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UTILIZATION OF HISTORICAL SOURCES IN LEARNING



**FAKULTAS ILMU SOSIAL
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PREFACE

History can be known through sources or relics found. Historical sources also offer a variety of new perspectives for both of discovered historical sources and undiscovered historical sources. Historical sources are also still possible to find because a lot of things in the past have not known yet for sure. Historical sources that have been discovered still give an important contribution to the development of science.

There are a lot of historical sources are found such as temples, inscriptions, or even documents still get historian curiosity. The historical sources still require interpretasi or repetitive studies to find a meaning or new facts of the historical sources. A fact or meaning of this will make it easier to interpret and compose historian historical periodization. Historians and history teachers have not been able to associate with the concept of historical source that contextual learning concept. During this time students only know the history from textbooks, but as if far away from the source of history itself.

Study of historical sources are not free from criticism in the historiography or historical research methods. The use of historical source criticism is still weak in historical research in Indonesia. This happens because many internal and external factors ranging. Internal factors are derived from the ability and credibility of the historians themselves. External factors are the availability and conditions of historical sources in the field that is susceptible to vandalism and criminalisme. Study to find that address such problems it is necessary to do.

Finally, these proceedings expected to facilitate creativity and integrity of scholars of history in the international arena through research and scientific publications are produced.

Malang, October, 8, 2016

Chair

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Pi'i

THE UTILIZATION SITE OF SUNAN GIRI IN KEBOMAS SUBDISTRICT OF GRESIK DISTRICT AS A LEARNING RESOURCE FOR LOCAL HISTORY

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Abstract: Learning history in General still use textbooks, while the environment surrounding the students still have not been utilized as a source of learning. A variety of learning resources may have to be maximized to attracting and developing the learning potential of students, one of them by using local history as a learning resource. Based on the background of the formulation of the problem that arises is how to form and the utilization of the site of Sunan Giri as a learning resource for local history. One of the appropriate methods used here is the outdoor learning methods students are invited directly to the site of sunan giri so that students get the real picture.

Keywords: utilization of the site, local history, learning resources.

Background

Local wisdom is a culture that is owned by a particular society and in certain places that are considered able to survive in the face of the current globalization, because local wisdom contains values that can be used as a means of development of the national character. Specific advantages possessed by teaching local history compared with conventional i.e. ability to bring pupils on the real situation in their environment, in other words as if it were able to break through the limits between the world of school and the real world around the school. Common problems encountered in students i.e. students' understanding and a lack of enthusiasm on the associated solution specifically conceived history lesson of history and potential of the surrounding site, so teachers have more initiative to introduce existing sites around the school environment by performing learning utilizing the building site of Sunan Giri.

At generally students more acquainted with history of long distance rather than local history it is certainly less well. History teachers are expected to implement learning local history in a simple and easy to understand so that they can contribute the development of the study of history in Indonesia, so that pupils in its development can find out whatever became of historical importance in the environment. Learners are expected to live up to the development of society from ancient times until the present happening in its own environment. Learning history at school should more readily understood by students.

In learning the history of the student should be able to see the real lives of directly, instead of learning material that is far from the reality of the lives of students. Even learning a good history can be sourced on the lives of students. The emotional closeness of students with their environment is a valuable learning resource for the occurrence of the learning process in the classroom. Understanding of learning history, can only be done while the teaching of history is not only emphasized on the sequence of time and events. Principal reasons why I chose the site of sunan Giri, after some time I saw the site of sunan giri, I looking there is a considerable potential when used as learning resources local history besides the place or location within easy reach of this site is also loaded will be the values of cultural and social wisdom that can be drawn from the events of the past be it from the visible relics include building sites or relics in the form of great value taught by sunan Giri.

Method

One of the efforts to further bring closer the student to the study of history is the inclusion of elements of local wisdom. Local wisdom comes from two words namely wisdom (wisdom) and local (local). In General then the local wisdom (wisdom) can be understood as the ideas of the local (local) which is full of wisdom, discernment, good value, embedded and followed by the member society. Local wisdom is a product of the culture of the past should be constantly made the handle life. Although local value but the value contained in them are considered very universal. Form local wisdom can be categorized into two aspects, namely the local wisdom of intangibles tangible (tangible) and intangible (intangible). It can be concluded that learning history based on local kerifan will give a direct impact on the student experience, either by way of learning out door learning or the learning of diskriptif, the most important in my opinion is we as educators are able to make an impact through learning history are expected to increasingly appreciate the human and humanizing fellow, this very need to remember the culture that arif had started to fade, people with simply blaspheming without regard to its impact.

Site Of Sunan Giri As A Learning Resource For Local History

Local history can be said to form the writing of history could be said to be writing on a limited scope. Jordan (in Widja, 1991:14-15) outline the scope of local history is not only a spatial aspect (place) purely as villages, towns, districts and unions (locality), but also a social institution-institution and cultures in one locality. It can be concluded from the thought of Jordan that the scope of the unitary areas such as villages, districts, districts,

towns and other territory about the size of it and its elements of social and cultural institution that are located in an environment, such as: family, settlement, population mobility, mutual help, markets, agricultural technologist, local government institutions, monuments and art gatherings etc.

According to Widja (1989), local history is a history of the events that occur within the area which is the origin of the area. Meanwhile, according to Doucl (in Widja 1989), specific advantages possessed by teaching local history compared with conventional, namely the ability to bring the real situation of pupils in their environment, in other words as if it were able to break through the boundary between the world of school and the real world around the school. From the above it can be concluded that the opinion of the local history field of history that are geographically based to such a small unit of area, village, community or particular groups of people.

Local wisdom or "local genius" is a term introduced by Ayatrohaedi Wales, (1986:30) the sum of the cultural characteristics which the vast majority of a people have uncommon as a result of their experiences in early life ". In addition, the local genius according to Wales that is "

the ability of local culture in the face of the influence of culture on the basis of the opinions above, local wisdom is a culture that is owned by a particular society and in certain places that are considered able to survive in the face of the current globalization, because local wisdom contains values that can be used as a means of development of the national character.

Teaching the history of conventionally and initiated problems eventually gave birth to a number of criticisms-kritik against the teaching in the schools need nudging a new methodological approach. In this connection the local history can be a solution. Related to this local history easier to bring students on projecting the experience of the past with the present situation of society even in the direction of time depanya. The education system continues to get the criticism above, assuming each man has had the talent and knowledge, it should be this is what must be honed in the world of education. Gradually the ala Education Pedagogy underwent a process of saturation of learning, so that gave rise to a new approach that we know by studying outdoors (Outdoor Learning), the more advance elements of play while learn (Andragogy). Learning tends to be flexible, more emphasis on creativity and initiatives based on the power of reason learners by using nature as a medium. Husamah, (2013:18)

So, outdoor learning is an activity outside the classroom or outside the school which makes the learning becomes more interesting and fun, can be done anywhere with the emphasis on the learning process based on real facts, which is the lesson material can be directly experienced through learning activities directly with the hope that students can build more meaning or impression in memory or memory. Teaching and learning activities outside the classroom (outdoor learning) should not be done in vain. Teaching and learning activities outside the classroom (outdoor learning) should not be done arbitrarily. Teaching and learning activities outside the classroom (outdoor learning) should not be done arbitrarily. Teaching should still have the concepts and steps to clear, so that it can become the main reference for a teacher with students outside the classroom.

In a simple sense, learning resources defined as teachers and learning materials either reading books or such. Barbara s. Seels and Rita c. Richey (1994:13) States "the learning resource is the origin of that support the occurrence of learning, including system service, learning materials and environment". Learning resources is not only limited to the materials and tools used, but learning dalamproses power, cost and facilities. Learning resources include anything that can be used to help each person to learn and display the competencies. Learning resources include, message, people, materials, tools, techniques and background (AECT, 1994). The Directorate General of higher education (1983:12) explains that the learning resource is everything and with which a person learn something. Degeng (1990:83) mentions learning resource covering all sources that may be used by student behavior in order to learn.

In the process of learning the components of the learning resources that may be utilized singly or in combination, either planned or learning resources learning resources are utilized. Edgar Dale quoted Fuat Mulyadi Nazarite (2005:50) learning resource that experience. He classifies the experience used as learning resources according to the level of a specific Cone-shaped ofexperience or cone of experience assembled from concrete to abstract. Edgar Dale (2004:162) elaborated the learning resource is,

"everything that can be utilized to facilitate the learning of students with: experience it directly (direct experience and aims, experience mock, dramatic experience, pilot experience, and experience excursions); Observe another person doing it (experience exhibition, penglaman television, film experience, penglaman

radio), and read (a visual emblem of experience, and experience the epitome of the word). ”

Of opinion on the learning resources contained in common i.e. everything that can be used as a learning resource for students. In other words, learning resources play a role in providing a variety of information and knowledge necessary to develop the desired competencies in various areas of study or subjects that he had learned. Therefore, a wide range of learning resources, including the form of learning materials provide a positive contribution in increasing the quality of education and learning.

Complex of Sunan Giri Hill is next to be exact in village Giri sub districts Kebomas Gresik districts of Sunan Giri is one of the wali sanga who spread Islam in Indonesia. On the site of Sunan giri is the three point sites, tombs, Arch and sunan giri, the mosque itself was at the top of some existing grave, while for the mosque next to the Tomb, while to the North Gate is located in the South of the Tomb. Although there are some buildings that are undergoing changes as evidenced by the mosque's front profile dated 1544 M and 1857 M, in duga chronology it is the construction of the Mosque complex giri. As for some of the building's original expected reply earlier it should be established at the time of the beginning of Islam. Aminuddin (1:2009)

Complex of sunan Giri as a symbol of Islamic culture and Hindhu acculturation Buddha some buildings become symbol acculturation some culture. As one of the Centre of the spread of Islam in Nusantara sunan Giri has a complexity of acculturation and cultural values. Appropriate basic competencies, 3.8 analysis community life characteristic of Government and culture in the period of the Kingdom of Islam in Indonesia, in accordance with the competency base of 3.8 election site sunan Giri is apt to be used as a source of local history with teaching focus the life of the community and the culture of Islam in this Islamic culture in Gresik Regency. To understand the history of locally appropriate measures is invite students dating direct to the site of sunan Giri to give the real picture to the students so that they can add to the enthusiastic students to study history.

The problems often encountered in students is less enthusiastic in accepting the lessons in class and a lack of understanding of students on the lesson of history teachers a lot of storytelling or the form of the sederhanyan they just tell you, students just listen to teacher without knowing the evidence was real evidence of history. From exposure to the problem the problem soving that can be used is the teacher is required to have a history of

learning initiatives outside of school by utilizing historical sites one is a Sunan Giri Hill, Gresik, East Java as a medium of learning history. Utilization of Sunan Giri historical sites this is a new way of learning history is done outside of the school.

Factor supporting the site history of Sunan Giri as a source of learning history that is in addition to the factual nature of learning that is based on the fact the field, site of sunan Giri is also easy to reach because it is close to the city centre. The history teacher to take advantage of the site's history of sunan Giri studied history as a source in a way bring students learning history in Sunan Giri directly. Sunan Giri as the means and sources of learning history can be answered and in accordance with the competency base of 3.8 in accordance with the curriculum. Additionally the utilization of Sunan Giri makes learning history can be more concrete because there is evidence in the form of Tomb complex, a mosque and a gate. Sunan Giri so as to arouse the awareness of history on the students. Make a visit to Sunan Giri can be a source of inspiration to be the view of the present and the future, especially for learning history.

Utilize historical sites as sources of Sunan Giri studied history, then the teacher can teach a history learning more real because it uses the stories of history and evidence of real historical events on the site of Sunan Giri. Besides learning on the field is more meaningful and will be efficient, because students will be better able to capture and understand well the story of history found in Sunan Giri and observing history firsthand so that students can understand and absorb the materials given by the teacher well.

Conclusion

Learning local history can give education more towards an understanding of the history of knowledge of the history surrounding solution specifically conceived school environment expected by knowing the history of the in neighborhoods students more care and love their heritage especially in neighborhoods. site of sunan giri as a source of local history study done by ways of learning outside the classroom or commonly known with out door learning so that teachers can give a real picture of the material presented. In addition to this site as the source of sunan Giri studied also gives more benefit educative against students because in the sunan giri site there are sublime values inherited by sunan Giri.

In the site of the tomb of Sunan Giri there are several points that can explore more, namely, the tomb complex, the mosque, and the gate. Functioned as a learning resource in addition to the three points there are also sublime teachings of social, cultural, religious, which can be used as a learning resource values born of the past. When students are invited

to visit the site is the tomb of the students can visualize how the first spread of Islam in Gresik, and Giri as a center of Islamic religion in Indonesia, it is biased terlefleksi of visualization of the relics at the site of the tomb of Sunan Giri.

Suggestions

Implementing a learning-based history local history cannot be done just by referring students to the site only, to do these steps in order to achieve maximum results. There are some steps which teachers guide students during observations in the field, completed observations of students gathered again to discuss the observations in field, during the process of discussion of teachers guide discussion students, each student presented his observations in the field and other students are given the opportunity to respond.

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THE CONTRIBUTION OF CRITICAL DISCOURSE ANALYSIS TO INTELLECTUAL HISTORY

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Abstract. Intellectual history is positioned to make the past understandable. It is not only describing the change and the continuity of human thinking but also approaching how the men think and response their circumstances. R.G. Collingwood is a founding father of intellectual history. He forces history as a re-enactment. He seems to direct people that history could be understood if we realize the actors' thinking in an event. His accounts tend to be a glimpse. According to Kuntowijoyo, Intellectual history should cover all human thoughts from the ancient to the modern periods; from the cultural matters to the political issues; or from the personal perspective to the school of thought. His approaches seem to invite the concepts, theories, approaches of social science and humanities. Therefore, most historians use those auxiliary sciences to approach the text where the thought places. The author wants to propose a possibility of using critical discourse analysis (CDA) approach. This paper will consider the nature of CDA and the contribution of CDA to the intellectual history.

Keywords: ideological construction, history of political thought, Van Dijk, Kevin Rudd

Intellectual history has to be differed to history of mentality. However, both provinces of history focus on the fact of mentality but history of mentality, specifically, focus on the belief and attitude of people (Sjamsuddin, 2007, p.327). Intellectual history tends to stick on the human thinking and its influence. Intellectual history is also distorted by the other terminology, such as history of ideas or history of philosophy. If history of ideas merely examines the concrete concepts therefore the intellectual history elaborates the abstract concepts. The collection of human thinking will be the object of the history of philosophy. To short, history of ideas sticks on the past ideas of man; intellectual history focuses on the collection of the past ideas of man; and history of philosophy deals with the collection of human thoughts.

The journey of intellectual history cannot apart from Collingwood's ideas. Collingwood (1985) believes that the thought is only shaped by a person. A historian of thought will see an event from the historical figure's way of thinking. The event will be easily understandable if the historian uses his imagination properly. The imagination aims

to bridge two facts in an event due to the facts are not related each other. Kuntowijoyo (2003, p.190) cannot accept Collingwood's accounts. Human thinking is not only constructed personally but also by the certainism; school, period, and collective thinking.

His approaches seem to invite the concepts, theories, approaches of social science and humanities. Therefore, most historians use those auxiliary sciences to approach the text where the thought places. The structural analysis has succeeded to reveal the continuity of long-term history but it could not describe the patterns of the historical surface like intellectual history. Therefore, it could be clearly seen that the structural analysis do not show any change, development, and discontinuity. This analysis leads to the view of transformation and the emergence of the new formation. In addition, the structural analysis is based on the system making the dependent of human beings. A historian should focus on the micro history using the approach of discursive discourse. In using that approach, the historian will find some discontinuities of men's thoughts (Kuntowijoyo, 2008, p.76).

Discursive discourse assumes that a reality including the man's thinking is understood as a framework of social construction shaped by the discourse. According to Foucault in Ankersmit (1987, p.309), discourse is a use of language in society directed to the truth. The past is the bastion where all discourses used in daily life. Discourse along with the episteme, the long same structure used by men's reasoning, tries to change and colonize the reality. Discourse needs a specific approach to understand it. If the text is placed as a tool to construct the truth therefore a feasible approach is critical discourse analysis.

As intellectual historians depend on the written sources (textual sources), the language in the text is not neutral. This condition called by discourse is determined by a set of belief called ideology. Discourse analysts treat a wide range of linguistic and non-linguistic data (speeches, reports, manifestos, historical events, interviews, policies, ideas, even organisations and institutions) as texts or writing (Howarth & Stavrakakis, 2000, p.4). It needs a specific approach to reveal what is the thing behind the language comprising oral or spoken language. According to Van Dijk (1993, p.249), "CDA is a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context". Van Dijk seems to concern on discourse and ideology. He tends to connect the concept of discourse, cognition, and society in the framework of a critical discourse

analysis. Following Van Dijk's accounts, we can fill the gap by searching the ideological construction of the text before going to social analysis (contextual analysis).

THE NATURE OF CRITICAL DISCOURSE ANALYSIS

Fairclough (1997, p.20) proposes the feasible approach in term of critical discourse analysis (CDA) that it is not only analyzing the text as a product of language but also the process of text production or the process of interpretation and the social conditions of interpretation. Fairclough (2001, p.91) also explains that **the description of text** analysis, which contains a range of linguistic features of vocabulary, grammar, punctuation, turn-taking, types of speech act, and the directness or indirectness of the expression, is really useful to contribute the analyst's comprehension (even without a background in language analysis) of power relations and ideological processes in discourse. In addition, it provides ten questions (and some sub-questions) which can be asked of a text. This will be mentioned as follows:

1. What experiential values do words have?
 - a. What classification schemes are drawn upon?
 - b. Are there words which are ideologically contested?
 - c. Is there rewording or over wording?
 - d. What ideologically significant meaning relations (synonymy, hyponymy, antonym) are there between words
2. What relational values do words have?
 - a. Are there euphemistic expressions?
 - b. Are there markedly formal or informal words?
3. What expressive values do words have?
4. What metaphors are used?
5. What experiential values do grammatical features have?
 - a. What types of process and participant predominate?
 - b. Is agency unclear?
 - c. Are processes what they seem?
 - d. Are nominalizations used?
 - e. Are sentences active or passive?
 - f. Are sentences positive or negative?
6. What relational values do grammatical features have?

7. What expressive values do grammatical features have?
 - a. Are there important features of expressive modality?
8. How are (simple sentence) linked together?
 - a. What logical connectors are used?
 - b. Are complex sentences characterized by coordination or subordination?
 - c. What means are used for referring inside and outside the text?
9. What interactional conventions are used?
 - a. Are there ways in which one participant controls the turns of others?
10. What larger-scale structures does the text have? (Fairclough, 2001, p.92-93)

Fairclough (2001, p.117) claims that the formal features of texts which have experiential, relational, expressive or connective value should be connected to the three aspects of social practice which constrained by power (contents, relations, and subjects) and their associated structural effects (on knowledge and beliefs, social relationships, and social identities). The relationship between text and social structures is an indirect, mediated one. It is mediated first of all by the discourse which the text is a part of, because the values of textual features only become real, socially operative, if they are embedded in social interaction, where texts are produced and interpreted against a background of common-sense assumptions which give textual features their values. These discourse processes, and their dependence on background assumptions, are the concern of the second stage of the procedure, **interpretation**. Concerning the second stage of text interpretation, the analyst can use the form of three questions as in:

1. Context: what interpretation(s) are participants giving to the situational and intertextual contexts?
2. Discourse type(s): what discourse type(s) are being drawn upon (hence what rules, systems or principles of phonology, grammar, sentence cohesion, vocabulary, semantics and pragmatics, and what schemata, frames, and scripts) ?
3. Difference and change: are answer to questions 1 and 2 different for different participants? And do they change during the course of the interaction?
(Faiclough, 2001, p.134-135)

Furthermore, the relationship is mediated by the social context of the discourse, because the discourses in which these values are embedded themselves only become real, socially operative, as parts of institutional and societal processes of struggle; and because the common-sense assumptions of discourse incorporate ideologies which accord with particular power relations. The relationship of discourses to processes of struggle and to power relations is the concern of the third stage of the procedure, **explanation** (Fairclough, 2001, p.117). This stage of explanation could be approached by three questions which can be asked of a particular discourse under investigation in:

1. Social determinants: what power relations at situational, institutional, and societal levels help shape this discourse?
2. Ideologies: what elements of member resources (MR) which are drawn upon have an ideological character?
3. Effects: how is this discourse positioned in relation to struggles at the situational, institutional, and societal levels? Are these struggles overt or covert? Is the discourse normative with respect to MR or creative? Does it contribute to sustaining existing power relations, or transforming them? (Fairclough, 2001, p.138)

Fairclough's explanation has enlightened the analyst to understand a discourse step by step from the text analysis and contextual analysis to the social contextual analysis but it looks a glimpse to comprehend the ideological construction of a discourse. One of discourse analysts who concerns on discourse and ideology is Teun Van Dijk. He tends to connect the concepts of society, discourse, and social cognition in the framework of a critical discourse analysis. It is believed that there is a relationship between stylistic choice, text structure, and the ideological construction of a particular reading position (McCarthy & Carter, 1994, p.157). Van Dijk goes further to combine stylistic choice and text structure into text analysis and to reveal the ideological construction by comprehension of cognition analysis and social analysis.

