



Preparing *Evenementielle*, *Cunjuncturelle*, and *Longe-Duree* Historical Events For History Learning Materials

Wisnu¹, Agus Suprijono¹, Riyadi¹, Willy A.A.F.¹

¹ Department of History Education, Faculty of Social Sciences and Law, Universitas Negeri Surabaya Indonesia
wisnu@unesa.ac.id

Abstract. This study aims to provide solutions to the problem of preparing teaching materials for history lessons. A very crucial problem in learning history is how the teacher can present material so that it can attract students' interest in learning it. Teachers still often do not understand that history teaching materials cannot be judged to have similarities. There are several patterns of historical events that must be understood so that the selection of history learning methods can be done correctly and not deviate. At each history learning training, including the lecture material, it is not paid enough attention and does not get enough portion. There is no attempt to discuss the study of the core material. What is always honed by students or history teachers during training is only in the pedagogic field. How can the material be conveyed correctly and correctly if the historical characteristics of the material are not understood. This is a fundamental problem that is never realized. This research is a qualitative research which aims to provide an explanation of a phenomenon and will later construct a strategy related to the issue of presenting historical education teaching materials. The method used in this study put forward more explanations in a descriptive form which seeks to provide a systematic and careful presentation of actual facts in the delivery of teaching materials. The goal is to develop historical teaching materials in a correct and appropriate preparing.

Keywords: events, history, *Evenementielle*, *Cunjuncturelle*, *Longe-Duree*, learning

1 Introduction

A very crucial problem in learning history is how the teacher can present the material so that it can attract students' interest in learning it. Given that history subject matter generally concerns human life in the past, teachers are required to be able to package history subject matter properly and correctly. An understanding of the material characteristics of historical events is needed. In this section, teachers still often do not understand that history teaching materials cannot be judged to have similarities. There

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A. Mustofa et al. (eds.), *Proceedings of the International Joint Conference on Arts and Humanities 2023 (IJCAH 2023)*, Advances in Social Science, Education and Humanities Research 785,

https://doi.org/10.2991/978-2-38476-152-4_91

are several patterns of historical events that must be understood so that the selection of history learning methods can be done correctly and not deviate.

In each history learning training, the lecture material is not paid enough attention and does not get enough portion. There is no attempt to discuss the study of the core material. What students or history teachers always hone in on during training is only in the pedagogic field. How can the material be conveyed correctly and correctly if the historical characteristics of the material are not understood? This is a fundamental problem that is never realized.

This condition is as explained by Hariyono, that teaching history cannot only rely on textbooks [1]. Without understanding the substance in detail with the variant patterns of events, it is very difficult for the teacher to choose the model and method of learning. Therefore, teachers are required to have the ability to access, understand, and use things intelligently through various activities, reading, listening, viewing, and writing by paying attention to the framework of historical event patterns brought to the model framework and delivery methods [2].

Accuracy in packaging history teaching materials is an important step and takes precedence because the accuracy of the packaging can be seen from the accuracy of the delivery method. In historical material, Braudel classifies three types of history: (1) history of events (the event history) which shows a fairly fast movement, usually found in narrative-descriptive history which mainly highlights the events; (2) Conjunctural history (I economic history), shows fluctuations (ebb and flow), economic growth, among other things, concerns prices, production, and so on; (3) long-term history (I long-term story) [3].

Explanation for the first category (the event history) the event is in a flow of time that lasts a moment or quickly. This applies to individual events that can often be of interest to historians. "The event itself was an explosion, something that had a 'sound of novelty' (ringing news). Braudel said that events are synonymous with "the short term (*le temps court*), on the scale of the individual, everyday life, short-term illusions, and consciousness. This is the kind of time that chroniclers and journalists prefer." The examples shown by Braudel are such as fires, train accidents, floods, and murders [4]. In events in Indonesia such as the 10 November 1945 War in Surabaya, the 1825 Diponegoro War, the Padri War in West Sumatra, the 1965 G 30 S Incident, and various events of upheaval and rebellion whose duration was very short.

