpose of this paper is running a thorough analysis of the textbook's content with CDA. Finding the relevance of the content of social studies textbook to

Indonesian's economical history. Considering that junior high school students do not study history in a specific lesson, instead, they are taking social science, which integrates geography, history, and economics at the same time, it is vital to know whether the social science textbook has been supplemented with enough explanation of history, especially economical history. Economical history has been playing a vital episode in Indonesian history because it was the first premise connecting Nusantara and modernization.

Since history education itself has its purposes as; (1) developing historical thinking skills (historical thinking), historical skills (historical skills), and insight into historical issues (historical issues), and applying these abilities, skills, and understandings in today's life; (2) History learning has a value-centered orientation. Historical materials that tell the story of past lives should be a study material that can increase wisdom and introspection in the future; (3) Understand and be able to handle controversial issues to examine problems that occur in the community; (4) Develop international understanding in examining actual and global phenomena; (5) History learning should foster a critical and creative attitude [4]. As mentioned in the third and fourth points, history will always proceed so that new knowledge emerges. The situation in the classroom should get enriched with arguments, facts, and new analyzes presented by students. Researchers are evaluating the content of textbooks, particularly about economic history and seeing how relevant it is to the curriculum guidelines and purposes of learning history.

2 Methods

The research method which use CDA approach for analyzing of Social Studies (SS) textbooks for junior high schools on economic History. CDA is the dismantling of text or discourse circulating in the community. The dissected discourse or text is a SS textbook used by junior high school students in grades VIII–IX in the frame of 2013 Curriculum. There are various versions of social science textbook, either books that are published by private publishers or The Ministry of Education. Thus, researchers chose the books from The Ministry of Education because they are widely used in schools.

Discourse or text is a set of tools that can be used to shape one's perception and understanding in accordance with the desired framework. In particular, the historical content in textbooks has a tendency to show the dominance of a group of white people as colonialists. This is in accordance with the opinion of van Dijk [5], who showed that the same thing applies in the relationship between white and colored people in the UK. CDA is carried out by describing each discourse construct and separating it from political content, social inequality, social classes, ethnicity, gender, and race.

Textbook analysis begins with a study of the curriculum which is fulfilled through a review process of the regulation of the Minister of Education and Culture regarding the 2013 curriculum. Furthermore, the results of the study are connected with studies of journals, scientific articles, and books in order to formulate an explanation of the content of SS textbooks with economic history content which focuses on learning on students' ability to understand historical material, without fostering an attitude superior or inferior due to inequalities of class, ethnicity, and race due to language construction which shows the dominance of the West in Indonesia (Fig. 1).

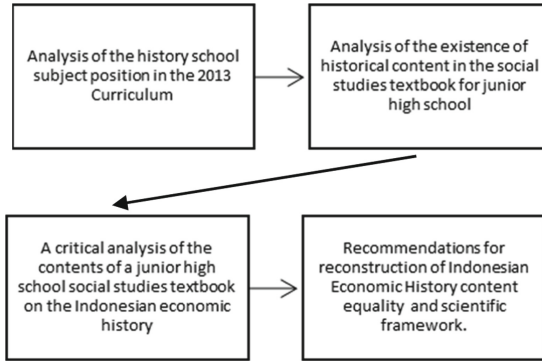


Fig. 1. Framework of Thinking

3 Results and Discussion

3.1 Analysis of Economic History Content in Junior High School Curriculum

The curriculum plays an important role in education by containing directions and signs that must be followed by all parties involved in it, both teachers and supporters, including textbook writers. One of the basic philosophy of development as stated in Permendikbud No. 35 of 2018 [6] is the educational process is a process that provides opportunities for students to develop their potential to think rationally and academic brilliance by giving meaning to what is seen, heard, read, learned from cultural heritage based on their culture and according to the level of psychological maturity and physical maturity of students. This philosophical foundation is in line with the objectives of historical education which emphasizes its function as learning that provides understanding, thinking skills, and wisdom in dealing with life in the present and in the future.

The philosophical foundation is outlined in several basic competencies. In this section, the researcher analyzes the basic competencies contained in Permendikbud No. 37 of 2018 [7] to find the basis of historical content in social studies learning materials for junior high school students in the eighth grade to ninth grade.

The basic competencies designed for grade VIII students are a continuation study of the material they have mastered at the previous level, namely “analyzing the chronology, change and continuity of space (geographic, political, economic, educational, social, cultural) from the colonial period to the growth of the national spirit.” Some of the contents of economic history that can be given to students at this level are as follows; (1) The monopoly of the West on the spice trade in the Archipelago; (2) The implementation of *cultuurstelsel* by the Dutch government in the Dutch East Indies; and (3) Implementation of the Open Door Policy in the Dutch East Indies economy.