In this approach, ideologies are the basic frameworks for organizing the social cognitions shared by members of social groups, organizations or institutions. In this respect, ideologies are both cognitive and social. They essentially function as the interface between the cognitive representations and processes underlying discourse and action, on the one hand, and the societal position and interests of social groups, on the other hand.

This conception of ideology also allows us to establish the crucial link between macro level analysis of groups, social formations and social structure, and micro level studies of situated, individual interaction and discourse (Van Dijk, 1995, p.18).

Eriyanto (2001, p.23) describes that Van Dijk tends to use linguistic analysis on the textual dimension especially lexical sources, sentences, propositions, and paragraphs to explain and to comprehend the meaning of a text. Van Dijk (2001, p.23-31) explains that the textual dimension refers to the variable forms of expression at the level of phonology (the ideological expression is depicted concerning goals or interests of speaker, intonation, gestures, facial expression, proximity, and accent), syntactic sentence structure (the word order of subject and initial position showing the hegemony of the majority), lexicalization (a choice of several words leading to certain ideology), semantics (where the meaning coming and how to understand it helps to understand the ideological construction), schematic structure (meanings and values is showed by an argument, a convention, or a news report), rhetoric (surface structure repetition and semantic figures or metaphors), and pragmatics (speech act).

The second phase of Van Dijk's model of analysis is social cognition. It is defined as the system of mental representations and processes of group members (Van Dijk, 2001, p.18). This comprises of mental representation system and the processes of group members. The part of social system is the socio-cultural knowledge shared by the members of a specific group, society, or culture. Members of groups may also share evaluative beliefs or opinions organized into social attitudes. Thus, feminists may share attitudes about abortion, affirmative action or corporate "glass ceilings" blocking promotion or other forms of discrimination by men. Ideologies are the overall abstract mental systems that organize such socially shared attitudes. The feminist attitudes just mentioned, for instance, may be internally structured and mutually related by general principles or propositions that together define a feminist ideology. Similar examples may be given for racist, anti-racist, corporate or ecological attitudes and their underlying ideological systems (Van Dijk, 2001, p.18).

Through complex and usually long-term processes of socialization and other forms of social information processing, ideologies are gradually acquired by members of a group or culture. As systems of principles that organize social cognitions, ideologies are assumed to control, through the minds of the members, the social reproduction of the group. Ideologies mentally represent the basic social characteristics of a group, such as their

identity, tasks, goals, norms, values, position and resources. Since ideologies are usually self-serving, it would seem that they are organized by these group-schemata. White racists, for example, represent society basically in terms of a conflict between whites and non-whites, in which the identity, goals, values, positions and resources of whites are seen to be threatened by the others. They do so by representing the relations between themselves and the others essentially in terms of us versus *them*, in which we are associated with positive properties and they are associated with bad properties (Van Dijk, 2001, p.18).

At this mental interface of the social and the individual, however, ideologies and the attitudes and knowledge they control, also - indirectly - influence the personal cognitions of group members, e.g., the planning and understanding of their discourses and other forms of (inter)action. These personal mental representations of people's experiences of such social practices are called *models*. Models are mental representations of events, actions, or situations people are engaged in, or which they read about. The set of these models represents the beliefs (knowledge and opinions) people have about their everyday lives and defines what we usually call people's experiences. These models are unique and personal and controlled by the biographical experiences of social actors. On the other hand, they are also socially controlled, that is, influenced by the general social cognitions members share with other members of their group. This combined presence of personal and (instantiated, particularized, applied) social information in mental models allows us not only to explain the well-known missing link between the individual and the social, between the micro and the macro analysis of society, but also to make explicit the relations between general group ideologies and actual text and talk. That is, models control how people act, speak or write, or how they understand the social practices of others (Van Dijk, 2001, p.19-20).

Social analysis is a look of how the text produced by power and access (Eriyanto, 2001, p.225). Power deals with the properties of relations between social groups. That is, while focusing on *social* power, we ignore purely personal power, unless enacted as an individual realization of group power, that is, by individuals as group members. Social power is based on privileged *access* to socially valued resources, such as wealth, income, position, status, force, group membership, education or knowledge. Below we shall see that special access to various genres, forms or contexts of discourse and communication is also an important power resource.

It is at this crucial point where discourse and critical discourse analysis come in: managing the mind of others is essentially a function of text and talk. Note, though, that such mind management is not always bluntly manipulative. On the contrary, dominance may be enacted and reproduced by subtle, routine, everyday forms of text and talk that appear natural and quite acceptable. Hence, CDA also needs to focus on the discursive strategies that legitimate control, or otherwise naturalize the social order, and especially relations of inequality (Van Dijk, 1993, p.254-255).

It has suggested that one of the social resources on which power and dominance are based is the privileged access to discourse and communication. Access is an interesting but also a rather vague analytical notion (Van Dijk, 1989b, 1993b). In our case it may mean that language users or communicators have more or less freedom in the use of special discourse genres or styles, or in the participation in specific communicative events and contexts. Thus, only parliamentarians have access to parliamentary debates and top managers to meetings in the boardroom. People may have more or less active or passive access to communicative events, as is usually the case for journalists, professors or bosses when writing for, or speaking to, a more or less passive audience. Similarly, participants may have more or less control over the variable properties of the (course of) discourse and its conditions and consequences, such as their planning, setting, the presence of other participants, modes of participation, overall organization, turn-taking, agenda, topics or style (Van Dijk, 1993, p.255-256).

CDA'S CONTRIBUTION TO THE INTELLECTUAL HISTORY¹

If the historians of thought want to use this approach, therefore they should focus on the ideological construction of the textual production. The historians of thought should deal with the available evident of a thinker. They should identify the utterances of the text containing the ideological construction. Thus, they could analyse those utterances textually, cognitively, and socially. As a sample, people could take any speeches or works of Kevin Rudd, if they want to reveal Rudd's idea and thought. However, they could reveal the ideological construction behind his thought by the use of critical discourse analysis.

Simplicity, people could start from his speech entitled the 2008 Australian Apology Speech, before going further. The researcher found two types of ideological construction of personal cognition and social cognition between 24 data preceding the textual analysis.

¹ This essence of sub-theme will also presented and discussed in International Conference on Language, Literary, and Cultural Studies 2016 at Widyaloka Building, Universitas Brawijaya, 28 October 2016.

Fifteen data are constructed by the social cognition in the mind of the speaker. There are two sample of the text affected by the social cognition.

The first sample is datum 1 of “I move that today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history...” The researcher found three types of textual analysis. Those are schematic structure, syntactic sentence structure, and semantics. Firstly, the speaker (PM Kevin Rudd) has proximity or closeness between him and the object (the indigenous people of the land). It could be seen from his words of “...the indigenous people of this land, the oldest continuing cultures in human history...” that he understands the development of Australian culture from the first settlement of Australia to the present. Secondly, the speaker puts himself as a subject rather than an object in a sentence. This shows that he is a part of the majority and this type of text analysis is called syntactic structure or word order. Finally, this datum has an unclearly word and an abstract phrase like “we” and “indigenous people of this land”. This is really difficult to understand without contextual comprehension. The word “we” refers to Australian government. The phrase could refer to the native people of Australia. They are Aboriginal people and Torres-Strait Islander. This tendency, in linguistic analysis, is called by semantics. It could be clearly seen that the social cognition shapes the speaker’s mind. The speaker expresses the ideas based on his knowledge however its knowledge is influenced by the sociocultural knowledge. A man is a part of the social system then particular human thought is constructed by the sociocultural knowledge. Therefore, the individual knowledge is actually the representation of sociocultural knowledge. This case, from social analysis, shows that the speaker wants to place his position and his identity between the white Australian people and the aboriginal people. He places his position as a leader as well as a representative of white Australian people. He acts as the prime minister who has a power to deliver an apology speech to the stolen generation. He shapes the Australian identity by remembering all Australians that the native people live in Australia before they (the white people) come to Australia.

The second sample is datum 15 of “...a woman who has travelled a long way to be with us today, a member of the stolen generation who shared some of her story with me...”. The researcher found the analysis of schematic structure. The speaker tends to promote the voice from the subaltern. He uses the confession of the woman’s story. He argues that the woman’s story needs to re-consider. The woman is a member of the stolen generation. The use of the grass-root society as a supporting data makes the speaker influenced by the

ideology of democracy. It could be clearly seen that the social cognition shapes the speaker's mind. He seems to use the Smith's fellow feeling. The fellow feeling is the ability to re-construct the other's feeling. Therefore, Rudd could convince the listener because he imagines himself as a member of stolen generation. He realizes that society gives him a lot of knowledge and values. He seems to learn the meaning of being equal from the stolen generation member. He learns indirectly the ideology of democracy when realizing the equality. The woman's story tends to build an identity of being Australian. Therefore, the speaker as a leader of new government knows the suffering of stolen generation. In addition, this is the duty for him and all Australians to keep egalitarian in Australia.

The other nine data are indicated as personal cognition. Datum 19 and datum 24 are the well-representation of personal cognitive analysis of the text. Datum 19 is "...instead, from the nation's parliament there has been a stony, stubborn and deafening silence for more than a decade..."The researcher found two types of textual analysis. Those are schematic structure and rhetoric. The speaker describes that the past government sticks on the political mistreatment over a decade. They could not distinguish the right and the wrong. They issue the policy based on the majority's importance. They argue that the wrong action is a right action. The speaker invites all people including historians, academics, cultural warriors, or researchers to reveal the past mistreatment. In addition, the speaker also uses the three-part statement of "stony, stubborn and deafening silence". It is a rhetorical device to influence the others. The speakers wants the listeners to pay attention on the suffering of indigenous people. It could be clearly seen that the personal cognition shapes the speaker's mind. He knows that his personal knowledge coming from the past experience. His experience has shaped his mind on the well government. This experience also leads him into the identity of Australia. The government, chosen by the people, should serve the people's will. The society should place the stolen generation into the right place. They should notice any people placing the stolen generation into the object of study.

Datum 24 is "...If this commission operates well, I then propose that it work on the further task of constitutional recognition of the first Australians, consistent with the longstanding platform commitments of my party and the pre-election position of the opposition...". The researcher found two types of textual analysis. Those are schematic structure and semantics. The speaker has already kept a promise on national apology speech. He convinces the listener that his party is right. His party and he collaborate to

shape the consciousness of political rightness. The duty on apology is delivered therefore they want to push the legislative to go further on constitution. This tendency is called by the schematic structure. Moreover, there are some abstract phrases like “this commission”, “first Australians”, “longstanding platform commitments”, and “my party”. Those need to understand semantically. The first refers to the committee of indigenous people reconciliation. The second deals with the indigenous people of Aboriginal people and Torres-Strait Island. The third represents road map of the reconciliation. The later refers to the labour party (the speaker’s party). It could be clearly seen that the personal cognition shapes the speaker’s mind. He seems to be affected by the labour party’s ideology of democratic socialism. Democratic socialism is the practice of democracy based on the principle of socialism like loan study or scholarship. This ideology wants to abolish all violence and non-social power. However, he tends to go further on the party’s ideology. He interprets that they are not alone and they need the help of legislative power.

This study is also found 6 ideologies in 24 data of the 2008 Australian Apology speech. Those are 13 data indicating the ideology of democracy; a datum showing the ideology of labour party that is democratic socialism; 3 data indicating the ideology of humanism; 4 data showing the ideology of historicism; 2 data indicating the ideology of hegemony; and a datum showing the ideology of cultural universalism.

This seems that democracy determines the mind of Rudd. He wants to develop his party’s ideology of democratic socialism (Hamid, 1999:197) into the spirit of democracy. In other words, he wants to return the political mistreatment as a logical consequence of the wrong practice of democracy into the spirit of democracy. Rudd seems to consider all voices of Australians regarding the apology speech of the past mistreatment. Rudd unconsciously uses one of the democratic spirits that is the general will. The general will is the concept proposed by the father of modern liberalism, Jean-Jacques Rousseau. According to Rousseau in Stone (2013:81), the sovereign is and can be only the citizenry as a whole, united by their expression of what he calls the general will. The Rousseau’s idea of sovereignty should be viewed not as a justification for a despotic regime but as a lens through which citizens can alter their understanding of society and in so doing transform themselves into free beings and good citizens.

Whereas Hobbes and Locke had sought to find an appropriate balance between freedom and authority, Rousseau rejects the entire premise that a compromise between freedom and authority is legitimate. Thus the goal of *The Social Contract* is finding a form

of association which defends and protects with all common forces the person and goods of each associate, and by means of which each one, while uniting with all, nevertheless obeys only himself and remains as free as before. Freedom is inalienable and inviolable. No social agreement can legitimately do away with freedom. Therefore, in a legitimate society freedom remains un-alienated and the individual can be understood to obey his own will when he serves the state. Rousseau calls the construction by which this is possible the general will. Legitimate sovereignty, according to Rousseau, is simply the exercise of the general will (Stone, 2013:86).

However the prime minister tries to be able to bring the white people and those indigenous people in balance but there are some peculiarities in his thought. He tends to distinguish the white people and the indigenous people as seemed in, “we the parliament of Australia...that this apology be received in the spirit...” (Datum 9) and “we today take this first step by acknowledging the past...” (Datum 10). The word “we” represents the white people. He also uses the term of “indigenous people” in his end of the speech after raising the union of all Australians.

The ideology of historicism also leads Rudd to legitimate his position through the explanation of the past political mistreatment as in “...but should there still be doubts as to why we must now act, let the parliament reflect for a moment on the following facts: that, between 1910 and 1970, between 10 and 30 per cent of Indigenous children were forcibly taken from their mothers and fathers; that, as a result, up to 50,000 children were forcibly taken from their families...”. Historicism is a mode of thinking that assigns major significance to a specific context such as historical period. This relates with the lesson learnt from the past. Rudd might learn from the political mistreatment and might chart the Australian future. He places the human beings as a priority than the religion or the political importance to understand the world. This tendency is called humanism. Humanism refers to a perspective that affirms some notion of human freedom and progress. Rudd argues the humanistic perspective in “it is for these reasons, quite apart from concerns of fundamental human decency that the governments and parliaments of this nation must make this apology, because the laws that our parliaments enacted made the stolen generations possible”.

In addition, the ideology of hegemony shapes Rudd’s mind that he is the leader of the government as depicted in “I MOVE that today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history...” The words “I MOVE”

represents that he has a power to issue any policies based on the laws. Hegemony is firstly proposed by Antonio Gramsci. Hegemony is the idea that the ruling class can manipulate the value system and mores of a society therefore that their view becomes the world view. In this context, the ruling class is represented by the Australian labour party.

However, he tries to argue that there was no choice to have a religious freedom as in: “A few years later, government policy changed. Now the children would be handed over to the missions to be cared for by the churches. But which church would care for them? The kids were simply told to line up in three lines. Nanna Fejo and her sister stood in the middle line, her older brother and cousin on her left. Those on the left were told that they had become Catholics, those in the middle Methodists and those on the right Church of England”. In those sentences, the government issues a similar policy as the choice of white Australian children. They ignore any belief of aboriginal society. In this sense, Rudd realizes the cultural universalism. The past policy wanted to create the same system between the white Australian people and the aboriginal society. Cultural Universalism implies the existence of over-arching principles, such as human rights, that are applicable cross-culturally and therefore, could be used to determine the rightness or wrongness of specific cultural beliefs and practices.

CONCLUSION

Critical discourse analysis is not merely an effort to understand what the ideology behind the use of language is. It also implies the ideological construction of a thinker. However, the intellectual history deals with the past thinking and its influence to the society but it would be nice to know the construction of thinking before going further. It could enrich the discussion of intellectual history. This paper is aimed to stimulate all intellectual historians to think critically on a found text. The text could be approached variously started from textual, contextual, or structural approaches. The previous approaches leave a limitation in analysing the text. To fill the gap, CDA could bridge it properly.

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STUDY OF HISTORICAL FACT OF NOVEL *MAX HAVELAAR* TO IMPROVING CRITICAL THINKING OF STUDENT

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Abstract: The novel Max Havelaar as an alternative reading is still rarely used by teachers in the teaching of history. Limited hour history lesson became one of the obstacles in using this novel. This can be circumvented by taking the facts of each chapter in the novel Max Haveelar for learning in the classroom. Teacher can divide students into groups according to the number of chapters in the novel Max Havelaar. Each group can understand each chapter and explain it to the other groups. Students can create a table to find the historical facts in the novel so as to improve students' critical in learning history. Teachers can evaluate the critical power provides students with a pre-test and post-test.

Keywords: fact, Max Havelaar, critical thinking

Background

Books literature, especially novels, is one of the book's most demanding public while shopping in a bookstore. There are various types of novel themes, ranging from popular novels to historical novels. Present historical novel gives a new color for the development of Indonesian literature. Historical novel could be written by anyone, do not have to come from academics or historians. The rise of the historical novel today shows that historical novels are still in demand. Many people are curious about the history of the past so much interested to buy a historical novel than a scientific history books.

Historical novel as an alternative reading material completely still can not be used as a reference in seeking information and historical truth. Historical novel does have advantages in revealing the atmosphere of the events, emotions and inner turmoil of historical figures. Historical novel can not be justified scientifically because its main source is a combination of reality and imagination. Historical novel role is to help narrate and show the drama and emotion of an event.

History and literature are closely linked because both refer to the use of written sources. History often use literature to read and interpret a source. Literary history is used to assess the development of the language and dynamics of the idea of authorship. History and literature play a role in spreading the concept of nationalism in language use and the state of Indonesia's past.

The introduction of the student and the historical novels can be done during the course of history with the guidance of teachers of history. Students are introduced to the sources that are relevant to the discussion of the historical material. Unfortunately, not all students are able to distinguish between novel and historical sources. Therefore, students also need to read the novel to understand the narrative drama of past events under the direction of history teacher. Students also need to hone critical resources to sort out the facts contained in the historical novel. Literary works in the form of a historical novel chosen should have a theme appropriate standard of competence and basic competences historical materials.

Students can take advantage of the historical novel as add insight into the history of teacher-led learning. Books mostly historical research presented facts and systematic standard. The book is sometimes difficult for students to understand the significance of that fact alone. Facts without emotion will only be words without meaning. The historical fact should be processed into paper capable of reflecting or giving wisdom to the reader. Students have a great interest in reading touches their emotion like a novel.

The literary work can display historical fact becomes more meaningful to the reader. Literary works in the form of a historical novel invites the reader can interpret the facts in accordance with the spirit of historical times. Historical novel also assist the reader in picking value of character education. Readers do not drown in a sea of facts that have occurred, but the reader can follow the example of the value of character education. Readers can pick from the lessons of events in the historical novels to increase interest in learning history.

This study aims to assess efforts to improve students' critical to the facts in the novel Max Havelaar (1868). It is important to understand the tastes and views of students on history. This study also aims to find out the possibility of the usefulness of historical novels as material enrichment for the understanding of the teaching of history in schools. Max Haveelar is a historical novel that were examined in the current study has many advantages that can be used by teachers in the teaching of history.

Study Result

The novel Max Havelaar (1868) Multatuli has advantages that make it different from the novels of his day. The educational values of characters in the novel Max Havelaar can be understood by readers, for Multatuli can process an interesting story conflicts with

the theme of large colonial in Indonesia. Multatuli wrote literary works to subtly criticize the colonialism in the Dutch East Indies (Indonesia) resulting in social inequality.

Multatuli as a former assistant resident sensitive and articulate social critics were quite controversial at the time.

Another advantage in literature Multatuli is a historical fact that can add insight to readers, especially students in the learning history. Multatuli raised great idea about the cultivation system (*culturstelseel*), the largest in the history of Indonesia. Multatuli wrote literature to demonstrate the adverse impact of Dutch colonialism in Indonesia. Multatuli inserting facts in the novel *Max Havelaar* through the storyline main characters sued the Dutch colonization resulting suffering of the people of Indonesia. The main character struggled through bureaucratic colonialism to improve the plight of the indigenous people who are miserable. Researchers conducted a serious reading of the novel *Max Havelaar* (1868) for the purpose of this study can be achieved with the maximum. Lohanda (2011: 99) to understand the words and language in the historical sources becomes a key determinant of the success of historians in determining and simultaneously interpret facts. Not to mention the structure of language is a reflection of the times when the source was created or who is making the source.

The novel *Max Havelaar* (1868) is based on the true story marked by testimony and the struggles of the characters. The scene is shown in the novel with the same storyline in which the main character is always fighting for our common humanity and condemn the occupation. Havelaar, the main character in this novel, some empathy on the fate of the indigenous oppressed because of colonial and feudal system. Havelaar feel guilty because they have not managed to fight for the rights of the natives of Indonesia, especially the common people who are poor and starving because they have to pay taxes that are too high.

Multatuli historical facts shown in the novel *Max Havelaar* Havelaar is testimony to the misery of the people to sensitize the Dutch assistant on the rights of indigenous colonial Indonesia. Havelaar hope the natives Indonesia free from the burden of occupation and to be more independent in managing the nation's economy as well as the government and not rely on other people's hard work. Havelaar criticized the Dutch government's dependence on taxes to be submitted by the Regents or Rulers of the area. Havelaar deplore Regents policy or the provincial authorities are arbitrary in picking the crops or crops indigenous people. Actually, the indigenous people Indonesia has been able to

independently but indigenous people must abide by the feudal system. Cultivation and feudal system that made Indonesia's indigenous people be deprived and suffering. The historical facts about the suffering of the common people of Indonesia can be read on a few excerpts of the novel Max Havelaar below.