The pattern of historical events in the second category is events that take place in moderate duration. The event can last a day or a year, it can indeed be done if someone is reconstructing a political event. However, if there is an attempt to find out the fluctuation of price curves, demographic growth, and trends in the remuneration of workers, for example, all this can only be done if the time period is extended. For this, a new model of historical narration is needed. Braudel named it the "recitative" phase of the cycle (*conjuncture*), cycles, even 'between cycles' which offer us a period of tens of years, a quarter of a century, and the longest, half a century of the classical conductive cycle. By emphasizing moderate duration, Braudel is trying to provide an explanation following the model offered by economic historians such as Ernest Labrousse at that time. According to him, by emphasizing the time period of this

cycle, explanations of social reality can be further explored. However, this analysis is not enough, he still needs to dig deeper.

The third pattern is related to structural changes that occur very slowly. Structural changes, such as social structures or power structures, cannot occur suddenly and often take a long time. In social structure in general, and in social stratification in particular, change depends on the emergence of new social groups and the social relations between these social groups.

In the face of diverse historical substance, it is necessary to categorize, classify, or typology, for example, various port cities, pirates, peasant rebellions, cities, and so on. This step is done to adjust the choice of delivery method. Therefore, this research needs to be done so that there is a strategic technique to help teachers and students of history education in preparing teaching materials. The main question in this research is how to pack the teaching materials based on pattern characteristics, evenementielle, conjuncture, and *longe-duree* historical events.

2 Method

The method used in this paper is more explanatory in descriptive form. Trying to convey systematically the actual facts in the learning process. The goal is to develop historical teaching materials in correct and appropriate packaging.

Mapping was first done by determining themes and sources to explore problems during the practice of delivering learning for teachers and students of history education. Through tracking research subjects with activities, documentation, and observations. The aim is to determine the research focus, data sources, data collection techniques, and data collection instruments.

Based on the research mapping, it has been determined, among others, the problem of teaching materials descriptively. The focus of literacy research is using books on historical material and educational books.

The next stage is the implementation of research, including the preparation of research structures and instrument development, as well as secondary data collection. Qualitative data collection techniques use literature studies with an exploration of concepts and theories in selected books according to needs. In addition, comparisons and categorizations are also carried out between historical substances and learning models and methods.

The next stage of research activities carried out is data processing. Qualitative data were analyzed by analytical techniques. Substantial analysis uses historical methods by borrowing Braudel's concept. The comparison step is carried out from the Braudel substance categorization process with the choice of synchronous learning models and methods.

3 Results And Discussion

3.1 *Evenementielle*

Evenementielle is a stream of time that lasts a moment. This applies to individual events that can often be of interest to historians. "Events are an explosion, something that has a 'sound of novelty' (ringing news) as they called it in the 16th century. Amidst the obscuring smoke of the explosion, it remains in people's consciousness now, but it doesn't last long, it will disappear as soon as the source of the fire appears, Braudel wrote. The quote is full of similes, something quite typical of his writings. To make it more concrete, he said that events are synonymous with "the short term (le temps court), on the individual scale, in our daily lives, illusions and our short term consciousness. This is the kind of time that chroniclers and journalists prefer." The examples shown by Braudel are such as fires, train accidents, floods, and murders. According to Braudel, social scientists are strongly opposed to short-term time because "it is the short-term that is the most volatile, the most misleading kind of time." In Indonesian historical materials, this pattern is shown in events as described in the information below.

Events 10 November 1945 in Surabaya, The war known as the Battle of Surabaya was triggered by the incident of tearing the Red and White Blue Flag at the Yamato Hotel on 18 September 1945 which was followed by a battle against the British. The death of Brigadier General Mallaby made the British issue an ultimatum so that Indonesia would surrender its weapons and stop resistance on November 10, 1945. However, the Indonesian people refused, resulting in a violent battle that left around 16,000 fighters.