Grade IX students gain basic competencies that focus on the history of Indonesia from the early days of independence to reformation. During this period, the content of economic history contains policies and polemics that can be studied. The contents are as follows; (1) Nationalization of colonial companies and economic entities that had operated from the Dutch East Indies to Indonesia; (2) Implementation of practical economic policies such as *Scissors Syafruddin*, National Loans, Plan Kasimo, Benteng

Movement, Ali-Baba Economic System, Economical Financial Policy, Rice Diplomacy, and the Indonesian Economic Conference; (3) the Pelita and Repelita policies carried out during the Soeharto era from 1966–1998; and (4) Indonesia's participation in world free trade after the reform period.

The outlines of the content of economic history are the content of teaching materials given to students. Textbooks, must be adapted to the curriculum. A good textbook must consider the content, aspects of the values contained in it, elements of motivation, accessibility, illustrations, learning instructions, so that textbooks are expected to encourage students' desire to learn [8]. All elements must be contained in the description of the material as well as assessment and evaluation forms that are tailored to the learning objectives in the 2013 curriculum and student learning levels based on Bloom's Taxonomy as well as their pedagogical needs.

3.2 Analysis of Economic History Content in Junior High School Curriculum

The problem of teaching history in schools is not as simple as adding historiographical and methodological aspects in history learning, nor is it enough to add historical interpretations, especially if there are many empty spaces that the existing dominant narrative cannot explain. In addition to problems with the history learning method in the classroom, history learning content in Indonesia is still hegemonized by dominant stories of past events. History learning has not given students room to analyze that different historians will describe different things about the same historical event.

Anti-colonial-oriented historical writing emerged as a result of the shift of power from the Dutch government to the new Indonesian government which did not take place in harmony. And the plan for the preparation of the first SNI was when the first national history seminar in 1957 was held. The revolutionary situation that is still blaring among the Indonesian people presents an anti-colonial point of view.

In particular, the content of economic history in social studies textbooks for junior high schools is constructed to build nationalism. Hence, the contents relatively talk about the colonialization era of Indonesia with an emphasize of socio-cultural knowledge that every policy was meant to maximize the colonialist's power. Embedded a structural poverty and unending miseries for Indonesians. It is expected to grow anti-imperialism and colonialism.

For example, in the Social Sciences History textbook for grade VIII, the description of the new system called the Cultivation System is described as follows [9]:

“(The provisions of the forced cultivation policy imposed by the Dutch East Indies government were very burdensome for the Indonesian people. Moreover, its implementation is full of irregularities so that it adds to the suffering of the Indonesian people. Many provisions were violated or distorted by both Dutch and native officials. The suffering of the Indonesian people due to the Cultivation System policy can be seen from the high number of deaths of the Indonesian people due to hunger and disease malnutrition. In 1848-1850, due to famine, 9/10 of the population of Grobogan, Central Java starved to death (SS textbook grade VIII).”

The description of the economic policy of Cultivation which is the foundation of the Indonesian economy today, knowledge about economic growth is less exploited, on the

contrary the description is more focused on the suffering of the people as an impact of the policy.

Moreover, the content of the post-independence Indonesian Economic History is interesting to analyze, especially economic policies related to the Netherlands. In class IX the content of economic history is in the sub-economic financial policy during the Burhanuddin Harahap Cabinet as bellow [10]:

“Indonesia government sent a delegation to the Netherlands to negotiate on the issue of Financial Economics on January 7, 1956. Indonesia-Netherlands financial economic relations are based on bilateral relations; Economic financial relations are based on National laws, may not be bound by other agreements. This Indonesian proposal was not accepted by the Dutch Government, so the Indonesian government unilaterally implemented its economic financial plan by dissolving the Indonesian-Dutch Union on February 13, 1956 with the aim of breaking away from economic ties with the Netherlands. As a result of the implementation of this financial economy, many Dutch businessmen sold their companies, while indigenous entrepreneurs had not been able to take over the Dutch companies (Ninth Grade Social Studies School Textbook).”

From the description above, the discourse is that the conceptual framework of exploitation by the colonialists (the Netherlands) is still attached rather than analyzing it in the framework of foreign investment. What the government did is forcing the idea to students that “No matter what, I will be standing for my country.”

4 Conclusion

The style of post-colonial historiography above emphasizes a history that aims to “sweep away the colonial ruins.” That is how the Indonesian National History with the ideology of independence was agreed based on the spirit of anti-colonialism. Such an inculcation of the spirit of nationalism is considered very important for the formation of the national identity of a new nation-state. This pattern of planting nationalism is outlined in the History textbook. Anxiety about the direction of the development of Indonesian historiography, which is demagogic, shows that ideological writing of history ignores scientific aspects. Therefore, the reconstruction of the history on the Indonesian economy of school textbooks is very necessary to reconstruct in the framework of scientific and equality.

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