“15. Banyak anggota keluarga dan pelayan pejabat pribumi yang muncul dalam daftar gaji, padahal mereka sama sekali tidak ikut serta dalam penanaman padi. Jadi, mereka memperoleh keuntungan dengan mengorbankan orang-orang yang benar-benar bekerja. Mereka juga memiliki sawah-sawah secara tidak sah, padahal sawah-sawah itu hanya boleh dimiliki oleh orang-orang yang ikut menanam.” (Multatuli, 2014:176).

Banyak orang menganggap perlindungan terhadap para pejabat ini didasari oleh perhitungan hina, karena mereka harus memperlihatkan kemewahan dan kemegahan untuk mempertahankan pengaruh mereka terhadap penduduk, yaitu pengaruh yang diperlukan oleh pemerintah maka mereka harus menikmati gaji yang jauh lebih tinggi daripada apa yang mereka peroleh seandainya tidak diizinkan untuk melengkapi apa yang masih mereka inginkan dengan memanfaatkan harta milik dan tenaga penduduk secara tidak sah. Bagaimanapun, pemerintah menyetujui walaupun dengan sangat enggan, penerapan peraturan-peraturan yang seakan melindungi orang Jawa terhadap pemerasan dan perampasan (Multatuli, 2014:308).

Jika pengangkatan sebagai gubernur jenderal saja bisa menyebabkan kerusakan moral, dan akan memengaruhi orang yang kecerdasan dan nuraninya luar biasa mengagumkan, apa yang bisa diharapkan dari orang yang sebelum diangkat pun sudah punya banyak kesalahan? Lagi pula, jika kita mengira raja selalu mendapat banyak informasi sebelum menorehkan tanda tangan mulianya di bawah dokumen, yang menyatakan keyakinannya mengenai “kesetiaan, semangat, dan kemampuan” gubernur yang baru saja dilantik, bahkan kita mengira bahwa wakil raja yang baru itu *memang* bersemangat, setia, dan mampu, maka masih tersisa pertanyaan apakah semangat dan kemampuan orang yang

terpilih sebagai gubernur berada dalam *tingkatan* yang cukup tinggi sehingga bisa memenuhi tuntutan tugas (Multatuli, 2014:335).

Analysis of hermeneutics is considered suitable to support this research. The empirical nature of hermeneutics developed by Gadamer. Thoughts expressed in the data that is a product of human intentions, not the mind of undisclosed in time but finite mind about this person or that person, about this community or that community (Howard, 2000: 48). Novel excerpt above can be examined by comparing the mindset Multatuli. This mindset can be known only after understanding the real life context Multatuli or Edward Douwes Dekker itself. The author's works certainly contain little or a lot mindset writers themselves.

Inilah jawaban saya kepada orang-orang itu: “Dengan segera saya tidak dapat menolong kalian! Tetapi saya akan pergi ke Batavia, saya akan bicara dengan Kanjeng Tuan Besar tentang penderitaan kalian. Ia adil dan tentu akan menolong kalian. Sekarang sebaiknya kalian pulang saja dulu dengan tenang.... Jangan melawan... juga jangan pindah tempat dulu... tunggulah dengan sabar; saya kira, saya... harap akan ada keadilan juga!” (Moechtar, 2005:6-7).

Excerpts of the letter mentioning personalities Multatuli sensitive conditions surrounding social and humanist. Multatuli assist the Indonesian people to be able to fight for the independence of the rights of indigenous people. Data analysis should always be associated with matters related to the context and construct analysis. Context deals with matters relating to the structure of a literary work, while constructs a building concept analysis. The concept into a frame of analysis (Endraswara, 2003: 164). The concept of a charge facts in the novel Max Havelaar can be obtained by comparing the quotations novel with biography and letter Multatuli. Hermeneutic theory as a frame of analysis helps in interpreting the content of the novel to screen cargo fact and fiction. Part novel that does not comply with the contents of the letter Multatuli biography and certainly as fiction. Researchers first discovered the charge of fact and fiction in the novel Max Havelaar first. The next stage researchers to strengthen and confirm the charge of fact and fiction by conducting interviews on the speakers.

The novel Max Havelaar (1868) Multatuli have contributed in spreading and instilling a discourse on human values in Indonesia long before the character education curriculum promoted in 2013. Multatuli as a writer wrote a literary work with good

language so that it can be accepted by the people, even many read by Indonesian students in the Netherlands at the beginning of the 21st century novel Max Havelaar still relevant in meeting the Indonesian public's thirst historical fact in modern Indonesian history period. Only the eyes of writers are sharp and piercing that can go deep into the hearts of man and gave birth to a beautiful literary works (Kochhar, 2008: 136).

The hermeneutical analysis results will help researchers, teachers and students understand the facts in the novel Max Havelaar (1868) better. Hoed (2011: 92-93) Hermeneutik see text as polisemis, so that interpretation becomes a central issue. So, hermenutika aims to *Verstehen* (understanding) through the method of abduction, not just interpreting. Multatuli reconstruct clearly upheaval and suffering nation of Indonesia is worth reading the novel Max Havelaar (1868). Multatuli use simple language and easily understood in showing humanity is key in human liberation from colonialism. Multatuli often criticized flaws in the system of feudalism and colonialism in the novel Max Havelaar to encourage national consciousness in literature and readers of Indonesian students in Europe at that time. Multatuli advised through his literary work that feudalism and colonialism would kill independence and fool the people of Indonesia and must be stopped. Multatuli believes that all the struggle for independence started from independence.

Novel Multatuli Max Havelaar is part of a Dutch literary work that elevates the other side of Dutch colonialism in Indonesia. The novel Max Havelaar could be seen as a historical work of prose as well. Literary works from the aspects of reading material is a reconstruction of history at the time the work was written. The contents of literary works is the imaginative work that is based on reality. The literary work is a reflection of the times (Wibowo, 2013: 130). Multatuli prepare novel Max Havelaar by reflection of the times at the time marked by the struggle of social, economic and cultural.

Utilization of literary works receptively as educational media characters can be reached by two steps, namely (1) the selection of instructional materials and (2) management of the learning process (Wibowo, 2013: 131). Education wisdom charge character in the novel Max Havelaar deserve to be read by anyone, especially students Indonesia. Learning and teaching History and Indonesian in this school can provide a portion literature review shows people traveling before the independence of the Republic of Indonesia as the novel Max Havelaar. It is considered important to demonstrate and

provide a variety of learning resources to the students to get to know other learning resources easier, cheaper, and economical.

Multatuli Max Havelaar novel is the literary works of quality and contextual learning materials so they can be an alternative. The first step can be done in using literature as a medium of learning history as well as the media to inculcate the value of character education is the selection of teaching materials. Wibowo (2013: 131) states literary works selected must contain aspects related to character education, among others: (1) literary aesthetic (containing all the beauty that is made possible by all the elements of literary works), (2) humanistic (containing human values and show human behavior in dealing with various issues), (3) the ethical and moral (human experience of behaving and acting s ebagai mana responsibilities as a human being), and (4) the religious-sufistis-prophetic (the experiences of the spiritual and transcendental).

Historical value, under any circumstances, can not be realized in the form of teaching literature. Without sufficient knowledge of the literary and appreciation, a teacher will only deliver nonsense (Kochhar, 2008:138). History teachers should ensure the historical novel in accordance with the subject matter of history. Teachers also must be able to interpret the facts and fiction in the historical novels for students to reflect on the wisdom of teaching history and meperkaya students' understanding of the facts and meaning to the subjects of history.

Reflection is one way to look at yourself and find values more meaningful. Reflectere in other languages can be simply interpreted as a play back. Refeksi is one attempt to look back inner thoughts and feelings in the process. Reflection is intended to reveal the meaning of life in any circumstances (Sutisna, 1995:50). This reflection can spark student interest in learning because students can connect any historical events with daily life.

Teachers should be able to choose the historical novel as teaching material in accordance with the material to be covered. Choosing the right materials to encourage students to research the events, people, and places mentioned in the novel and promote research skills so that they engage in activities interdisciplinary and critical thinking (Groce & Groce, 2005: 105). Students will reflect on the contents and value of the novel on the guidance of teachers to increase students interest.

Students can find the events through their research were omitted from the records in the literature because they are either not germane to the story or not verified. (Groce &

Groce, 2005:111). Students will find things that are not included in the history textbooks when students read historical novels. Students will find the emotion, the atmosphere, and the values in the historical novel to help students be more motivated to learn the actual historical facts.

Teachers follow the process begins with the text, deconstructing the text with the students to find the meaning of the results, and then talk about the historical context in which the text is available (Striping, 2011:175). Teachers guide students to discuss the findings of fact in the history of the novel to arouse students' critical power. Teachers lead students to reflect on the contents of the novel with the current context.

Teachers follow the process of the historical context and using it in the context of the analysis process with the students to find the meaning of history (Striping, 2011:175). Teachers guide students to analyze the context of historical events in the novel to the present or the student experience everyday. Students are expected to reflect on the meaning of history in the novel as a provision and guidance in understanding history. Teachers conduct preliminary tests beforehand to measure students' critical regarding the subject matter of history that is in accordance with the novel Max Havelaar (1868).

The teacher divides the class XI SMA into several groups based on the number of chapters, which are about 50 chapters in accordance with the number of students per class. Each group is directed to understand the contents of two chapters novel. Each group in the form of a summary table on the facts in the novel Max Havelaar (1868) on the guidance of teachers. Each group of students was asked to present the results of reading and analysis of the facts in the novel Max Havelaar (1868) in front of the class within 10 minutes. After the presentation, other groups can submit opinions or questions to the group presentation of the facts in the novel Max Havelaar (1868). This process continues until a group that discusses the latest chapter novel Max Havelaar (1868) completed the presentation guided by the teacher.

Students are required to collect the results of the analysis of the reading as a task portfolio. Students fill out a test sheet which has been prepared by the teacher to test the critical power. Student test sheets were evaluated by the teacher. Students will know the results of a test sheet which will be announced by the teacher at the next meeting. Students who do not get the maximum value will be given the additional task to improve the understanding of the subject matter of history.

No.	Novels Quotes	Fact	Fiction
1.	<p>Namun, kemudian datanglah orang-orang asing dari Barat yang mengangkat diri mereka sebagai pemilik tanah. Mereka ingin mendapat keuntungan dari kesuburan tanah itu, dan memerintahkan orang pribumi untuk menyisihkan sebagian waktu dan tenaga mereka untuk menggarap tanaman-tanaman lain yang bisa menghasilkan keuntungan lebih tinggi di pasar-pasar Eropa. (Multatuli, 2014:89)</p>	<p>Kedua teks dari novel Max Havelaar dan biografi Multatuli yang dikarang Moechtar menunjukkan keterkaitan konteks. Fakta yang dapat ditarik adalah sistem tanam paksa yang diterapkan Hindia Belanda pada masa kolonial memang memberatkan rakyat pribumi. Fakta ini digambarkan oleh Multatuli dengan penuh emosi untuk menunjukkan keprihatian pengarang. Fakta tersebut langsung menunjukkan bahwa tidak ada fiksi dalam paragraf tersebut.</p>	<p>Kerja keras pribumi dalam menggarap tanah Barat disajikan dengan bahasa yang sederhana tanpa banyak kiasan.</p>

Table 1. Portofolio Sheets of Student

The ability of critical resources that can help connect students to understand the background of knowledge and concepts. The interpretation of history reflects historical figures to life and students are allowed to create a relationship that is contextual (Sliwka, 2008: 61). Students are expected to be closer emotionally and critically with history lessons appropriate reading historical novels. It is expected to build a love of students to the history so that students are able to reflect on the lessons of history in everyday life.

Closing Chapter

Conclusion

Based on the review of the above results, the conclusions obtained in the study of this literature are as follows:

1. The concept of charges in the novel Max Havelaar facts can be obtained by comparing the quotations novel with biography and letter Multatuli. Hermeneutic theory as a frame of analysis helps in interpreting the content of the novel to screen cargo fact and fiction. Part novel that does not comply with the contents of the letter Multatuli biography and certainly as fiction.
2. Students are divided into groups based on the number of chapters then directed to understand the contents of two chapters novel. Each group in the form of a summary table on the facts in the novel Max Havelaar (1868) and presented on the guidance of teachers.
3. Students discuss the findings of fact in the history of the novel to arouse students' critical power. Teachers lead students to reflect on the contents of the novel with the current context.

Suggestion

According to above conclusion, the researchers recommend the suggestions relating to the results of this study are as follows:

1. Teachers must be able to select and sort the contents of the novel Max Havelaar in accordance with the material in a history lesson. Teachers are required to have read and understand the contents before using such novel in learning.
2. Pay attention to the allocation of time in using this alternative reading materials for the novel Max Havelaar thick enough to worry about time-consuming if not circumvented by learning that a planned and integrated.
3. Not all high school class matches this alternative reading materials. Select the class that the majority of students like to read so as to make the learning process more leverage and effective.

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EFFECTIVENESS OF USE OF RECORDS AS A MAJOR SOURCE FOR STUDENTS LEARN HISTORY IN HIGHER EDUCATION

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Abstract: Source of learning is one of learning media that is often used by educators either the primary school level, secondary and universities in the learning process does. Course of history in the Department of History is one of the subjects are in dire need of learning resources in the learning process, because students in the Department of History are required to develop the mindset of such high-level analysis and evaluation. If students are only relying on the theory of the book, then they will not be able to practice developing the mindset of analysis and evaluation because they never know the form/content from sources that are used as sources by researchers who gave birth to the theory they have learned. Another issue regarding the importance of the use of learning resources is about the lack of motivation of the students in the learning process lived. On the use of archived data as a source of learning in the course of history can result in the development of thinking skills of students from the analysis, evaluation, to generate new thinking and increased motivation to learn from the students. In connection with the free student of history knows, analyze, evaluate, and produce their own thoughts can increase the motivation of history students in the learning process.

Keywords: Learning resources, archives, motivation

Introduction

Learning is all efforts made by teachers for a process of learning in students. In the existing learning activities to choose, establish and develop a method to achieve the desired learning outcomes. Learning more emphasis on ways to achieve goals related to how to organize the subject matter, delivering course material, and manage learning (Sutikno, 2013: 32).

In the curriculum in Indonesia there are a wide variety of subjects, one of which is a history lesson. The lesson of history in general is an introduction to the history of man in the world, the man who fought a happy life, justice and prosperity in order to achieve awareness on the basis of the purpose of human life per se. In this connection, the lesson of history is an attempt to help shape the human psyche. In the history appears also how many shades of struggle. The struggle over the whole of human life; culture; political; economics; social; etc. Important events that the struggle was worth well known and understood by students, it is emphasized that the purpose of the lessons of history in general, is to introduce students to the history of the human struggle to achieve a life that is free, happy, just, and prosperous, as well as draw attention to the basis and purpose fighting human life in general (Ali, 2005: 349-350).

In general, the history itself is an important human event or events that happened in the past. Incident or event in question is a record of human civilization includes actions and human experiences in the past which later became the story means. So it can be concluded the history includes a series of events involving human life at a time when the past in its

various aspects (Widja, 1989: 99). History as a science has many benefits for human life, either directly or indirectly. That is because science is a conscious effort to explore, discover, and increase human understanding of various aspects, based on theories that can be agreed upon and systematically tested with a set of methods.

History as a science also provide benefits for human life, both in the present and in the future. Each individual on a nation must have a sense of the importance of history, because history can provide an overview and guidance for a nation to move from the present to the future.

The events in history we can know by studying subjects sejarahbataupun history courses in college. Based on these events, we can determine the attitudes by evaluating the good and evil that affect human life. History is not just about an event or events of the past that was lost without understanding. Historical events necessarily contain many values, such as the value of nationalism, education, ethics, culture, politics and so on. So we can say that history contains many values that can determine a person's outlook on life.

History is one of the social sciences which emphasizes on knowledge and values regarding the process of change and development of the society from the past to the present day. In fact history courses or courses that breathe history in college is something that is often perceived dull and this resulted in a lack of motivation to learn the learners both students in elementary, middle, and even students in college that they are students History Department. According Partington (in Widja, 1989: 95) frequent criticism leveled at the teaching of history. Teaching the history of the bet has weaknesses as dominated by rote teaching with too much emphasis on "chalk and talk" and very weak in terms of encouraging the involvement of learners by ignoring the effort to develop higher intellectual abilities.

According to Bonnie Armbuster and Tom Anderson in Sam Wineburg (2006: 71) reasons for the lack of interest in learners in the subject or subjects of history to students of history because history textbooks were generally unable to offer readers the treatment of "friendly" ie explanations that allow readers establish a) the purpose of an action, b) a plan to achieve that, c) the actions taken in response, d) results. This problem is closely related to the lack of independent learners in mempelajari history, this is because the learning process is often learner is given a lot of theories, concepts or views researchers without them given the reasons for the emergence of theories, concepts or that view or not taught and given freedom to the students to express their opinion on an historical event.

The problems that arise in the process of teaching history not only among students in elementary school or high school alone but also included in the levels of Higher Education. This incident is quite surprising when considering the level of Higher Education students learn about the history of the students who enter in the History Department, and automatically they are students who are interested in history that in the end they chose the Department of History as their focus in the search for knowledge. In the Department of History, College of the students in the learning process has been different from when they were still in high school. If the high school level of their thinking to the analysis stage at the University level students at the History Department could demand even higher levels in thinking such as synthesis, evaluation, and also create or develop. In order to achieve the goal of developing the level of the student thinks it is necessary to familiarize training or teaching these students are able to develop the mindset of a high level.

With the goal of increasing the level of the student thinks the one required in the learning process, namely the need for a source of learning as a learning medium that aims to train the desired high level thinking such as analysis, synthesis, evaluation, develop or create. One form of learning resources that can be utilized in order to achieve these

objectives is the form of the use of archival documents. Other problems that often arise in the course of history in the learning process of students of history is the lack of motivation of these students in the learning process there. One of the reasons that often arises from this problem is infrequent use of instructional media in the learning process is ongoing. Both the existing problems in the learning process of this history can be overcome by using learning resources in the form of archives.

Archives

If linked to the existence of records that are in the world of information, according to Keeping Archives, the archives also considered a part of the world of information is so vast, some of which are also included, among others, oral traditions, environment Markowitz something naturally, object natural, artifacts and artwork (Ellis, 1987: 5).

The information in the archives is seen as something that is important and has a sustainable value for the purposes of administrative, fiscal, legal, proof, or imtuk destination information (Bradsher, 1998: 3). Broadly speaking, the archive is seen to provide a basic understanding of our existence, helping orient the present, and provides a fatherly guide future development (Bradsher, 1998: 9). Archives provide the right information, which can be accessed by the user and preserved and recorded information available to the user (Sulistyo, 2001: 23).

1. Functions and Events Archive

Archives are documents created tau received and accumulated by a person or organization in directing the management and maintenance because the value of sustainability owned (Ellis, 1987: 2).

Understanding the archive is also described in archival management for state agencies, private sector and universities stating that the term archived may include three terms:

- A collection of manuscripts or documents saved
- Building kumpulan manuscript or document storage
- Organizations or institutions that manage and store a collection of manuscripts or documents (Barthos, 2007:101).

Store the archive is the basic activity of public administration. Without archives, there is no rule of law and accountability. Archives are important sources of information which gives a decision and action. Archive recording observance or absence of laws, rules, procedures (Gani, 2008: 4).

The benefits of maintaining an archive for an institution or organization is due to archives provide memory, storing the information activities of the organization in terms of social activities, benefiting juridical and research services, providing information related to the anniversary of the organization or warnings moment important and historic for the organization (Sulistyo, 2003: 314).

According to Fuad Gani in one of his articles that have been published by wartakala MAPA, chaos will keep an archive system menghantarkann to the difficulty of determining accountability for actions and to hold accountable anyone.

2. Archives and Knowledge

Keeping Archives according to some records are preserved because the results of the ongoing value of the individual or organization in the community caused by several things:

- Long-term memory has, emungkinkan to improve the quality in terms of planning, decision making, and provide sustainable access to past experience, expertise, knowledge, and a historical perspective.

- Being one of the ways to access other people's experiences.
- Become a proof of ongoing rights and obligations.
- Being an instrument of power, legitimacy, calculations, facilitate social interaction.
- Become a source of understanding and self-identification, organization, and community *bersangkutan* (Ellis, 1987: 8).

In Keeping Archives, archivist of transmitting knowledge and experience of human interaction of past and present keada Current generations to come. In doing so archivists do the following things:

- Identify, document, and maintain archived.
- Allows usage of sustainability (Ellis, 1987: 1).

Some of the records mentioned in the Archives Keeping archive is proved to have a variety of strong reasons to become an archive called value of sustainability.

Based on these explanations can be concluded that the archive can also be said to contain a memory in the form of knowledge, experience, and understanding of the resources that must be maintained in order not just disappear.

3. Access To Information Archive

Access means the terms and conditions of the availability of records or information that is in an archive depot for the benefit of users. (Sulistyo, 2001: 2) According to the Law of the Republic of Indonesia Number 43 of 2009, chapter 1, General Provisions of paragraph 11, explained that access to archives has a sense as the availability of the archive as a result of legal authority and legal authorization and the existence of aids to facilitate the discovery and the use of archives.