Learning methods that can be offered for evenementielle patterns include Case Study Methods, Demonstration Methods, and Role Playing Methods. The possibility of using other methods can be adapted to the learning situation and place.

3.2 *Conjuncturelle*

Conjuncturelle are events of moderate duration. If previously historians only dealt with events that lasted a day or a year, this can indeed be done if one is reconstructing a political event. However, if there is an attempt to find out the fluctuation of price curves, demographic growth, and trends in the remuneration of workers, for example, all this can only be done if the time period is extended. For this, a new model of historical narration is needed. Braudel names it as "'recitative' of the cyclical phases (conjuncture), cycles, even 'between cycles' which offer us a period of tens of years, a quarter of a century, and the longest, half a century of the classical conductive cycle". By emphasizing moderate duration, Braudel is trying to provide an explanation following the model offered by economic historians such as Ernest Labrousse at that time. According to him, by emphasizing the time period of this cycle, explanations of social reality can be further explored. However, this analysis is not enough, he still needs to dig deeper.

Conjuncturelle patterns include Diponegoro War 1825-1830, which occurred in 1825 to 1830. This war is also known as the Java War. This war was led by Prince Diponegoro against Dutch troops led by General Hendrik Merkus de Kock. The war that lasted for 5 years caused Indonesia to lose 200,000 people. While the death toll from the Netherlands is around 8,000 people.

Puputan Margarana this big war took place in Bali on November 20, 1946. Colonel I Gusti Ngurah Rai became the leader of the war to protect the village of Marga from NICA which was a civil government made by the Dutch colonialists. The raging war resulted in the death of Colonel I Gusti Ngurah Rai and 96 other people. While the Dutch lost about 400 soldiers.

General Soedirman's Guerrilla War, the strategy that became the resistance to the Dutch Military Aggression II occurred on March 1, 1949, in Yogyakarta. Within 6 hours Yogyakarta was finally secured by Indonesian troops.

The Trikora Operation, the People's Tri Command Operation (TriKora) was formed with the aim of seizing West Irian, which at that time was still being acquired by the Dutch. Major General Suharto became a warlord in this mission. The Trikora operation took place on January 15, 1962. In this battle, Commodore Yos Sudarso died because he was attacked by a Dutch ship. This war ended with the New York Agreement on August 15, 1962, at the UN Headquarters. In the end, the Dutch government handed over West Irian to Indonesia.

The learning methods that can be offered are the same as the evenementielle pattern, including Case Study Methods, Demonstration Methods, and Role Playing Methods. The possibility of using other methods can be adapted to the learning situation and place.

3.3 *Longe-duree*

Term long duration which was introduced by Fernand Braudel in 1958 actually has a longer root to the end of the 19th century. At least, there are three works that use these two words in their titles [5]. However, what the three works offer is of course not the same as what Braudel offers. In other words, even though they use the same term, the meaning given to them is very different. It was the term *longue durée* conveyed by Braudel that later became the subject of debate in historical studies. However, in its development, the meaning of it has also changed.

By the time Braudel published his article entitled "History and Social Sciences: The long term" in 1958 in the journal *Annales, Economies, Sociétés, Civilizations*, he was reacting to the crisis of the social sciences and humanities at the time³. This can be seen clearly in the opening sentence he conveyed: "There is a common crisis in the study of humanities." And the way out of this problem is a collective work from the humanities discipline itself under the guidance of historical science. Because historical science at that time was considered to only be concerned with individual issues, individual events which were often not seen as a single entity, Braudel then offered a perspective by introducing the *longue durée* paradigm. What Braudel did was a theoretical reflection of his work published nine years earlier, *La Méditerranée and the Mediterranean World at the Time of Philip II* (1949). This three-part writing,

although it does not mention the term *longue durée* at all and only mentions *événementiel* once [6], really represents the three layers of time conceptualized in his 1958 article: long-term, cyclical, event-driven. Meanwhile, *La Méditerranée*, which is Braudel's masterpiece, is the fruit of his contemplation when he was in a German prison during World War II. He was imprisoned while on state duty as a soldier on the Rhine frontier: first in Mainz, from 1940-1942, and then in Lübeck, from 1942-1945. During this period, he gave much thought to the subject of his research on the *Méditerranée* which had been collected since the early 1930s.