Each archive depot should have access to the bow line in writing stating the nature of the information contained in the collection. These outline the framework set up so as to allow archivists organize access to records that can be used by the user. (Sulistyo, 2003: 3).

When the archive is in bad condition or damaged, then the archivist should consider restrictions on access to records to the archives repaired. Another way to restrict access can also be made by making a duplicate copy to the user (for example in the form of a photocopy or microfilm copies) (Sulityo, 2001: 7). Retrieval and return of records should be limited to one or a few archivists authorities. Archive necessary users should be required by raw form and a guarantee stored until the archive file is returned to its original place. (Sulistyo, 2001: 7).

The raw form is usually divided into three sections, namely the section on information for users with regard to the terms of access, the information provided by the user relating to *penelitian* and information concerning the results of the request archival material released by archivists. (Sulistyo, 2001: 7)

A. Learning Resources

1. Definition of Learning Resources

One important component in the learning process is a learning resource. Learning resources will help students to understand and grasp the subject matter. Now teachers must master a variety of information or knowledge stored in connection with the material. Teachers must connect the subject matter with the learning resources available to be used, so it will be turned learning activities.

Learning resources themselves are all sources that can be used by students either individually or together with other students to facilitate learning. According Mudhofir (1992: 13) states that included learning resources is a variety of information, data science

ideas man, either in the form of materials printed (eg, books, brochures, magazines, etc.) or in the form of non print (eg, films, film strips, tapes, video cassettes, etc.). Meanwhile, according to Sanjaya (2011: 208) learning resources is everything in your environment that are functionally learning activities can be used to help optimize learning outcomes. Optimization of learning outcomes can be seen not only from learning results (output) but also the views from processes such as the interaction of students from a variety of sources that can stimulate students to learn and accelerate the understanding and mastery of knowledge learned.

Based on the above explanation of learning resources can be defined as anything that can provide ease of learning, in order to obtain some information, knowledge, experience, and skills required. In this case appear to have a wide range of learning resources that each has a specific purpose which may be the same or even different to other learning resources (Mulyasa, 2006: 177). According to the Association of Communication Technology Education / AECT, learning resources is good across all sources in the form of data, people or things that could be used to provide facilities (convenience) learning for learners. Therefore, the learning resources are all components of a good instructional systems which are specially designed or which by their nature can be worn or used in learning activities.

2. Types of Learning Resources

AECT (Association of Education Communication Technology) through his work *The Definition of Educational Technology* (1977) classified into 6 types of learning resources (Rohani, 2004: 164-165), namely:

1. Message (message), that information or doctrine / teachings passed on by other components in the form of ideas, facts, meanings, and data. Included in the group message are all subjects / courses or the teaching materials to students and so on.
2. People (people), ie human beings who act as storage, processors and renderers message. This group included such as teachers / lecturers, tutors, learners, and others.
3. Materials (materials), which is software that contains the message to be presented through the use of tools / hardware or by himself. Various media program including materials categories, such as transportation, slides, films, audio, video, modules, magazines, books, and so forth.
4. Device (instrument), which is something (hardware) used to convey the messages stored in the material. For example, overhead projector, slides, video, tape / recorder, radio, tv, and so forth.
5. Technique (technique), the procedure or reference prepared for the use of materials, equipment, people, environment to deliver the message. For example, teaching berprogram / modules, simulations, demonstrations, question and answer, CBSA, and so forth.
6. Setting (environment), namely the situation or atmosphere around where the message is delivered. Both the physical environment, classrooms, school buildings, libraries, laboratories, parks, courts, and so on. Also the non-physical environment, such a learning atmosphere itself, quiet, busy, tired, and so forth.

The classification does not separate, but interconnected. In fact even subtle partially, for example when the teacher explains (the teaching process) how to use a tool and demonstrate the use of the tool in question, at least, the teacher uses four types of learning resources that play a role there, the teachers, the tools, topic / message / information explained about how to use these tools, and techniques that presentation with demonstration (Rohani, 2004: 165).

Judging from the type or origin, learning resources can be divided into two types, namely:

1. Learning resources designed (learning resources by design), the learning resources that are specifically or intentionally designed or developed to achieve specific learning goals. For example, textbooks, modules, VCD program of learning, learning audio program, transparency, CAI (Computer Asisted Instruction), programmed instruction, and others.
2. Learning resources that are already available and live utilized (learning resources by utilization), the learning resources that are not specifically designed or developed for learning purposes, but can be selected and used for learning purposes. For example: newspapers, broadcast television, markets, fields, dams, factories, museums, zoos, terminals, government officials, experts, religious leaders, sportsmen, and others.

3. Learning Resources Learning History

Learning resources in learning the history of the most important are: (a) The historical relics such as a written trace (document) traces of objects and traces of writing. Traces of objects such as temples, monuments and museums; (B) oral trail as agents of history, hero; (C) Models such as imitation models, dioramas, miniatures; (D) Chart like the pedigree; (E) Maps like atlases, wall maps, map painting, sketch maps; (F) the modern media such as, overhead projector, TV, Video, etc. (Widja, 1989: 68).

In the selection of a source of learning, which first must be considered is compliance with the objectives to be achieved in learning. The learning resources are selected and used in the study only if appropriate and support the achievement of objectives, in addition to other factors (Mulyasa, 2006: 182).

In general usability of learning resources can be expressed as follows: (a) It is a pacesetter and development insight to the learning process adopted. Here is a learning resource base maps need to be explored in general that developed learning insights can be understood early; (B) As a guide the lessons learned materials, and operational measures to explore more thoroughly the standard material thoroughly: (c) Provide a variety of illustrations and examples related to learning and the formation of basic competencies; (D) Provide guidance and a description of the relationship between what is being developed in the learning, knowledge denganilmu; (E) Informing a number of new discoveries that have been obtained in connection with the learning of others that are being developed; (F) show the various problems that arise as a consequence of learning is developed, which requires solving skills of teachers and learners (Mulyasa, 2006: 182-183).

4. Utilization of Learning Resources

In order to utilize learning resources more widely, it is necessary to be considered for a teacher to understand in advance some of the qualifications that can point to something to be used as a learning resource in the teaching process. In general, the teacher before taking a decision on the determination of learning resources, he should consider the following aspects.

1. Economical or expenses, whether there is a charge for the use of a source of learning (which require a fee).
2. Technicians, the power either teachers or others who operate the divulging specific tool which is used as a learning resource. Are there any available special technicians / servants or teachers themselves, would be mengoprasikannya?

3. Characteristically practical, and simple, easy to reach, easy to implement, and not difficult / rare.
4. Characteristically flexible, that is, something that is used as a source of learning must not be rigid / patents, but should be easily developed, can be used to achieve the purpose of teaching, not easily influenced by other factors.
5. Relevant, with the purpose of teaching and other teaching components.
6. Can help efficiently and then achievement of the goals of teaching / learning.
7. Have a positive value for process / activity, especially teaching students.
8. In accordance with the interaction and teaching strategies that have been designed / being implemented.

Besides considering the above problems, we must also be able to ensure that the learning resource is suitable as a learning resource. Therefore, there are three requirements that can be used as learning resources that characterize whether suitable or not for use as a learning process.

1. Must be available quickly.
2. It allows students to pace yourself.
3. Should individual, for example, can meet the various needs of students in independent study.

With attention and choose which learning resources that match, it is expected that the learning really run well and the nature of learning can be achieved, namely as a process of behavioral changes including changes in the tendency of humans such as attitudes, interests, values and change capabilities that increase the ability to perform various types of performance (performance) as well as the search for the perfection of life.

B. Use of Archives as a Source of Student Learning History

Problems in the process of teaching history at the College as they lack the learning process in train the mindset of students to a higher level and also the lack of student motivation to learn from the History Department is due to lack of resource utilization history as one of the archives existing in the learning process. The reason the importance of the use of these archives as a learning resource for students of history was one of them relates to the handling of the problem of improving the mindset of students to a higher stage. By using learning resources in the form of this archive will make the students were given the freedom to criticize a theory or view of a researcher and express their own thoughts. In the process of learning the students will usually learn the theory, concepts, or the view of a historian about an event, but the students will see a rare example of history resource archives used by the historian in the birth of his views. By using this archive as a source of learning makes the students can know and understand the contents of the archive of the history that has been learned in the abstract and also be able to analyze it from the point of view of their own, so that the student is able to know the reality of the history he had learned that the *keselanjutannya* they are able to produce their own thoughts based on the historical sources.

C. Conclusion

Based on the above explanation can we know the importance of the use of learning resources in the form of records in the process *pebelajaran* in the lecture. This is due to the use of the archive can train students in high-level thinking ranging from analysis, evaluation and even develop or create. In addition the use of these archives in the learning process is also beneficial to increase the motivation of student learning

history because learning does not just use the lecture method or a discussion on the science of the abstract but also can bring learning resources for discussion, so they can develop their thinking themselves about the source of the study were presented. This makes the learning is not just about knowing the theory or the idea of a researcher but also evaluate theories or views of a researcher or historian

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THE USED CARTOGRAPHICAL ARCHIVES TO IDENTIFIED DISTRIBUTION OF COFFEE PLANTATION DURING DUTCH COLONIAL PERIOD IN THE DISTRICT NGANTANG AND DAMPIT, MALANG REGENCY

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Abstract: One of the many valuable products of East Indies from eighteen to early twentieth century is coffee. Since the price of pepper fall in eighteenth century, coffee has displaced pepper as number one cash crops in world market. Knew as the new East product in Europe, coffee has substituted beer as favorite beverage. In the middle of nineteenth century, coffee plantation has widespread rapidly all across the Island of Java. One of the most successful experiences on expanding plantation area took placed in District Ngantang and Dampit. It contributes much for the regional income at that time. Following the Nationalized of Dutch Owned Plantation Estates on 1957, the coffee plantation was abandoned. This article tried to identified position of coffee plantation by using cartographical archives. Using cartographical archives is very important to measure the deep impact of colonization to the developing infrastructure in the interior Java. A cartographical archive is very important to support outdoor learning program, and to persuade student pay more interest to environmental issues.

Keywords: Cartographical archives, Coffee plantation, Ngantang-Dampit Sub-Regency

Introduction

Coffee is a small bean that changes the course of Indonesian History in Netherlands India. *Op de veilig coffe van Indie* (coffee auction of Netherlands India), a handwritten letter by Max Havelaar in 1855 was just a piece of document. But that small thing has started the process of decolonization. Batavus Droogstopel, a coffee broker in Amsterdam has decided to print and publish a book based on Max Havelaar documents. Although persons in this book were fiction, many of them represent the real person and situation also. (Multatuli: 2005, XVIII) Finally this book has inspired the Liberal Faction in *Tweede Kamer* (Dutch Parliament) to stop the practice of exhortation and exploitation by European to local people in the colonies. Since then, the anti colonial sentiment has blossomed, particularly in the beginning of twentieth century. But how such considerably change began?

At the beginning of the 19th century, coffee was grown in Java under pressure. Coffee production was concentrated in west Java. Daendels widely expanding the planting of coffee and thus grew interested in East Java. Raffles abolished forced cultivation except the most important production area of Java, the Priangan. After 1815 coffee production policy was continued by Commissaries general who, in 1817 explicitly stated that the Javanese peasant farmers did not have to work in coffee plantation unless they wanted to (Baardewijk, 155). Thus on paper, after 1812 all coffee in central and east Java produced voluntarily. With the introduction of the cultivation system in 1833, the colonial state reorganized the institutional framework of coffee cultivation forced production was reintroduced and all had to be delivered to the government. The colonial state wanted to step up production as fast as possible. Van den Bosch ordered that 40 million coffee seedlings be planted in Java annually. In 1835, the Haque counted on a final production level of 43,000 metric tons per year. Within a short time, cultivation under new regulation was greatly expanded in nearly all residencies. Only Rembang hardly produced any coffee.

The government took a number of measures to increase the involvement of the Javanese and European administration. In 1833 the notorious cultivation percentage which gave officials a direct financial interest in the increase of production were applied in all of Java's residencies under forced cultivation. Two years later, these measures were refined in such a way as to lose much of their stimulating force. To prevent officials from simply resting on their predecessor's laurels, it was decided in 1835 that they were to receive their full percentage only for production increases realized during their own term in office. A more important measure to improve the performance of officials was regular cultivation reporting. Every month the resident had to inform the Director of Cultivation of all new plantings, of the number of mature shrubs and of the amount of harvested coffee.

One of the most important coffee production areas is Malang Regency. Since occupied by the Dutch Indisch Company in 1767, Malang Plateau has been out of range. The company engaged to their main base in coastal towns such as Bangil, Pasuruan, Probolinggo and Panarukan. The hinterland was ignored for two decades because of its harsh people and hard natural boundaries. (Domis: 1833, 158) The situation has changed by the end of the uncertainty years in 1826. In 1826 Governor General Burgraff de Gesignies issued a decree that ordered the local administration to acquire waste land, in order to enlarge the cultivation area. It has a deep impact on Malang because most of Malang is forest and

hilly terrain. The administration has changed most wasteland in Malang to be forest coffee shrubs. The result of this was tremendously.

"Mijne aantekeningen gaan slechts tot het jaar 1830; het begin van een tijdvak, waarin de Koffij, Suiker en Indigocultuur een meerdere uitbreiding, onder het bestuur Zijne Excellentie Baron van Den Bosch, verkregen hebben, en in Pasoeroeang allen de leverantie van suiker van 1830 tot 1834 en dus in 5 jaren van 17,000 tot 120,000 pikols gestegen is. (Domis, 1836, VI)

I just write my report to 1830 in which this was the first part of my terms, when area of Coffee, sugar and indigo fields has been enlarged, under His Excellency Baron van den Bosch, and Pasuruan is the only (Residency) that have been able to delivered sugar and coffee respectively 120.000 to 17.000 picol in 5 years (1830-1834). (Domis: 1936, VI)

In 1830, Pasuruan Residence has produced 85,903 pikol of coffee and that was the highest production level in Netherlands India. The widespread of coffee area resulted the increasing of harvesting coffee. Most coffee product came from Malang, which produced at least 56,917 picol in 1830. According Report of Coffee Production of Malang, the quantity of delivered coffee from 1814 to 1830 increased. Only in 1824, 1825 and 1828 did the number showing a stalemate (Domis: 1836, 61-2) This article tried to describe the growth and distribution of Coffee plantations in the Northwest and Southeast of Malang Regency by using cartographical archives.

Methods

Beside conventional archives, there are many forms of documen that provides a lot of information, one of these is cartographical archives. Using cartographical archives in historical research was relatively new. Most historians wrote their report based on conventional archives. For many years cartographical archives remain silent, or being a second material. This article proved that maps – as the primary source in using cartographical archives, is very important to describe the position, surrounding environment and pattern of settlement. The first step in this research is collecting historical information, particularly cartographical archives. Dutch administration has left so many documents, not only in the annually report, magazine, news paper, photograph but also maps. We tried to mark every important clue in the maps and made correlation with other information. Following the first step, we appreciated and interpreted all the collected information. The last step is presenting all the interpreted fact by explaining in written form. By presenting the way to map based information, we can display the important

meaning of map on learning history. Environment, geo, urban and rural history were subjects research that mostly equipped with cartographic archives.

Coffee Cultivation in Java in the Nineteenth Century

Batavia distinguished three different kinds of coffee production: plantation coffee, forest coffee and pager coffee. This threefold classification was significant not merely for administrative reason. Each kind had its own specific production condition which played a role in process of fitting the forced cultivation into the existing agrarian production spectrum. The workload and the productivity along with the salary paid in relation to the work actually done differed from one cultivation to another. The plantations were laid out according to its direction. Sometimes this involved vast expanses of land for which people often from several villages were enlisted. This form of coffee production was the one most frequently inspected and the chance of promotion of many a young official depended on the impression that the outer rows of coffee shrubs on the plantations under his control made on the superior who happened to drive by. For these reasons, plantation coffee was often the most burdensome form of coffee plantation. Most planters had shares in several plantations. The attempts of the administration to prevent this splitting up of interest were hardly successful. Share passed from parents to children. Coffee shrubs were regarded as government property, but planters held on their harvest right as long as they met the cultivation directives. (Baardewijk: 1994,)

Forest coffee, formed an important part of total coffee production in Java. During the nineteenth century, Pasuruan became its most important coffee area and most of its coffee came from forest. As in the case with pager coffee planters regarded shrubs as their own property. The production of Java had reached its greater heights as early as 1839 and remained at that level for almost fifty years, during the period under discussion the share in total production could vary widely for one residency to another. This difference in development was one of the clearest expressions of the considerable variation in farmer's response to the forced cultivation of coffee. Those reactions were closely connected with the form of coffee cultivation in each separate region (Forest, pager or plantation). Every form of cultivation had its own plant and production characteristics that influenced the way in which the coffee cultivation could be fitted into the existing agrarian system.

Plantation coffee, By 1830, in some parts of Java coffee had already been produced for more than a century, yet the know-how acquired in those parts was not easily transferred to other areas. In many districts the administration and planters only learned how to deal

with coffee from experience. At the first, the administration of Banyumas in regency Purbalingga was very enthusiastic about the successful development of the shrubs in the newly planted areas. After two years the first coffee beans were harvested but only three years later these shrubs began to die. In principles, coffee plantations were laid out on virgin lands relatively far from villages, so that unlike sugar these planting did not occupy farming land intended for food production. But all too often, in districts where virgin soil was hard to find, practice did not stick to principle. In closely populated areas such as Bagelen, Magelang or in regency Salatiga, there was not much arable land left and so *tegal* and even *sawah* were often used for coffee plantation. The altitude was just as important as the soil; ideally 1000 and 4000 feet. Beneath this level this shrubs was able to grow but weeds grew even better, hence lower altitudes meant a lot more maintenance. Coffee did not only make depends on the land but also on labour. According to Director of Cultivation Elias, for a new plantation of 600 shrubs a planter had to work 135 days a year for the first three years, after which the work needed would decrease sharply. Preparing the land for new planting and tending the nurseries of young plants was labour-intensive. (Baardewijk;1994, 159)

The third method of coffee production is ***Pagger coffee***. *Pagger* coffee was a form of production that could be fitted into the existing production spectrum much more straightforwardly than either forest or plantation coffee. No tending of nursery beds under supervision of official. No picking in forest plots far from home; women and children did the work required that usually tied in nicely with the existing cultivation of food and commercial crops. This kind of production was found in Kedu. The production per family was limited by necessity, and in many districts gave the planters a small supplement to their income, in proportion to the labour required. Between 1859 and 1864 the coffee growers in Kedu earned about f.10 a year. On a large scale various districts administration tried to introduce a variant of pager coffee, kampong coffee but these attempt failed because after some time the small plots near the villages stood in a way of the expansion farming land.

Coffee Production in Malang : Production, Organization and distribution

Forest coffee was the dominant form of coffee cultivation in the most important coffee-producing area in Malang. It is difficult however to determine exactly the share of forest coffee in that region's coffee production. In 1867 the resident claimed that a considerable part of the coffee in Malang was produced in plantation but the inspector of

cultivation who visited this region were convinced that plantation coffee could be suppressed in the most important coffee district without one *pikul* less arriving at the warehouses. The cultivation in Malang is not hard enough because forest coffee was easy to grow. One merely had to go to the forest to pull out young plants and then with a planting-stick replant them in the right spot to replace the old, less productive trees. The only problem here was the harvest help available. In very good coffee years a substantial part of the yield could not be harvested for lack of help. Around 1855, the administration tried to solve this problem by introducing a system of forced picking.

The organization of coffee cultivation in this region was much more commercial and more complicated than elsewhere. There were *Juragan* (coffee brokers) who were already known before 1830, but their number grew rapidly after 1861, when administration eliminated forced picking. Owners rented out many forest plots to *juragan*, for a period of several years. In other cases a forest-coffee grower would take care of the planting and then sell the harvest to a *juragan*. Another practice was to sell the yield for a certain sum per shrubs a few months before the actual harvest. In this way the planter was spared the picking (usually a long distance from home) and the preparation and transportation of coffee crops. In this case, *juragan* paid a far lower price than for coffee delivered to the warehouses. Between 1859 and 1864 the average crop payments per family was f.60 per year. In Pakis, Malang Regency, one of the best coffee districts of Jawa, the average income was much higher. In 1833, in the village of Poncokusumo an average household earned f.500,-. (*Algemeen Verslag Afd Malang: Malang: 1847*) Most families owned a gamelan and lived in relatively luxury – considering their status. After 1850, this forest coffee seems to have declined rapidly in many districts. According to Goedhart (1948, 29) this was because the forest land situated near villagers was exhausted and hence could no longer be used for coffee cultivation. So new plantations were laid out further and further from the villages, and this made it harder to the farmer. (Frans van Baardewijk: 1994, 168)

According to Schaik, the villagers nurture shrubs coffee in the forest near their home. It was not difficult for them to harvest the coffee since those plants grow naturally. (Arthur van Schaik, 1966: 16-17). Although a lot of information indicates that coffee plantation contributed considerable money to villagers, for the most part profit falls to *Juragan* (Coffee supplier). Coffee suppliers hold license to collect coffee from peasant and delivered this to the wholesaler. On harvest season 1901, those coffee suppliers delivered 6,031 *picol* of coffee. I can figure out the detail information of coffee production.

Table 1. List of License holder on Coffee Suplier and the Output Production in Afdeeling Malang on 1901

License Holder		Quantity (on picul)			
Name	Area	Distribution	First	Second	Total
NV.	Kota Malang	Wagir	694	19	713
Koffiepellerij	Penanggungan	Sisir	1784	16	1800
F.Godia	Karanglo	Karangan	541	5	546
G.C.Verstege	Pakis	Tumpang	528	6	534
G.C.Verhey	Senggoro	Magoewan	1034	28	1064
P.D.Vreede	Tengger	Andonosari	38	2	40
		Total	5916	97	6013

Sources : *Koloniaal Verslag* 1902, 12

Table 2. Governement Coffee Harvest

Residency	Production 1913			Production 1914		
	Liberia	Java	Robusta	Liberia	Java	Robusta
Preanger	289	4184	1344	245	4495	780
Tegal	685	2601	2428	750	4400	2310
Pekalongan	860	53	710	750	80	620
Semarang	764	-	1694	740	3	1440
Soerabaja	-	3	-	-	-	-
Pasoeroean	1	20336	4625	-	18670	3475
Probolinggo	12	11363	361	31	6740	280
Besoeki	-	1050	60	-	3090	30
Kedoe	46	-	6	23	-	3
Madiun	62	1520	23	50	639	10
Kediri	-	12	-	-	10	-

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Source: Gijsselman en Steup, *Koffie Statistiek voor Java en Sumatra 1914*. Soerabaia: Lidgerwood M F C, 1914, 16

According to table 1, Batu contributed most part of coffee product (63,7%). On 1910, leaf diseases strike coffee plantation cause the downfall of production and areal of planting (*Kolonial verslag 1911*, hlm. 211). But this case not took placed in South east part of Malang. There was another coffee plantation area instead of Ngantang-Penangungan, namely Dampit. According to table2, until 1914 Pasuruan – where Malang becomes most part of this Residency, was the most prominent coffee production area.

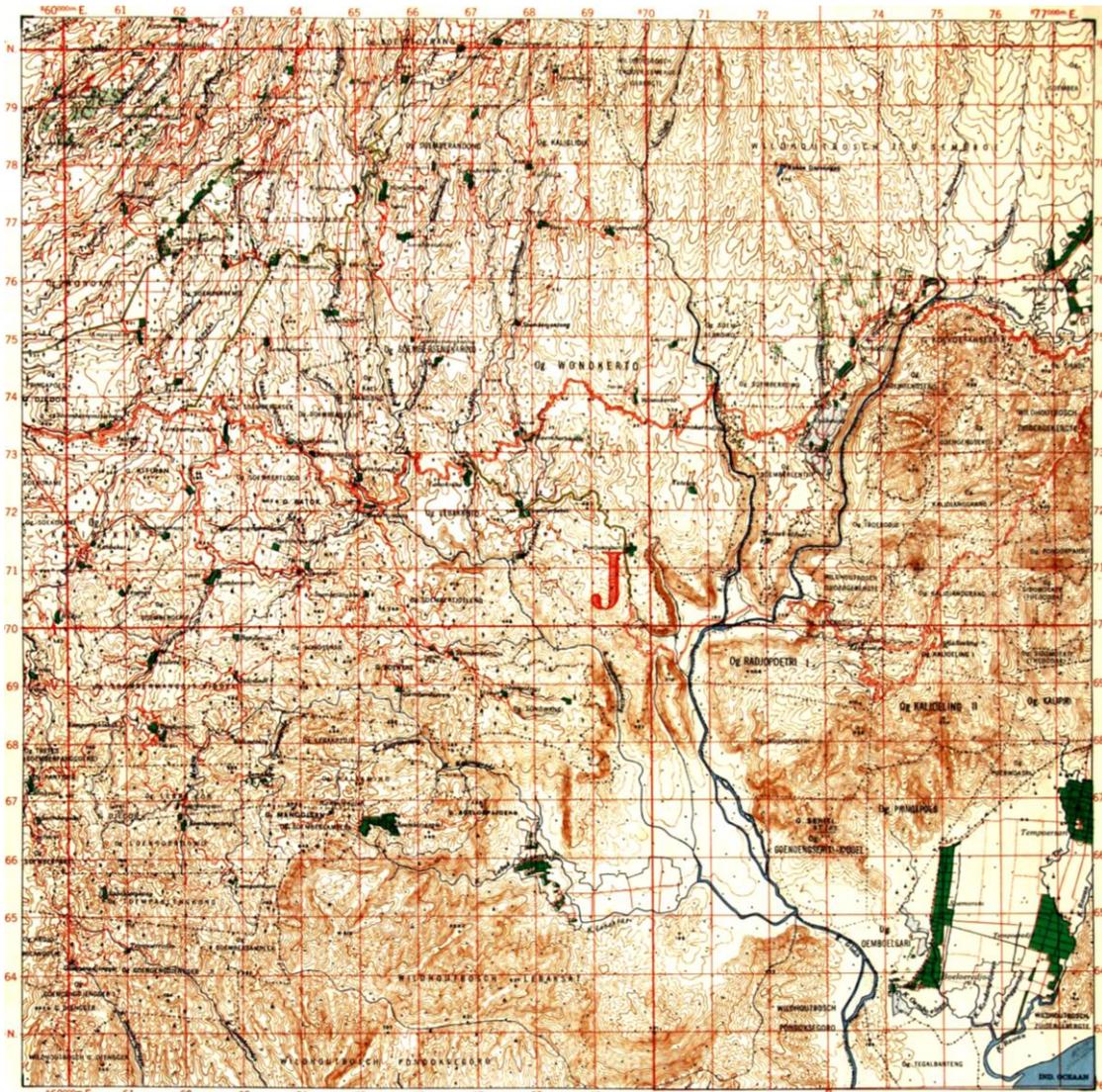
AMSTERDAM Coffee: Coffee Plantation on Southeast of Malang

Southeast part of Malang was another centre of coffee plantation. Those plantation operated by private estate, mostly Dutch. They leased land located in hilly terrain areal from Turen, Dampit and Ampelgading. The fertile condition of soil, as the result from volcanic activity of Semeroe, became a favorable condition for coffee plantation. According to the report of Plantation Estate and Trade in Netherlands India there were coffee estates widespread along the Southeast part of Malang.

1. Sumber Manjing, the plantation located 27,5 pal form stasiun Malang. This plantation under the administration of *Cultuur Maatschappij Lousiana*. It was managed by Van Doorn, LaFeber and Francois de Liebers. They pay f. 6.619 for lease the land on 24 Juni 1881 and will expired in 24 Juni 1954. The plantation produced, Coffee Robusta and Hevea Rubber. (*Handboek voor Cuultuur en Handel Ondernemingen in Ned Indie 1929*. 472)
2. Sumber Tjoeling, The 978 ha coffee fields located 16 Km Southeast of Dampit. It was administered by GE Doornberg. He started to rent a land from 25 Juni 1884, and will end in 29 Juni 1959. In 1923, the production reach 240,220 kg Hevea Rubber, 5226 pikul Robusta Cofffee and 28.000kg coca.
3. Sumber Oerip (Sumber Pakel dan gunung djengger), situated 33 pal Southeast of Malang Railway Station or 9 pal from Dampit Tram Station. This land was occupied by Toeren Estates Ltd Surabaya, a branch company of *Handel Maatschappij JA Wattie and Co Ltd* Surabaya. It was operated by PW Bourguignon. He rent this land from 4 May 1887. This plantation produced Robusta coffee 3,626 pikul, coca 123,627 kg and Rubber hevea 5,441 kg.

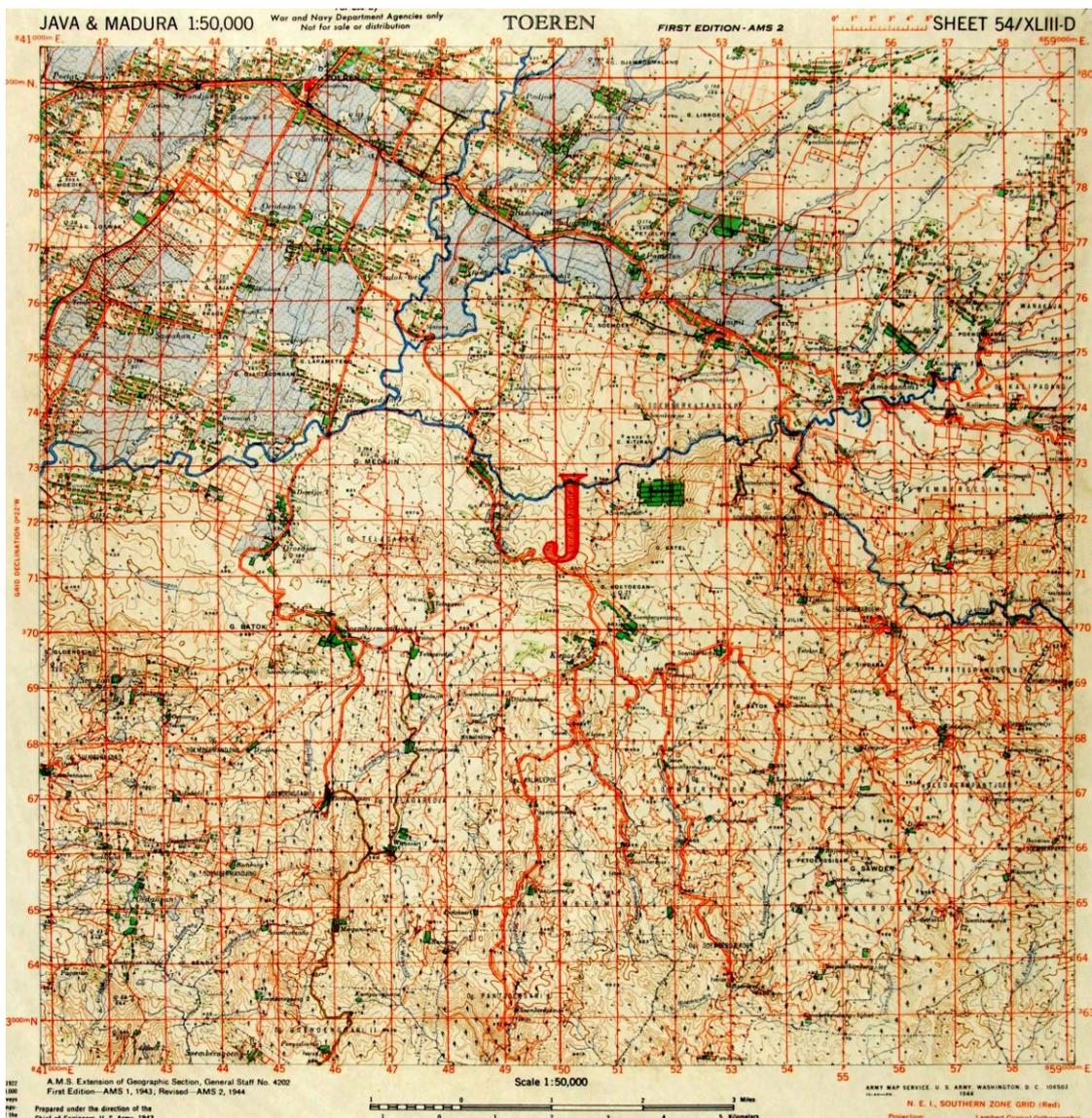
4. Sumber Manggis, distrik Turen, located 32 *pal* Southeast of Malang. The estate belongs to *Dampit Cultur Mij Kali Duren* and administrated by CA van de Sandt. He got the *erfpacht* since a 27-8-1888 and produced robusta Coffee 5000 - 10.000-7000 pikul)
5. Sumber Duren (4,845 acre) located 18 Km from Dampit tram station. It was operated by *Javasche Rubber Mij*, Amsterdam under administrator JPN Abeleven . They began to rent the land on 31 desember 1891. This estate produced rubber hevea and coffee robusta. Karet (232,320 kg on 1923)
6. Sumber Mas, situated 11 *pal* from station Talok MSM. It has been operated since 17 jan 1891 under administration of JJ van derLaan. This estate produced coffee robusta (nilai produksi 5000)
7. Supit Urang located at 32 *pal* Southeast of Malang railways Station or 12 *pal* dari Dampit Tramway Station. This land was under administration of Kali Glidik Estate and administrated by JA Wattie and FA Peti. The estate began to operated in 1885 by produced robusta Coffee and Quinine.
8. Sumber Sewu, Wonokerto, the plantation covered 20,947,37 acre and consist of 5 *erfpacht*. It was located 22 km Southeast of Malang and under administration of J C Hoffman. Hoffman is an employee of *Nederlandsch Cultuur Maatschappij*. He began to exploit this land since March 1885. This plantation produced hevea rubber and Robusta Coffe. In 1923, the produced 10,900 *picol* of coffee.
9. Kalibakar, onderneming , located 27,5 *pal* Southeast of Malang Railways Station. The Plantation was operated by JJ de Stoppelaar and under *Cultuur Maatschappij Kalibakar*. They produced Hevea Rubber and Robusta Coffe. In 1923, Kalibakar estate produced Robusta Coffee up to 4,915 *picol*.

Map of Onder District Dampit



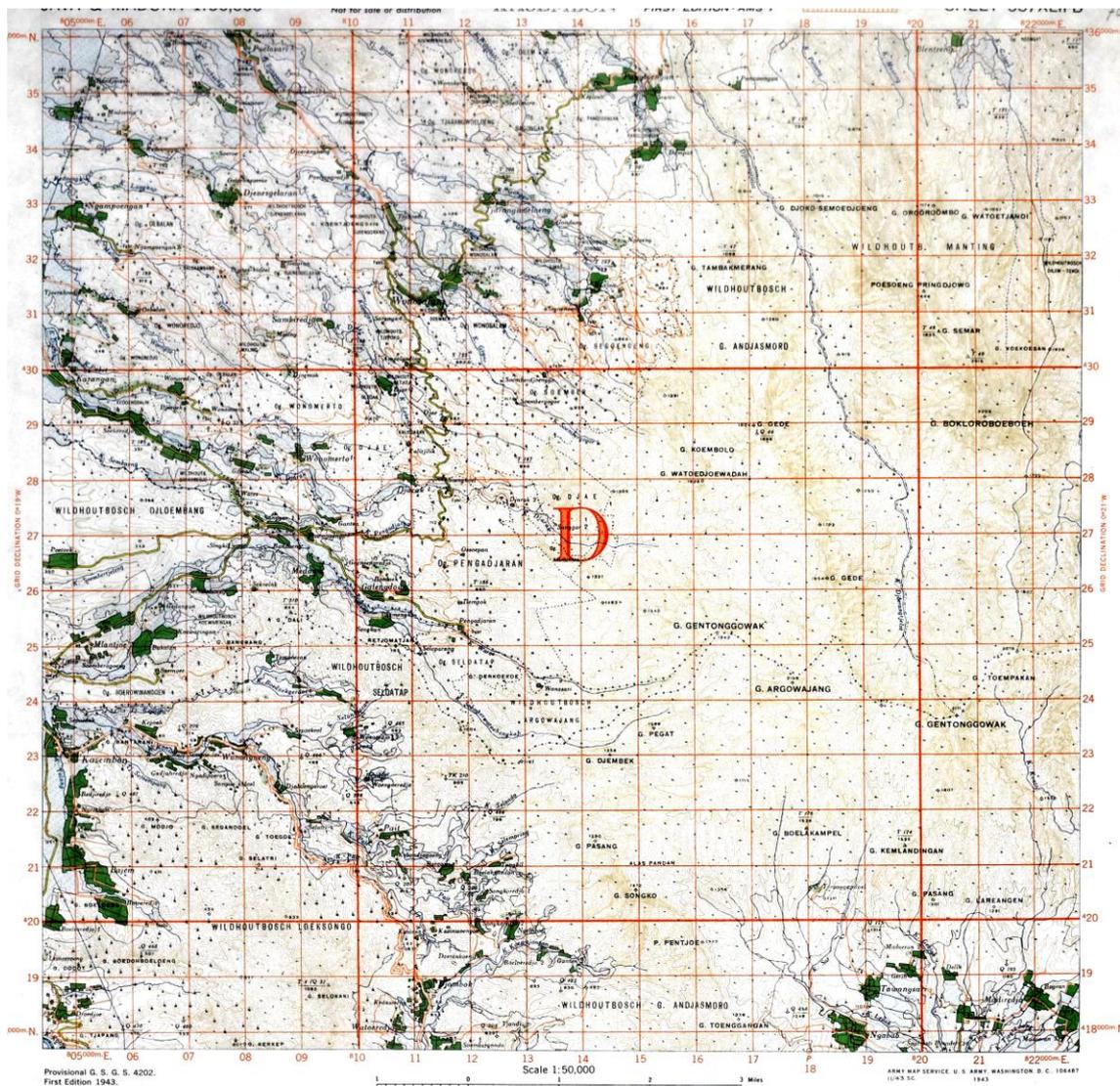
Maps of Onderdistic Dampit. This maps consist of many important information not only natural landscape such as, slope elevation, valley, hill, but also man made lanscape. Such man made lanscape were residencial area, street lay out and the most important is distribution of Coffee plantation. Predominatly forest in this part proved that most Coffee plantation in Dampit-Amplegading were of forest and pagger coffee .

Maps of Distric Turen



Maps of Distric Toeren. The maps was published by AMS (American Maps Service) in 1943. This maps informed the early settlement in Distric Turen and indicated the spreads of Coffee plantation in Forest area.

Maps of Onderdistrict Kasembon, Distric Ngantang, Malang Regency



Map of Onderdistric Kasembon, Distric Ngantang. There were many coffee plantation spreads troughout this district. The road system were constructed to connect main road (Malang-Kediri) and coffee fields because most of coffee growth fields were in far remote area.

Concluding Remark

A picture tells thousand words. In the recent day, historical research demanding more attractive and critical explanation. The progress of research in geography paved the way for historian to enrich their information, not only conventional document but also cartographical archives. Maps is useful for historian, particularly in the process of building imagination. According th Leopold von Rangke, the main task of historian to present a good recostruction is *verstehen der zeitgeist* (understanding spirit of age). But historian

cannot understand unless he dispel time barriers. Historian and object of research separated by time, therefore the easy way to bridge between past and present is enrich their information. Photograph cannot provide full description of landscape in Dutch colonial periods because cost for documentation too expensive at that time. Description of landscape remain uncomplete unless we used cartographical archives.

By using maps, historian could traced a long lost civilization. In this case, maps provide accurate information of coffee plantation and its infrastructure. Coffee was valuable cash crop at that time, even until today. Maps helps us to reconstruct the position of coffee Onderneming (estate), growth of settlement from the early to recent times. For the sake of young generation, using maps for historical learning is important to make student care about their surrounding environment. By learning based on maps, student will understand to the economic potential. They will know their land is source of wealth in the past. They know that our land is much more precious than the ever thought. At the end they will give more attention to their environment, particularly to prevent ecological deteriorated.

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PRESENTING THE SPACE FOR THE MOVEMENT OF WOMAN 'AISYIYAH PONOROGO IN HISTORY LEARNING IN SMA 1 MUHAMMADIYAH PONOROGO BASED ON ARCHIVE

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Abstract: History teachers are often faced with the problem of less the interests of the students in the historical learning because the teachers don't bring something concrete nature, but bring more abstract concepts. Using the archive in the form of the decision letter and the letter of the establishment of the organization, the students became more interested because of what he had learned more concrete are served before them. So, history teacher would be easier to explain concepts that are abstract. Presentation material regarding the movement of women is very limited in the historical learning. Historical learning more showing the material history of the male perspective. The purpose of this research is to present material about women's movements 'Aisyiyah Ponorogo in historical learning based on archives. The method used in this research is a descriptive qualitative research. This research was done in the Office of the Organization 'Aisyiyah Ponorogo and in SMA 1 Muhammadiyah Ponorogo. The results of the research about presentation of the material movement of woman 'Aisyiyah Ponorogo in learning history in school based on archive can make it easier for students in SMA 1 Muhammadiyah Ponorogo to understand the material. In addition, to the matter concerning the movement of women to fill the void the material history of gender-pespektif during controlled by the version of the history of man. The granting of material about women's movements 'Aisyiyah Ponorogo also can provide for student discourse about the position of women in the context of class struggle.

Keywords: Archive, The Movement Of Women 'Aisyiyah Ponorogo, Historical Learning

Background of the Study

Women have a very large role in shaping the character of a nation. Forward resignation of a nation depends on how the condition of the women. Of the women made the first human to receive an education, children learn the hands of women feel, think and speak (Sutrisno, 2000: 74). Dynamics of Indonesian women's movement, in the writing of history has a very long journey. Initiated by the struggles of women who performed individually and separately from one area to another , followed by the birth of women's struggle as a movement, whether the movement is done through the organization of social movements in political organizations (Baha'uddan, et.al, 2010: 20).

Women turned out to not be ruled out in the arena of history in Indonesia. Women actually have a strong influence in the government (Kartowijono, 1982: 18). If the count is calculated turns women's organizations that existed during the colonial government really quite a lot. The role of women in those days colonial was not only in politics but also in matters related to social issues and culture. For example, suppose the nurse's role of women in Indonesia during the military aggression of the Dutch I and II, in addition, the role of the mother in delivering supplies to the when the war and others.