He also wrote an early draft of this book in prison and sent it to Lucien Febvre, his friend and mentor who is also one of the two founders of the journal *Annales* which in its development has become a current in the practice of historical writing [7]. Prison conditions prevented him from bringing in research material he had accumulated over the years, and because of this, he wrote an early draft of *La Méditerranée* from memory [8]. It was at this time that the idea of slow-moving time, running in a long process, which later became the precondition of fast-moving time, surfaced. Paule Braudel, the wife of the historian, in her testimony, said that *La Méditerranée* was born from two very specific conditions: a slow and lonely process of scientific maturation made possible by prison conditions; on the other hand, it is also the fruit of the marginal university life that Braudel experienced.

Braudel's article about *longue durée* then becomes a reference for what is called a structural analysis of history which wants an explanation of historical events not only on the surface but can see the elements that allow what is on the surface to form, by means of analysis structural [9]. Thus, historical works can provide something that is more than just reporting on events that occurred in the past and therefore, are more capable of dialogue with other social sciences, because historical works can also provide an explanation for events that occurred on the surface and why they can occur. happen. This thought is in line with Lucien Febvre's aphorism which is often used as a reference in the practice of writing history, that "history is the science of the past, the science of the present" - "science of the past, science of the present"[10]. Moreover, by explaining the layers of time, and the importance of conducting analysis within the framework of a *longue durée*, Braudel hopes that his study will attract a lot of interest from social scientists, from which a multidisciplinary study can be realized: an effort to overcome the crisis of social science itself.

There are two values that Braudel wants to offer. First, the *longue durée* which deals with long duration, is synonymous with an order which undergoes little change in time. In other words, he's talking about something structural. Second, the structure in question is different from the structure in the framework of social scientists who interpret it as "an organization, a coherence of various fixed relationships between reality and social sets". More than just seeing it as a collection, a building, Braudel interprets structure as a "reality where time can only slowly erode which will continue for a long time". Thus, more than seeing a permanent building that does not change, which is outside of time, Braudel sees it as a building that was formed in time with a very long process. In other words, through the *longue durée*, Braudel adds the aspect of time to structural analysis. How does it do that?

First of all, as is clearly stated in the title, Braudel's writing focuses on the need to explain what is meant by *durée* itself, bearing in mind that the word is also found in the title of Braudel's article and is the focus of analysis, especially since he also discusses three types of *durée* in the article. Wallerstein says that Braudel uses the word *durée* in the article for at least three meanings: duration, continuity, and temporality. Nevertheless, the meaning of *durée* as temporality is used more often in this article.

Braudel divides *durées* into three parts: short, medium, and long *durées*. For the first, he named it *événement*, for the second he called it *conjuncture*, and finally what became the focus of his writing analysis was a structure or *longue durée*. Thus, in Braudel's framework, time has three layers, from which he also sees the hierarchical order of social reality.

The *longue durée* pattern can be read in writings such as *Introduction to the History of New Indonesia from Emporium to Imperium*, *Social History of the Rural Residency of Semarang, 1830-1900*, *Social Changes in the Madura Agrarian Society, 1850-1940*, and many other themes that have a long-term duration. There are understandable themes associated with this long duration in words such as change, development, upheaval, etc.

Learning methods that can be offered are the same as the *longue durée* pattern, including Project Assignment Method, Discovery Method, and Group Discussion Method. The possibility of using other methods can be adapted to the learning situation and place.

4 Conclusion

Provision of teaching materials for the field of historical studies cannot be done arbitrarily. It must first understand the pattern of events. Not all events can be carried out using all learning methods because each historical event has its own characteristics. Without understanding the characteristics or pattern of events, it is possible that the implementation of learning cannot be achieved correctly. Therefore students or teachers should review the material first before making a decision to use the learning method to be chosen.

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