This is also reflected in the Organization 'Aisyiyah Ponorogo. In 1948 an uprising PKI, mothers' Aisyiyah helped in preparing the vessels that have anything to do with the departure of Muhammadiyah members to fight to Front Mojokerto (Team Research & Writing History Muhammadiyah Ponorogo, 1991: 155). in addition, many charitable efforts established the Organization 'Aisyiyah Ponorogo in the areas of social and education. For example, orphanages, hospitals, cooperatives, kindergartens, and schools keputrian. Struggle Organization' Aisyiyah Ponorogo is very important to discuss the teaching history in schools, it is for the younger generation, especially in the area of Ponorogo more knowing that many women who helped in the struggle for Indonesian independence. it can be taken the sense that it turns out the woman's role is not small. However, understanding of the community on the role of women is very limited, This is also reflected in the teaching of history in schools. the material on the role of women in schools have not been discussed explicitly. in the teaching of history in schools, very little is discussed regarding women as a whole. If any, only discuss matters of a general nature only. in addition, the writings can be used as a learning resource that discusses the institutions or organizations of women, especially in the colonial period and the role other than in terms of politics for example, not much is revealed.

To arouse the curiosity of students in the study of history, especially the history of the women's movement, the teaching of history in high school 1 Muhammadiyah Ponorogo use the archive as a source of learning. This is done because using the archive as a source of learning, will further motivate students to augment their curiosity. In addition, by using the archive as a source of learning, would indicate that the teacher is not only presenting the material in the abstract, but also concretely with archival shown to students.

The purpose of the study is that to bring about the women's movement 'Aisyiyah Ponorogo in the teaching of history by the archives. That is because the author realized that the teaching of history in schools is dominated by the historical version of the male and the

exclusion of women's role in helping to fight for the independence of Indonesia, in addition to that, their archive as a source of learning will make students more curious to learning materials.

Method

This research was conducted in the Organization 'Aisyiyah Ponorogo located at Jalan Ukel Gang II Ponorogo to search for data and one SMA Muhammadiyah Ponorogo housed in Batoro Katong Road, No.6B Ponorogo to apply the teaching of history by the archives. This form of research is descriptive qualitative. Because the aim to give a detailed descriptive, full of meaning and depth of the archives as teaching materials in the teaching of history.

This research using human and archive becomes the data source. The source of human data serves as a subject or key informants (*key informant*) data sources taken as positive and do random. This data source requires the researcher or with the help of others as the main tool to get the data as desired. in addition, the data source documents are also used in this study. this is done to make it easier to adjust to the realities that exist in the field and that this study reached objectivity. research in addition need to use the right methods, also need to choose techniques and tools collection of relevant data. the use of techniques and appropriate data collection tool enables obtained objective data.

This study, the observation is made by way of directly down to the location of the research to find out the events in detail about the movement of the Organization 'Aisyiyah Ponorogo and implementation of the women's movement history learning organization' Aisyiyah Ponorogo by the archives in SMA 1 Muhammadiyah Ponorogo. The interview is a conversation between two or more people and take place between the speakers and the interviewer. The purpose of the interview is to get information on where the interviewer asking questions to be answered by the interviewee. The interview process conducted by the Chairman, the Secretary and the Elementary and Secondary Education Sector Organizations' Aisyiyah Ponorogo, besides interviews were also conducted by the Subject Teachers of History and Student Class XI 1 SMA Muhammadiyah Ponorogo. Before conducting interviews, researchers have prepared a few questions that will be asked during the interview. Interviews in this research is done by way of informal, open, flexible and not tight. That interview was conducted in accordance with the tastes of the informant but leads to the depth of information needed by researchers.

Researchers noted the various issues related to the subject matter being studied. The archives are needed in this research in the form of documents, photographs, and others. In this case, the document used was Statutes' Aisyiyah, Letter of Endorsement Establishment Muhammadiyah Ponorogo assessment letter No. 22.02.1922, Letter of Endorsement No. 62-65 / 2 / S2 / 63, Surat registration Login branches of the National Front 'Aisyiyah Ponorogo, Letter of Instruction Formation of Muhammadiyah Regional Leadership District, Muhammadiyah Central Executive Decree No. L-050 / D-8/67 on the Establishment of the Regional Muhammadiyah Ponorogo , document assessment activities into learning, and student scores.

In this study using the analysis is qualitative with regard to the data obtained from the conduct of the study. According to Miles and Huberman (in Sugiyono, 2006: 159) in the process of interactive analysis and Qualitative there are three components that must be understood by a researcher of data reduction, data presentation and examination conclusions or verification

Findings and Discussion

Organizational Development 'Aisyiyah Ponorogo

In general the people Ponorogo has a life style that is both agrarian and has the characteristics of a unique culture. As an agrarian society looked on livelihoods of residents who mostly work in agriculture, and most are still using traditional methods. The Hindu tradition brought from the era of the Kingdom Wengker already inherent in the soul of the community Ponorogo. Ponorogo Yag located in the path of the nexus with other regions, allowing entry of various cultural influences of the surrounding area. Among others are the cultural influence of Kraton Kartasuro in the era of the Sultanate of Mataram. The history of Ponorogo having a chain of closely kingdoms famous in Java, both the character of Islam and Hinduism, indirectly form a pattern of social life and culture distinctive and unique.

The history of the Muhammadiyah started when a group of people concerned about the religious life of the community Ponorogo still inherit *molimo* that mean playing (gambling), Madon (womanizing), a thief (stealing), opium (opium drugs), drinking (drinking), a group people are aware of the interests of religion are trying hard to hold a variety of teaching activities. Despite the many obstacles, but the effort to improve the quality of religion continue to be pursued. many activities in study conducted in Ponorogo

and often attended by preachers-preachers from outside the City Ponorogo to a group of people Ponorogo know Muhammadiyah Organization.

At the beginning of the Muhammadiyah, there is no separation between mothers 'Aisyiyah with the fathers of Muhammadiyah in each activity. After a few years later, ie, after the Muhammadiyah change the status of a branch of a branch, then start there is a separation between the activities of Muhammadiyah activities' Aisyiyah. activity 'Aisyiyah at that time hosting the recitation evening at Ali's house Diwirjo, whose activities on the reading and writing of the Qur'an. Ali Diwirjo as a teacher in these activities, which are known by the member Muhammadiyah as a patient teacher. in the teaching activities, for those who are able to write the letters of the Qur'an are obligated to teach his friends. in a further development in the teaching activities, subjects coupled with speech and all Muhammadiyah (History of writing Research team Muhammadiyah Ponorogo, 1991: 31-32).

Activity 'Aisyiyah was at that time along with the fathers of Muhammadiyah, but the persistence of mothers' Aisyiyah really had a positive impact, especially in the field of education cadre, teach the Koran his son, send their children to religious schools, train princess -putrinya to have the skills keputrian, etc. (History of Writing Research team Muhammadiyah Ponorogo, 1991: 32).

Mothers 'Aisyiyah who first pioneered the way Muslim dress in Ponorogo, by wearing a veil (makromah) in accordance with the teachings of Islam. However, mothers' Aisyiyah acclaim cynical of ordinary people. There is a saying "Kaji nyetalenan" (hajj one strap / quarter, quarter the value of money at that time. Haji quarter in question is the "quarter" already Hajj). There are also saying Haji Eastern Market.the existence of such a response for Ponorogo society at that time despite being Muslim, but still practices Hinduism, Animism and dynamism (Research team History writing Muhammadiyah Ponorogo, 1991: 32). At that time, most people still believe Ponorogo superstition and heresy. Various activities were carried out, for example, held the teaching of reading, writing Arabic and Latin, and recitals. the activities carried out 'Aisyiyah make piecemeal Ponorogo society understand the importance of religious knowledge. In 1925, began the separation between Muhammadiyah and 'Aisyiyah. At that moment,' Aisyiyah chaired by Ms. Ali Diwirjo, while other officials namely Tarmiyatun, Siti Ma'onah Muhammad Hanafi, Rusminah, Masringah, and Siti Fatimah. The activities in the form of lectures, educate children "Siswo Proyo" which are all daughters. Here children are

educated faith through study. in addition, cooking lessons, crafts, sewing, speeches, and other skills are also given during the activities. These activities led by Mrs. Sringatun . the course of the organization at that time was very slow, because at that time women do not know the organization (History of Writing Research team Muhammadiyah Ponorogo, 1991: 154).

In 1936, the status of the organization 'Aisyiyah Ponorogo still a Branch Manager, while the Regional Executive is in Madison. At that time' Aisyiyah chaired by Ms. Mardi Utomo, 'Aisyiyah began to increase its activities. Pengajians held every night on Sunday still running although only attended by five people. in this period, 'Aisyiyah completes its affairs, including matters help the welfare of the people that together with PKU (welfare Guidance people) Muhammadiyah care for the poor. the funds for this purpose was obtained by conducting market derma, jimpitan rice and by mothers' Aisyiyah (History of Writing Research team Muhammadiyah Ponorogo, 1991: 154).

In 1940, in addition to taking care of PKU 'Aisyiyah also take care of Tabligh Affairs, Educational Affairs and Nasyyatul Affairs' Aisyiyah. In that year, the first time' Aisyiyah ponorogo establish kindergarten Bustanul RA, namely education for children aged 4- 5 years. Lessons subject that provides the basis of faith and to Islamization to children aged 4-5 years. at that time, the political crisis the world had a great impact in society. in Suratmin, et al., 1991: 113) at the time of the Japanese population in 1942, there is only one women's organization that is allowed, ie Fujinkai. This is due to the banning of all women's organizations in Indonesia, as well as the organization 'Aisyiyah, all activity stopped and did not move at all.

But during the struggle for independence arrived, the 'Aisyiyah not want to miss that is moving in a common kitchen that joined the Islamic women's organization another , namely by Moslem (Masjumi daughter) and GPII daughter. After independence,' Aisyiyah moving again through propaganda in addition to reactivate activities, which is customary.

In 1948 an uprising PKI, and therefore the youth and citizens of Muhammadiyah also play an active role in maintaining independence. Even mothers' Aisyiyah also helped in preparing the vessels that have anything to do with the departure of Muhammadiyah members to fight to Front Mojokerto (Research Team History writing Muhammadiyah Ponorogo, 1991: 155). lunge and the spirit of the Organization 'Aisyiyah in helping the Indonesian people's struggle channeled participation in preparing food for the people and citizens of Muhammadiyah and preparing the necessary drugs.

In 1950, 'Aisyiyah chaired by Ms. Syamsudin and Mrs. Mardi Utomo start moving again. Both of these figures began to fix' Aisyiyah in earnest, especially after the 'Aisyiyah not join again in Moslem Masjumi. By slowly but surely, mother mum 'Aisyiyah increasing its activities mainly held lectures to the villages, in addition to activities that never was continued (Historical Writing Research team Muhammadiyah Ponorogo, 1991: 155).

In 1960 established a maternity home 'Aisyiyah in Jalan Diponegoro on the initiative of the Branch Ponorogo Muhammadiyah Welfare Guidance section Ummah (PKU), which at that time was headed by A. Mu'in Siroj and assisted by' Aisyiyah Branch Ponorogo represented by Ms. Mardi Utomo. By passing a long process, finally Maternity Home 'Aisyiyah in Jalan Diponegoro can be realized as well.

In 1955, 'Aisyiyah Roxburgh chaired by Ms. Syamsudin founded the School Skill Princess (SKP). Five years later, the School Skill Princess turned into SKKP (School of Family Welfare Princess). After graduating students 12 times, according to government regulations that graduates SKKP can not continue to pursue it. Because of this, the SKKP converted into junior high schools, while the implementation and management handed over to the Assembly Education and Muhammadiyah Regional Ponorogo. Furthermore, the school was named SMP Muhammadiyah 2 Ponorogo (team Research Writing History Muhammadiyah Ponorogo, 1991 : 157). Although the management of SMP Muhammadiyah 2 Ponorogo submitted to the Assembly Education and Muhammadiyah Ponorogo, but in every Muhammadiyah Congress mothers' Aisyiyah still attend and join the success of programs such Muhammadiyah.

In 1960 'Aisyiyah Roxburgh continues to grow, by increasing all efforts in matters of education, sermons, PKU, and affairs Nasyyatul' Aisyiyah. 'Aisyiyah continue to strive to increase the number of kindergarten Bustanul Athfal. ' Aisyiyah trying to add motion in the economic field whose activities are among others cooking. in addition, along with PKU 'Aisyiyah care for orphans.

In 1965 the political upheaval known as the rebellion G30S PKI. The situation is very chaotic, so that businesses 'Aisyiyah bit congested, but it does not make mothers' Aisyiyah discouraged in carrying out its activities, such as for their routine and effort the addition of new branches. In the field of education, 'Aisyiyah always add TK Bustanul Athfal. After developing, mothers' Aisyiyah form the Association of teachers 'Aisyiyah

followed by teachers' Aisyiyah Ponorogo (team Research Writing History Muhammadiyah Ponorogo, 1991: 158).

In 1972 under the stewardship of Mother Syamsudin, 'Aisyiyah Ponorogo Region together with PKU Muhammadiyah Hospital set up a 'Aisyiyah located at Jalan dr. Soetomo and custody of the 'Aisyiyah. Besides 'Aisyiyah also trying to set up new branches. Wherever Muhammadiyah branches already established, 'Aisyiyah also trying to set up a branch. Activities undertaken at the branch together with the activities carried out in the area, among other recitals. in twigs, 'Aisyiyah vigorous recitation held once a month, while in the study performed every single week is on Friday morning (Interview with Ms. Ati Khoiriyah).

In the field of education, 'Aisyiyah been holding courses Teacher Kindergarten (KGTK) 4 times. First, in 1963 located at Jalan Pemuda in front of Masjid Darul Hikmah followed by 70 people. Both in 1968 is housed in SKKP' Aisyiyah Jalan Thamrin, followed by 60 people. Third in 1975, at the house of Mr. Usman Djauhari Jalan Hayam Wuruk, followed by 53 people. KGTK was led by Mrs. Reni Baidhowi. Implementation KGTK fourth in 1980, located in Jalan Thamrin . at this time courses or upgrading, attended by Mrs. Hartini Hartono of Central Leadership Education and Jakarta. Until now, 'Aisyiyah have had a number of teachers and pre-school education institutions (BA / TK) scattered throughout the area Ponorogo.

In 1986, 'Aisyiyah together PKU Muhammadiyah established a dormitory and school blind (SLBA) located at Jalan Kawung Kertosari Roxburgh. The funds obtained from Muhammadiyah and mothers' Aisyiyah, and every month there are cash donations from residents Muhammadiyah and mothers 'Aisyiyah. To improve the quality of the cadre, 'Aisyiyah held a course mubalighat held at the meeting hall of Muhammadiyah Darul Hikmah followed by 'Aisyiyah Regions and branches. 'Aisyiyah led by Mrs. Syamsudin, adding another business, namely store business by name enterprises Family Economics 'Aisyiyah (BUEKA) in Jalan Hayam Wuruk that holds the purposes of mothers' Aisyiyah (History of Writing Research team Muhammadiyah Ponorogo, 1991: 159).

In the early 'Aisyiyah Ponorogo, membership only as many as 11 people, while in 2013 the number of membership 'Aisyiyah in Ponorogo reached 117 people (interview to Lis Barunanto). This proves that the struggle 'Aisyiyah Ponorogo at the time of its inception that had teased the public ponorogo not in vain and has been progressing, both in the field and the amount of the charitable efforts of its membership. 'Aisyiyah Ponorogo

with patience and struggle to survive and still standing strong in the middle of the community Ponorogo.

Discussion

Learning history have tended to reveal the lives of the heroes and famous people, often do not consider important the history of ordinary people, including women's history. Bringing the subject matter of the history of the women's movement is to appreciate and understand the complex relationality that shape social life of women. The struggle for gender equality needs to be revitalized. the struggle must be placed in the context of a broader social justice, which frees man from all forms of discrimination based on gender, ethnicity, or religion.

Providing material about the history of the women's movement 'Aisyiyah Ponorogo history teaching in schools must be able to fill the void of material history of pespektif gender that had been controlled by the version history of men. In addition, the provision of material history of the women's movement' Aisyiyah Ponorogo also provides some idea for students regarding the position of the women's movement in the context of the class struggle. in addition, the provision of material movement organizations' Aisyiyah Ponorogo can also gain knowledge for students about the struggle of women's organizations that took part in the capture of independence by preparing food and medicines necessary for people who are struggling in Indonesia for independence.

Learning the history of the women's movement by using the archive as a source of learning, can increase the curiosity of students in the subject matter. Students have become more active and interactive. In addition, teachers also presents learning concrete and not abstract. It's because the teacher presenting the archive as a source of learning history . by using the archive, the student becomes easier to understand the events of the women's movement of material compared to the material that is only explained by the teacher. this is because the students see firsthand learning resources in the learning process of history.

Conclusions and Suggestions

With the archive will help students and teachers in the process of learning about the history of the women's movement. Providing material about the history of the women's movement 'Aisyiyah Ponorogo history teaching in schools must be able to fill the void of material history of pespektif gender which has been dominated by the history of the male

version. in addition, the provision of material movements of women 'Aisyiyah Ponorogo also provides some idea for students regarding the position of the women's movement in the context of the class struggle. in addition, the provision of material movement organizations' Aisyiyah Ponorogo can also gain knowledge for students about the struggles of women's organizations who took part in gain independence through preparing food and medicines necessary for the people who fought for independence in Indonesia.

Suggestion

Gender inequality is not just a problem of women but also men, because of the advancement of women will also have implications for the progress of the entire society. Therefore, the space of the women's movement in the teaching of history in schools certainly will add insight to the students how important the struggle of women in the fields of culture, social economy, and politics in Indonesia.

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Interview:

1. Lis Barunanto (Secretary of the PD 'Aisyiyah Ponorogo)
2. Ati Khoiriyah (Chairman PD 'Aisyiyah Ponorogo)
3. History Teacher in SMA 1 Muhammadiyah Ponorogo
4. Lutfi Haidar A. (Student in SMA 1 Muhammadiyah Ponorogo)

DOCUMENTS AS LEARNING MATERIALS FOR LOCAL HISTORY STUDY COURSE BATIK JONEGOROAN FOR STUDENTS MAJORING IN THE HISTORY OF THE STATE UNIVERSITY OF MALANG

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Abstract: Historical sources is something which directly or indirectly deliver to us the reality of something in the past. The existence of historical sources is evidence of the existence of reality and facts of history. On the science of history, the source of differentiated into primary sources and secondary sources. The primary source is the testimony from anyone who is not an eyewitness in historical events, such as: people, things (protagonists), it is told directly by the perpetrators of the history, manuscript/ document (that comes from years of genesis). While the secondary source is the testimony from anyone who is not an eyewitness in historical events, such as: scientific works (books, theses). This research was done to show the students that the document is an important source for research. Sources that will be examined is the document is an important source for research. Sources that will be examined is the document in the form of copyright from the eight motifs Jonegoroan, Bojonegoro Regent Decree Number 34 in 2010 chapter V of article 33 of the time use of clothing containing the office every Friday wears his batik Jonegoroan service, and the Decree of Regent Bojonegoro number 25 by 2013 about typical regional fashion Bojonegoro. This research also aims to let the students majoring in history can distinguish between primary sources and secondary sources. The methods used in this research is descriptive qualitative. The results of this research is showing documents from Batik Jonegoroan to be used as learning materials on local history can certainly fill a void for local history study batik material.

Keywords: source, the history, a document.

Background

Historical sources is something which directly or indirectly deliver to us the reality of something in the past. Historical sources may be the result of human activity that provides information about human life. According to Moh Ali, is a source of history is everything that's tangible and intangible as well as useful for peneltian history since ancient times until now. While Muh. Yamin said that history is a collection of cultural objects to prove history.

The existence of historical sources is evidence of the existence of facts and history. With historical sources this is the historian can know the reality of history. In the absence of sources, historians will not speak anything about the past, so did without the touch of any historical sources, historians haven't been able to say much of anything. History itself is not history. In the absence of sources, historians will not speak anything about the past, so did without the touch of any historical sources, historians haven't been able to say much of anything. History itself is not history. It is because of the history of the construction of the historians against the historical sources.

Based on an important position of fact, then the collection of sources is a very decisive stage successfully whether or not an historical research. When a historian experienced failures in gathering sources about the topic researched, such research will then automatically stop. On the science of history, the source of differentiated into primary sources and secondary sources. The primary source is the testimony from anyone who is not a witness in the event of history (Gottschalk, 1975), such as: people, things (protagonists), is told directly by the perpetrators of the history, manuscript/document (that comes from years of genesis). While the secondary source is the testimony from anyone who is not a witness in the event of history (Gottschalk, 1975), such as: scientific works (books, theses).

Batik is one of the typical arts Indonesia which has the centuries lived and developed, as well as having philosophical values that become parts of the culture of Indonesia, especially in Java. Even in 2009, batik has been to be a world cultural heritage by UNESCO Indonesia origin. In Indonesia there are an awful lot of motifs, such as batik motif Jonegoroan Bojonegoro inaugurated in 2009 by bupati Bojonegoro, namely Mr. Suyoto. Batik Jonegoroan has fourteen batik motif with the meaning of the different philosophies on any motive (Asikin, 2008:10).

Batik made varied in different regions in Indonesia, especiallay in Java. Where each has its own provincial uniqueness and characteristic of each, both in terms of motif or layout color. The difference is caused by the geographical location, and the nature of life, beliefs and customs, circumstances surrounding nature including flora and fauna, which each has its own provincial differences and the uniqueness of a particular uniqueness-as well as the existence of interregional relationships or contacts in batik (Djoemena, 1986:1).

Geographical condition and the life of Javanese batik motifs that greatly affects the developed from the 18th century to the present. So based on this, the motif of batik is

distinguished into two kinds, namely coastal motifs and batik motif interior. Coastal motifs is the motif that is influenced by the sea and the colour is very light, so the motive consists of creatures of the sea life that is, fish, shrimp, turtles, shellfish, sea waves, cloudy, mega skies, rock and others. While batik motif on the interior was greatly influenced by plants and forest environment so that more motifs depicting the twigs, leaves, flowers, fruit and tubers (Prayitno, 2009:11).

Thus, the motif of batik is the result of inventive, flavor, and karsa humans who express it through batik. So the motifs are incorporated into elements of the arts. This is in accordance with expressed by Koentjaraningrat (1985:2) that culture is the whole system of ideas, actions, and results of the work of human beings in the framework of community life which belongs to human beings by way of learning. In general, the culture has elements that are interrelated. The universal elements of it which is the content of all the cultures that exist in the world covering religious and ritual system, systems and organizational development, systems of knowledge, language, the arts, livelihood systems, as well as system, as well as system technology and equipment.

The reason for this research because the document is a primary source in doing a research, it aims to increase the knowledge of students in particular Department of history about primary sources in the form of a document, where as the election study batik Jonegoroan because of this study can be categorized as local history. In addition the theme of local history about batik rarely raised in college so it can fill the void of material on local history study of batik.

Method

Method as in a large Indonesian Language Dictionary is a regular way and thought it well to achieve the intent. Meanwhile, the method in this research is qualitative methods (qualitative research). Qualitative research methods as disclosed Bogdan and Taylor (L.J. Maleong, 2011:4) as a research procedure that generates descriptive data in the form of the written word or spoken of people and behavior that can be observed. In addition, qualitative research methods, according to Nana Syaodih (2007:60) is the way to description and analyzing phenomena, events, social activities, beliefs, perceptions, attitudes thinking individually or groups.

This research, conducted at the Department of industry and trade to find data or resources about batik Jonegoroan and in the Department of history of Education, State University of Malang to apply learning in the form of the document. In collecting, revealed

various problems and goals to be reached then, this research was conducted with descriptive analytical study approach. According to Sugiyono (2008:15) that qualitative research is descriptive research methods based on the philosophy of *postpositivisme* normally used to examine the objective conditions of the nature in which the researchers acted as a key instrument.

The qualitative method with descriptive analytic study approach used in the study, as expressed by Sugiono (2012) is a qualitative method to get the data containing the meaning. Qualitative methods can significantly affect the substance of the research. This means that qualitative methods serving directly the nature of the relationship between the researcher and the informants, object and subject of research. Qualitative research has traits or characteristics that should become guidelines by researchers, as dikonstantir by Bogdan and Biklen (1982:27-29) that the characteristics of qualitative research include:

1. The Researchers themselves as the main instrument to directly go to the data source
2. Implement the data collected in this study were more likely to be the words of the figures
3. Explain that the results of research more emphasis to the process not solely to results
4. Through the inductive analysis, researchers revealed the meaning of circumstances happening
5. Disclose the meaning as a qualitative approach is essential.

Departing from the characteristics of a qualitative research that has been outlined above, then it can be postulated that in this study, researchers directly apply as a principal researcher (key instrument) which is in the process of research directly and actively interviewing collecting a variety of materials or materials related to documents Jonegoroan for batik learning resource to enhance the understanding of students about historical sources.

To find the results of this study, the researchers then drove a few steps, namely data collection, data processing or data analysis, report preparation and withdrawal of the conclusion. This process is carried out in order to get the results objectively. The process of collecting data in this study was carried out by means of observation, interview and documentation study. The observation is done not only in the education history of State University of Malang but also to the Department of industry and trade to find the data

source, while the interview is done to the subject that is related in this study i.e. the employees of Department of industry and trade, the batik craftsmen Jonegoroan, and students. The result of the process of observation and interviews on the ground then added to the initial analysis by the researchers before going down the field then made conclusions with regard to the documents as a source of local history to students studying education history of State University of Malang to improve the understanding of students of historical sources in the form of the document especially batik Jonegoroan material to fill a void in the local history.

Results and Discussion

Learning History

Learning the history the two elements have a role to bring learning and education. The first element is learning (instruction) and intellectual education (intellectual training) , and the second element is the learning and education morality and democratic civil society and responsible to the nation's future. Elements of learning (instruction) and intellectual education (intellectual training) to the study of history is not only gives an overview of the past, but also provide critical thinking exercises, infer, draw meaning and value of the historical events as studies. Critical thinking exercise carried out by the analytical approach, one of them through the question "why" and "how" can train students to think critically and analytically, in contrast to the form of the question "who", "what", "where" and "when".

Teaching and moral education of the nation demanding teaching history of humanity-oriented education (Humanities) that pay attention to values and norms (Gottschalk, 1975:10). The learning outcomes of history makes a strong personality, learners understand something in order to determine his attitude. The importance of history to the understanding of everyday life make the learners have the tools to uncover the veil of secret motion community. With a history of known results of struggle since antiquity. History can be likened to educators, because it can educate the human soul through the results achieved (Trevelyan, 1975:228).

Students in learning the history of the historical information from teachers that deal with historical events, namely: what, when, who, where, why, and how. Imagination required of students, because students are invited by the teacher to understand a historical event. In terms of time is an event that has long been the case and his from is only a reconstruction of past resources, place and the perpetrators in such events are not known and can not be contacted. The description of historical events that received the next memorized, students lived, and practiced. Problems arising in connection with the learning skills that are needed, so that the history of the picture can be understood and can be described by the students properly.

Learning history so interesting and fun can be implemented in various ways include referring students in historical events going on around the students. The environments around students there are numerous historical events that can help teachers to develop students understanding of the past. Generally students are more interested towards a history lesson when dealing with the real situation in the surrounding areas, s that students can describe an event of the past as in the lessons of history.

Real conditions around the student can be used by teachers as a way to illustrate or accompany an event history. As it known that every region in Indonesia experience the passage of time and changes of since prehistoric history until now. Many areas keep a variety of historical relics as authentic evidence of the occurrence of historical events in a region, the events of history in every province in Indonesia has a red thread inter-related. After introducing the historical events around the students, teachers can take students on wider scope.

Historical events around the students expected to help understand the forms and past events the occurrence of an event of the past, and students are able to describean event history. The use of historical events around the students can also be used as an example to explain the historical concepts, for example the concept of heroism, resistance, struggle, colonialism. The use of historical events from he sphere around the next local students or be directed to other areas and national scope even internationally known as inductive learning.

Learning history not only to impart an understanding of the past up to the present, foster the existence of a national community development and love of the fatherland, the pride of Indonesia as a nation, and broaden public relations among nations in the world, but emphasized on activities which the universally human. Learning history also emphasizes on way of thinking, emotional maturity and social, as well as improving sensitivity and their ability to understand and appreciate the difference. Learning history is part of the process of cultivation of the functional values to in still knowledge (Abbas, 1998:83).

Local History

Local history as one of the branches of the study very interesting history for discussed especially regarding the limitations of understanding and methodology as well as in the teaching aspect of local history in high school or college. The term local history in Indonesia often used also as a history of the region. Regional history functions to strengthen national history through the elaboration and the role of the regions in the constellation. Good history of national and regional history are political, ideological and has no scientific limit could always maintained academically. Because this limit can be changed at any time in accordance with the national political developments.

If often happens, in the writing of the history of the region has always signifying cases which have relevance to the national history. For example, writing the history of the area by searching the cases related to the area's role in the national awakening, oath of the youth, proclamation of independence, and so on. As a result, learning the history feels dry and boring because of indoktrinatif and trickle down.

Outside of both the limitations of national and regional history, appearing on local history, which according to Taufik Abdullah (1996) is defined as "the history of a place", a locality that the limit specified by the chroniclers. The author has the freedom to determine the limitations of writing, whether by scope geographically, ethnically, broad or narrow. Local history are elastic, able to talk only about a start village, district, housing an ethnicity, ethnic groups that exist in one area or several areas.

Writing local history has an important meaning both for academic or community development interests, especially the interests of the public in the study of past experiences of his fathers. This is in line with the expressed Allan J. Lightman (1978:169)

“...local history conducted for their own sake, local history conduct to test hypotheses about broader jurisdictions, usually nation states, and local history that focus on understanding the process by which communities grow and develop. Although analytically distinct, in actual practice these lines frequently crisscross and run together”

In the limit of spatial/ time in local history, the author could make the shortest limits up to long. Writing about a rebellion PETA, can be made in the short or long rhythm. This allows local history can be written by anyone. Teachers or other authors can participate in the writing of local history in the area, through collaboration with academic historians in college.

In another part, Taufik Abdullah (1992:239) added that writing local history so great meaning in a more detailed discussion about national events and phenomena which are fragmentary. Local history is expected to make a contribution in the form of consciousness as a multi-cultural nation, indicated by the recognition of natural weakness respectively by building equality promoting diversity in between.

Local history more democratic, since it departs from a local phenomenon, in contrast to the history of the area that is restricted administratively politics. However, it could be just a regional history is local history, for example, about the history of Bali. Bali is the administrative regions have a background of social culture which is relatively the same. So is the history of batik Bojonegoro is already known society with batik Jonegoroan this is the local history of the Country of Bojonegoro, which started in 2008, and by 2013 one motif batik already made as typical regional dress i.e. motives *sekar teak* (teak leaves), and still exists to this day. For this reason the author used as a discussion for learning material in local history, and would like to point out to the students that there are sources about batik Jonegoroan.

Document

In general the document is important or valuable letter which is written or printed that act or can be used as evidence or information, while according to some experts, the document including:

1. According to Louis Gottschalk (1986:38)
 - a. The document is a source of information for the history of written as opposed to oral testimony, rather than artifacts, relics and historical sites, according to archaeological remains.
 - b. Documents for the official letters and state papers such as letters of agreement, legislation, grants and concessions.
 - c. Documents in the broad sense is the process of proof based upon any kind of good sources that are writing, oral, pictures or archaeological
2. According to G.J. Renier
 - a. Documents in broad sense i.e. includes all written sources, both written and oral.
 - b. Documents in the narrow sense includes all written sources only.
 - c. Documents in the sense of specific i.e. include official letters and state papers, such as a letter agreement, laws, concessions, grants and so on.

Documents found in the study, namely the promulgation of batik Bojonegoro on December 29, 2009, the patented Jonegoroan batik, and whom he turned typical regional dress Bojonegoro. On December 29, 2009 National Craft Council area (Dekranasda) has introduced the 9 (nine) batik motif Jonegoroan results from the race design to the public particularly Bojonegoro.

Not only makes the motif, the Government District Bojonegoro has also set up steps that are believed to be able to maintain the existence of the batik Bojonegoro in the community. By specifying the use of batik Jonegoroan as school uniforms and officers make citizens of Bojonegoro accustomed to using batik, making batik Jonegoroan directly into the everyday cultural society Bojonegoro.

On December 29, 2010 Country Government Provides register Jonegoroan as batik motifs of the original Bojonegoro (copyrighted) to Central Government Kemenkumham (Minister of law and human rights Republic of Indonesia). In 2010 the batik Jonegoroan has also been designated as a clothing Department used every Friday. Based on the

decision of the Regents Bojonegoro Number 34 in 2010 chapter V of article 33 of the time use of the Clothing Department.

Batik Jonegoroan

Batik is one of the distinctive artistry of Indonesia and has been living and evolving over the centuries, as well as having philosophical values that become part of the culture of Indonesia, especially in Java. Bojonegoro regency with geographical conditions and potential of natural resources especially with its human resources have a great potential for the development of batik, batik patterned typical Bojonegoro capable of empowering women optimally towards independent business so that it can support the family income and an increase in welfare of society (Disperindag, 2010:1).

Batik Jonegoroan original Bojonegoro has unique motifs that distinguish tones or the other motifs in Indonesia. Bojonegoro is a regency of East Java that has natural and cultural wealth. This wealth of inspiring mother Mafudhoh wife Suyoto regent Bojonegoro as batik motif through the race design. Batik Jonegoroan this is one of the country governments' efforts to lift the Bojonegoro potential that exists in Bojonegoro, for motives that are created are about the potential that exists in Bojonegoro.

On December 29, 2009 National Craft Council Area (Dekranasda) has introduced the 9 (nine) batik motif Jonegoroan results from the race design to the public particularly Bojonegoro. The nine motifs introduced to society Bojonegoro i.e. *Pari Sumilak, Jagung Miji Mas, Sekar Jati, Parang Dahana Mungal, Mliwis Mukti, Sata Ganda Wangi, Gastra Rinonce, Rancak Thengul, and Parang Lembu Sekar Rinambat*. On March 1, 2010 festival results delivery design motifs typical of Bojonegoro is done by the chair of the team movers the PKK is mother Mafudhoh to the Regent Bojonegoro Mr. Suyoto.

Conclusions and Suggestions

In the above exposure can be drawn the conclusion that the document is an important source in doing a research. The document is also one of the few historical sources which could be used as learning materials, especially in the study of local history

in College, because not all students can distinguish between primary sources and secondary sources. So with whom he turned the documents as learning materials can help the students in understanding the sources of history, and can help students distinguish primary sources or secondary sources. As for the study of batik can increase student knowledge about the local history of his country so as to foster a sense of pride towards the results of culture regions.

Advice

With the Foundation of the document as learning materials are expected to find other sources that can help in improving the understanding and the liveliness of the students in the local history of digging in its territory.

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HISTORY LEARNING BASED CONSTRUCTIVISM BY USING HISTORICAL SITES

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Abstract: Innovation of history learning still goes on to answer many criticisms to the history learning. History learning faces many problems including weak theory application, poor imagination, textbooks reference, and learning process which tends to be teacher-centered where the teacher explains and the students just listen to the teacher. History learning considered to have no meaning in developing sense of being to the students. History learning based constructivism is one alternative to answer those criticisms. Learning by doing to the studied object is main thesis of constructivism learning. Historical sites are representation about past reality and are construction object of historical knowledge. Learning the history subject by doing action to the historical sites means the students faced to the natural reality. Therefore, history subject can be meaningful to the student's life.

Keywords: History Learning, Constructivism, Historical Sites

Introduction

Many history education experts or historians give their opinion about history learning phenomena which occurred in Indonesia such as problem of history learning model, problem of material and learning books or textbooks, teacher professionalism, and so on.

The first is problem of history learning model. According to (Hamid Hasan in Alfian, 2007), stated that in today's reality history learning is still far from expectation to make the students are able to see its relevance with present and future living. Starting from Elementary School to the Senior High School level, history learning only tends to use historical facts as main material. It doesn't strange if the history education sounds poor, uninteresting, and doesn't giving opportunity to the learners to learn in exploring the meaning of historical event.

Taufik Abdullah gives consideration that pedagogic strategy of Indonesian history is very weak. History education in the schools is still struggling to the chronicle approach and tends to demand the students in order to memorize a historical event (Abdullah in Alfian, 2007:2). Students are not habituated to define an event in order to understand dynamic of change.

The developed history learning system actually can't be separated from culture influence which been the root in this case. One way learning model, where the teacher becomes main knowledge source in learning activity is very difficult to be changed. This history learning results in ignoring student's role as historical actor in the era. Previous experiences that owned by students or the school environment don't take as learning material in the class, thus it places the students as passive participant of history learning (Martanto, et al., 2009:10). In other words, careless selection of teaching strategy will be fatal for the achievement of learning goal itself (Widja, 1989:13).

The second is problem of history curriculum due to curriculum is one of components that become reference to reach the goal of national education. In general, it can be stated that curriculum is written plan and implemented in an education process in order to develop learner's potential to be more qualified. In a curriculum contains many components such as goal, content and content organization, process which describes learner's position in the learning, and assessment of learning outcome. Beside those components above, curriculum as a written plan also can be contained learning source and learning tools also curriculum or programme evaluation.

Problem of teacher professionalism is still questioned, till today there is an impression from teachers, stakeholders in the schools, that in teaching history subject doesn't really need to give attention on professionalism problem, thus it is often enough that task to teach history subject given to the teachers who have no professionalism at that field. As the result, teachers will teach history subject by lecturing, just repeat contents from the textbook (Anggara, 2007:102).

Meanwhile, there are too many schools which positioning history teachers as the outcast, and history subject just seen as complementary subject. Even there are many cases that history teachers be a target to raise student's score in order to make that student can go to the higher grade. Besides that, most of teachers also don't follow the development of research result and latest publication of Indonesian history. That's final thing also related with the fact in which official institutions to obtain additional education for history teachers are only struggling with old historical substance and out of date history teaching method (Purwanto, 2006:268).

Many problems in history learning process make the educators (teachers) should have ability and creativity such as through learning based constructivism. Constructivism model in learning is a teaching-learning process where the students are active mentally and

develop their knowledge which based on their owned cognitive structure. Teachers played more roles as learning facilitator and mediator. The emphasizing about learning and teaching will be more focused to the student's success in organizing their experience.

Method

Research method that used was qualitative research with qualitative descriptive research type. Data collection technique that used in this research was through literature review. Data collection by using literature review is a process to collect data source which highlighted or focused to the textbooks as tracking main source, especially textbooks that written by experts who comprehend, understand, and elaborated that field.

Discussion

History Learning

History learning is combination between learning and teaching activity in which it learns about past events that heavily related to the present time. History learning has fundamental role in the relation with the goal of history learning, through history learning it can be conducted by moral assessment in this present time as the assessment in the past. As a system, learning is set of unity or continuum. Basically, learning as a system is a unity from many elements which have relationship and interacted to reach goal of the system.

By learning history subject means learners are able to think critically and able to review every changes in their environment, and also have awareness about the changes and values which contained in every historical event. Good history learning is learning that able to develop student's ability in constructing present condition by relating or seeing the past which becomes basis of history learning topic.

The ability in doing construction must be pointed strongly in order to not make the learning leads to the conservative learning. Contextuality of history must be pointed strongly and based on personal experience of students. Moreover, history will not be separated from time, continuity, and changes concept.

Learning According to Constructivism Theory

According to constructivist concept, knowledge is construction from one who knows something (schemas). Knowledge can't be transferred from teacher to the others

due to everyone has their own scheme about what they know. Knowledge construction is cognitive process where there is assimilation and accommodation process to reach balance or equilibrium, so that it will create a new scheme (plural: schemas). One that learns means he or she creates understanding or knowledge actively and continually (Suparno, 1997).

Constructivism is thinking base (philosophy) of contextual learning, which is knowledge constructed by human as little by little where the results enlarged through limited context and not in sudden. Knowledge is not set of facts, concepts, or principles that ready to be taken or memorized. Human must construct the knowledge and define it through real experience.

Whereas, according to Tran Vui, constructivism is a learning philosophy which constructed over the assumption by referring the experiences itself. While, constructivism theory is a theory which gives freedom to every human who wants to learn or look for their needs by their ability to find their will or needs using other's facility.

Constructivism assumed that knowledge is human's construction result through interaction with object, experience phenomena, and their environment. It is in line with Poedjiadi's argument (2005:70) that "constructivism started from knowledge construction, and knowledge construction is changing knowledge that owned by someone that been constructed previously, and those changes as the result of interaction with the environment".

Karli (2003:2) stated that constructivism is one perspective about learning process which states that in the learning process (knowledge gaining), it is started with cognitive conflict which only can be solved through self knowledge and in the end learning process, knowledge will be constructed by learners through their experience from interaction result with the environment.

According to Suparno (1997:49), in general constructivism principles that taken as follow: (1) knowledge constructed by student itself, either personal or social; (2) knowledge can't be transferred from teacher to student, except by student activeness itself to use logical reasoning; (3) students are active to construct continually, thus there is concept changes to more detail, complete concept, and also suitable with scientific concept; (4) teacher played role in assisting to provide facility and situation in order to smooth student's construction process.

These followings will be explained about characteristic of constructivism learning according to many literatures:

1. Knowledge constructed based on experience or previous knowledge
2. Learning is personal interpretation about the world
3. Learning is active process where the meaning is developed based on experience
4. Knowledge develops due to meaning negotiation through much information or agreeing a view in the interaction or cooperates with others
5. Learning must be situated in realistic setting and assessment must be integrated with the tasks and it is not separated activity (Yuleilawati, 2004:54).

The fact shows that a teacher who teaches in a class mostly finds that the students have different understanding about knowledge that they gained and learned, although the students learn in the same school environment, the same teacher, and even the same textbooks. It shows that knowledge can't be merely transferred from teacher to student in certain form, but the students create the knowledge in their mind, so that the knowledge understood differently by the students.

Knowledge grows and develops from human's thought through thinking construction, not through transfer from teacher to student. Therefore, students are not considered as 'empty glass' when they are in the class. They had brought many experiences, knowledge that can be used to construct new knowledge based on combination from the previous knowledge and the new knowledge will be theirs.

From the explanation above, it can be drawn a conclusion that this theory gives activeness to the human to learn in self-finding of competence, knowledge or technology, and so on which needed in order to develop themselves.

The goal from this theory as follow:

1. Creating motivation for students that learning is student's responsibility. Developing student's ability to submit questions and looking for the answers by themselves.
2. Helping students to develop understanding about the concept completely.
3. Developing student's ability to be independent thinker.
4. More emphasizing on learning process about how is learning itself.

History Learning Based on Constructivism Approach

Theory of constructivism learning states that students must develop knowledge in their own mind. Every knowledge or ability only can be gained or mastered by someone if the person actively constructs the knowledge or ability in his/her mind. (Matthews in Suparno, 1997) divided constructivism into two parts, psychological constructivism and

sociological constructivism. Psychological constructivism based on child's psychological development in developing the knowledge, while sociological constructivism more emphasized on the perspective that society constructs the knowledge. Psychological constructivism develops in two ways, one that more personal, individual, and subjective such as Piaget and Piagetarian; and one that more social such as Vygotsky (socioculturalism). Piaget emphasized on individual activity in creating knowledge, while Vygotsky emphasized on the importance of society (socio-cultural environment). In the process of knowledge creation, in personal perspective or socio-cultural perspective, actually both of them are same, emphasize on the importance of student's activeness in learning, only one just more emphasizes on individual activeness and the other more emphasizes on the importance of socio-cultural environment.

Learning about history needs active individual creation process, but also inculturation process in society. Related with that case, (Cobb in Suparno, 1997) stated in order to combine personal constructivism with socio-cultural. (Suparno, 1997:47) stated "that one was born in a socio-cultural environment where objects and events are found and defined, especially also constructed". Through interaction with elements that surround her/him, then individu will learn to recognize the social environment. Meanwhile, the social environment will have changes gradually or continually. And here is the place that history must be based on changes and continuity. In the perspective of personal constructivism, it is highlighted about how a child will slowly create a scheme of braided concept which exists in his/her mind, develop the scheme, and change the scheme. He more emphasizes on how individu itself constructs the knowledge as the result of interaction with the faced experience and object, and how a child conducts abstraction, either simply or in reflex, in creating history knowledge. The implementation of perspective above in the learning is such what's been mentioned by (Slavin, 1994) as follow:

- a. Concerning to the child's thinking or mental process, not only the obtained result; teacher should understand process that conducted by students in-depth to be in the answer of questioned problem.
- b. Giving priority of student's role in creating self-initiative and active involvement in the learning activity; teacher also demanded to prepare various activities which enable the students to do direct activity.

- c. Understanding and acknowledging individual difference. Therefore, teacher should conduct certain effort to organize class activity as in individu or small group of students. In the learning process, there must be a change, especially concept changes which called by assimilation to create first step of changes and second step of changes called as accommodation. By assimilation, students use concepts that they already owned to face the new phenomena. While, by accommodation, students change the unsuitable concepts with new phenomena (Suparno, 1997:50).

Therefore, it is expected that learning process not only merely about knowledge transfer, but it already constructed understanding concept in the student itself. In the learning, Piaget emphasized on the learning through findings (inquiry), real experiences, and direct tool manipulations, other learning material or media (experiment). Teacher should prepare an environment that enables the students to gain large learning experience.

According to Piaget, cognitive development is not accumulation from separated piece of information, but it is more like constructing mental framework by students to understand their environment, thus the students are free to develop their own understanding.

The Use of Sites in the Perspective of Constructivism Learning Theory

One of history learning goal is training student's critical thinking. Important aspect of critical thinking is creative thinking. In developing creative thinking ability through history learning, it needs constructive learning approach. One of the learning approaches is constructivist approach.

Learning approach refers to the thinking that always be placed in social and physical context, not in one's mind. Constructivistic learning develops what's called as concept of situated cognition. This concept is important assumption from constructivism approach. Situated cognition states that knowledge attached and related to the context where the knowledge developed. According (Suparno, 1997), knowledge constructivism idea as follow:

- Knowledge isn't merely description of the real world, but always as real construction through subject.
- Subject creates cognitive, category, concept, and structure scheme which needed for knowledge.

In that construction process, according to von Glasersfeld, it needs many abilities such as: (1) ability to remember or memorize and re-express the experience; (2) ability to compare, take decision (justification) about the similarity and difference; (3) ability to love one experience more than the others. Piaget in Suparno differentiated three types of knowledge as follow: (1) physical knowledge; (2) logical-mathematical knowledge; (3) social knowledge. Physical knowledge is knowledge that gained by learners about an object by doing or acting to the object through their senses. Physical knowledge can be gained from direct abstraction of an object. Logical-mathematical knowledge is knowledge that created by thinking about experience of certain objects or events. Social knowledge is knowledge gained from cultural and social community that jointly agree about something. The Piaget thought gives an explanation that knowledge construction always necessary to be conducted by students with their action to the learned objects.

In the context of history learning, then history learning is interaction process between students and natural reality, rather than artificial reality. Getting Suparno's term, that kind of learning called as operative learning, rather than figurative learning. Operative learning is kind of learning which is dynamic and constructive process, rather than passive process. The learning is creating a meaning, not an activity to collect facts.

Based on constructivism thought then practically history learning is developed by CTL (Contextual Teaching and Learning). The relationship between constructivism and contextual explained by Cobern that constructivism is contextual in which contextual learning aims to create knowledge for students that flexibly can be implemented (transferred) from one problem to another problem and from one context to another context. Here, transfer means ability to think and make argument about new situation through the application of former knowledge. Transfer can be occurred in a context through task giving which heavily related to the subject material or between two or more contexts where the knowledge needed in certain situation and then used in another context.

History learning based constructivism with main assumption of situated cognition gives the step of thought that between knowledge and life is isomorphic. The meaningfulness of history learning for students when they learn about history will enable to make them close to natural reality (past living reality).

Here is the important meaning of historical sites for the development of meaningfulness history learning. As constructivistic thought that knowledge construction conducted by acting to the objects through observation (physical knowledge), through

thinking activity based on experience with objects (logical-mathematical knowledge), and through inculturation between social and cultural community (social knowledge). In the context for the use of historical sites to the development of history learning, then historical sites can be used as objects and students will act to the objects. Indeed, to facilitate the students in order to enable them in doing knowledge construction by acting to the objects (historical sites), it is needed many learning strategies.

Based on the referred theory, then the use of historical sites to develop history learning means it can be developed through direct learning strategy, inquiry learning strategy, or cooperative learning strategy. Any developed learning strategies will be ineffective if student's skill of question and answer is very weak or poor.

In the constructivistic perspective of history learning, students are subject who construct the knowledge. The core of knowledge construction (any action that conducted by students to the object, whether by observing, thinking, and inculturation with social and cultural community) will always involve question and answer process. Therefore, question and answer skill of students should be teacher's concern during the meaningful history learning through the use of developed historical sites. Frequently, when teacher tries to develop student's skill in question and answer, question and answer method that facilitated to the students becomes something frightened to the students. Besides that, the old question and answer method more accentuated to the teacher who gives questions and students will answer it. For this second case, frequency of students in giving questions is lesser than teacher who gives questions.

In the constructivism context of social interaction (question and answer) at the learning, it is not only teacher and students but also student and student. It is due to constructivism learning based on society then social interaction will also be occurred between students and society.

Conclusion

Historical sites as learning source are representation of past social reality. Through the use of historical sites, the students can conduct historical knowledge construction creatively and find the continuity and also discontinuity of past living to the present living, even for the future living. Thus, history subject will be meaningful for student's life. History learning which accentuated to the historical sites can be developed through direct learning model such as inquiry learning or cooperative learning.

COLONIAL BUILDING IN THE CITY OF MALANG AS SOURCE OF LEARNING HISTORY

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Abstract: The research about colonial history in Malang aims to: (1) identify the colonial buildings in the city of Malang. (2) Analyze the historical value of colonial buildings in the city of Malang. (3) The existence of a colonial building used as a source of learning history. This research was conducted in several areas in Malang, related with colonial building layout and also the academic environment in Malang. The research method used is descriptive qualitative. The data source is composed of informants, documents, archives and library research. Data retrieved through observation, interviews and related documents. The results showed that until 1914 Malang is still a small town in the interior districts. Therefore, most of the colonial buildings that still exists in the city of Malang are built after the 1920s, through the implementation of the expansion of the city (Bouwplan I to VIII), which is classed as a modern colonial architecture. Colonial buildings can be identified through the east-west city of Malang and lane north-south city of Malang. Colonial buildings in the city of Malang is still utilized or developed and some others that have been demolished. The results showed that not all academics make the most of the buildings of the colonial heritage as a source of learning history. Field observations do academics to identify and take advantage of colonial buildings in the city of Malang as a source of learning history.

Key Words: colonial building, malang city, learning resources,

A. Preliminary

Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed him, the community, the nation and the State (Law of Education System No. 20 of 2003).

Learning history can be supported by using objects in the environment around. One effort to increase students' interest in history lessons is to create a pattern of learning the history associated with the situation in the environment. History learning activities require the media to develop a sense of awareness and interest in their regional sphere, to then dig deeper on what existed in the past trajectory in the region. One of them is the use of heritage buildings as a learning resource.

Zeal to build and believe in the ability to preserve the nation's cultural values and social can be initiated by way of digging the historical value of various heritage buildings is a silent witness to the struggle of the nation. The history of the city of Malang noted that many of the old buildings of historic memories of the past and be evidence of urban development. Old buildings are now part of the heritage buildings that reflect the dynamics of the community effort to establish the identity of Malang city. Historical heritage in the form of a historic building useful for generating motivation, creativity and inspire the younger generation to understand the history and identity of the city.

The existence of cultural heritage in particular colonial heritage buildings in the city of Malang can be used as a learning resource. It is encouraging to note the process of teaching history back especially in educational settings such as schools and universities. Utilization of colonial heritage buildings in the city of Malang as a learning resource has not been optimally applied. Utilization of cultural heritage is still focused on ancient relics such as enshrinement Hindu - Buddhist and Islamic sites, whereas for colonial heritage buildings are still narrated in the learning process. With the introduction through direct observation is expected to encourage students and students of history can more effectively understand the identity of the city through historical values legacy objects. The existence of a colonial heritage buildings are directly related, can encourage pupils and students to understand the history of the values of history and history of the struggle of the Indonesian nation.

B. Colonial Building in Malang

Malang historically been a forerunner Singhasari place which is one of the kingdom in the interior of Java are quite advanced in their time. When the Dutch colonial powers to intervene in the city, they are still positioned as the inland city of Malang city with all its functions (Basundoro, 2009: 274). Malang began experiencing rapid growth after their political decisions by issuing Law Sugar (*Suikerwet*) and the Agrarian Law (*Agrariaschewet*) by the Dutch in 1870 (Handinoto, 1996: 10).

In the 1900s Malang became the control center of the estate that stretched from Jember to Blitar. With its position as the center of the city estates, the city flooded with people European plantation owners and administrators. The arrival of the Europeans have created a plurality of Malang city residents. When the city was inaugurated into gemeente (autonomous city) in 1914, the composition of most of the population is indigenous around

40,000 people, 2,500 people is the population of Europe and East 4000 Foreign population. Although the European population numbered at least when compared with the population of other ethnic groups, but they are a group that has the power, the development of Malang highly dependent on their policies. With the increasing population of Europe who come and reside in Malang, and also to control the deformation cities tended extends to the north, the municipality (Gemeente) Malang between 1917 to 1929 issued eight planned expansion of the city (*Bouwplan*) (Handinoto, 1996: 7).

Almost all the remaining colonial buildings in Malang now built after 1900 (mostly built after the 1920s in line with the development of the city), which is termed as the modern colonial architecture. Colonial architecture is quite large, which was built after 1900 in Malang are: Gereja Hati Kudus Jesus in Jl. Kayutangan (Basuki Rachmat), which was built in 1905. The architect was Maruis J. Hulswit, but the construction of Neo Gothic style church in Malang is overall not so influential on the development of colonial architecture in Malang in general.

Broadly speaking, the development of colonial architecture in Malang built after 1914 can be divided into two parts, which were built between 1914 to 1920 and was built after tahun 1920s until the late 1940s. Architecture built between the years 1914-1920 can cite an example: *Javasche Bank* (now Bank Indonesia) in the north alon-alon was built in 1915, the architect was Hulswit, Fermont & Cuypers. Palace Hotel (now Hotel Pelangi), built between 1916, in the southern Alon-Alon, the architect is unknown. Post Offices and telegram (now dismantled) located at Jalan Kayutangan (Basuki Rachmat) was built between 1910 architect BOW (*Burgelijke Openbare Werken*)

Colonial architecture built between 1920 to 1940 may be mentioned for example: *Zusterschool* (Jl. Tjelaket, built in 1926, architect Hulswit, Fermont and Ed. Cuypers). *Fraterschool* (Jl. Tjelaket, built in 1926, architect Hulswit, Fermont & Ed. Cuypers). A shopping complex at the intersection of Jl. Kayutangan (built in 1936, architect Karel Bos). Malang Town Hall (built in 1927-1929, the architect HF Horn). HBS Building / AMS in *JP Coen Plein* (alon-alon bunder, built in 1931, architect Ir. W. Lemei). *Theresiakerk* (the church of Santa Teresa) in front *Boeringplein* (Buring park) was built in 1936, architect Rijkssen en Estourgie. Building *Maconieke Lodge*, in *Tjerme plein* (Cerme garden), built in 1935, architect Ir. W. Mulder. Shops Kayutangan Road, was built in 1935 an architect is not clear (Handinoto, 1996: 19-25).

Location of the study were divided into two categories: East-West line and the North - South by functional considerations as the main line of the town accessibility and value judgments historical development of the city of Malang. Location East-West line covering Region Monument Square, Jl Kahuripan, Jl Semeru and Ijen Region. North-South Trails include Jl Jaksa Agung Suprpto, Jl Basuki Rahmat, Region Merdeka Square, Chinatown Settlements.

Malang influenced the development of the implementation of the Law Territory (*wijkenstelsel*) in the colonial era and the influence occurred to date. This can be in the use of land use in the East-West lines. The development of the eastern part is inseparable from the expansion of the city's development plan II (*Bouwplan II*) in the form of the establishment of the central area of the new administration and materialized in 1922 with an area of 15 547 m² (Budyono et al, 2012)

As the central area of the new government, the development of this area is well planned, where the central government which then famous Square with the famous monument area of beautiful, comfortable and complete facilities. This is supported by functions other than as a government center also serves as a recreational area (Senaputra and Splendid), education (School Tugu), access to transportation (Train Station), military (Kodim V). The western region, the line was very influenced by *Bouwplan V* for the European Nations population. To support the plan is first constructed road to the east (downtown) to the west. This plan was carried out to prevent the development of the city with an elongated shape (North-South). Still serves as track conditions early in its development, but only a change in the course of which some parts of settlements into a few shops and educational facilities. Here is a colonial building that still exists in Malang today. Buildings in Jl Jaksa Agung Suprpto include SMU Cor Jessu, SMPK Frateran and Toko Avia. Building in Jl Basuki Rahmat includes PLN Office, Gereja Hati Kudus Yesus and Toko *Oen*. Buildings in the neighborhood include Merdeka Square Immanuel Church, Bank Indonesia, the Tax Office, the Post Office, Hotel Pelangi and Jamik Mosque. While the existing buildings in Chinatown Settlement is the Shrine Eng Kiong An Kiong

Malang rapid development is the role of the main accessibility lies in the North and the South. This path is the gateway that connects the city of Malang in the territory of the city heading out of town especially Surabaya Malang since birth. Seeing the current state compared to the early development of the city in general nothing has changed. One change only seen that the crowd moved from the city center towards the outside of the northern

city with the emergence of various trading facilities and infrastructure, offices, hotels and various other functions (Budyono et al, 2012).

The function of land use around the path that is believed to bring an influence on the general state of the road and a range of supporting accessories including traffic signs, street lighting and layout green (garden) in it. Colonial building located in the north-south line includes the region's Square monument, Jl Kahuripan, Jl Semeru and Ijen Road area. Colonial building located in Monument Square include New Town Railway Station, SMU Tugu, City Hall offices and the Hotel Splendid. Colonial building located at Jl Kahuripan include Kodim Office V and Bridge Kahuripan. For existing buildings in Jl Semeru is building Twins. Colonial building located in the Ijen region include Church of Santa Maria Bunda Carmel, houses Style *Villa* in the Ijen and *the East*.

C. Historical Value Of Colonial Building in Malang

Geographically, most of the production centers and work centers on the island of Java is located in lowland areas with a hot climate. It is a lot of spending power for the Europeans who used to live in cold regions. Therefore the Dutch in Java build rest areas and recreation in mountain areas adjacent to the city where they work. Malang with the geographical conditions in the highlands and surrounded by mountains is one of the ideal city to stay and become a European tourist destination. To accommodate the recreational function built several hotels for a stay tourists, especially in the area near the military area and transportation hub. The natural condition with a beautiful view, the type of fertile soil and the air is comfortable, Malang further developed as a resort area for the Dutch people. This in turn affects the regulation of the city are more concerned with the condition so as to create a very comfortable residential area with a beautiful view. It also developed an open space such as parks and streets surrounding landscape oriented. Soil and climate conditions are suitable allow Malang city government planted lots of flowering plants in the garden of a residential neighborhood or city parks.

Most of the colonial buildings in Malang was built after 1920. The colonial architectural style is modern as the 1920s in the Dutch East Indies at that time often referred to as the style "*Nieuwe Bouwen*", which is adapted to the climate and building techniques in the Dutch East Indies at that time , Most prominent with traits such as flat roofs, horizontal gevel, the volume of a cube-shaped building, as well as white (*Monieke*

Lodge building, shopping center at the intersection of Jl. Kayutangan, other shops along Jl. Kayutangan and so on).

Buildings such as the case with the city is always growing and growing all the time. The buildings were built in the past, now may manifest as a monument. As it is known, that the monument could be pushing (*propelling*), or inhibit (*pathological*) the dynamics of the city. Monuments are encouraging, which is already used in a certain period of time, holds the potential to be developed, so that it can be used again in the future. This means that as a pattern, have been used and tested by the function of city life. The pattern that has been tested has the potential to form the identity of a place. In Malang, there are so many buildings and environmental potential as the identity of the city. Pity the potential that has the added value is then lost due to demolition.

Colonial buildings in the city of Malang still functioned until now. There are still functioned in accordance with the initial function when it was built and also have already changed the function. The building that still functioned as the beginning of construction for the place of education is high school Cor Jessu, SMPK friary, SMU Tugu, the building still functioned as a place of worship is Church Hati Kudus Yesus, Imanuel Church, Mosque Jamik, Shrine Eng An Kiong and Church of Santa Maria Bunda Carmel.

Buildings that still functioned as a place of business economics and offices as well as a place to stay is the New Town Railway Station, City Hall offices and the Hotel Splendid. Kodim office Kahuripan V and Bridges, Building Twin colonial building situated in the region include Ijen, houses Style *Villa* in the Ijen and *the East*, Toko Avia, PLN's Office, the Tax Office, the Post Office, Hotel Pelangi.

Colonial buildings in the city of Malang indeed most still have a historical function the same as when it was founded, but the shift in the function and identity of the city started to happen. Formerly Malang is famous for the cool and functioned as a comfortable resting place, but now the city of Malang is better known as a tourist city and a city of education. Major changes occurred in almost all places, this is because the fairly rapid development in the city of Malang either residential, shop, shopping malls, office buildings and others. Indeed, on the one hand good effects of rapid development is the city of Malang will be more advanced and in line with other major cities in Indonesia, but on one side when the development is so rapid it is not offset by the planning and consider various aspects, such as areas of open green, structuring the region, will give rise to new problems

in the city of Malang. As a result of it all can be seen when Malang flooded when it rains, congestion on the roads and many more.

Structuring city that does not do well, will have a major impact on the characteristics and identity of the city. It is not impossible characteristics and identity as a city of Malang city cool with its natural charm and attractive resort town and city with so much history the remains of the building will be lost. It has already started to see in various areas of the city of Malang, like Jalan Ijen is supposed to be a cultural heritage area since many buildings and houses relics of the colonial era, slowly began to turn as the business district, restaurants, boutiques, offices and others

D. Colonial Presence Of Building Use As A Source Of Learning History

Source of learning is the process of activities that encourage learning, including service system, study materials and environments. Learning resources not only limited to the materials and tools used in the learning process, but also the effort, cost, and facilities. Learning resources include anything that can be used to help everyone to learn and display kompetesinya.

The existence of colonial buildings that exist today in the city of Malang can be used as a learning resource for understanding its historical value. These buildings can be used as a medium of instruction and tools to support efforts to implement the strategy and methods of teaching. Optimization of cultural heritage as a source of learning can be done in a sustainable manner so as to foster understanding and awareness of cultural heritage preservation as one part of the understanding of the history of the struggle of the nation. This historical awareness drive awareness to collect traces the history of the objects of cultural heritage be considered to have an important value.

Utilization of colonial buildings in the city of Malang as a learning resource teacher demands foresight to choose the availability of documents, objects, benefits and historical value. Utilization of the colonial heritage buildings as a source and medium of learning history can provide concrete information to students. Learning history by utilizing historical relics will make students more easily grasp of historical events and the students can see the tangible evidence of the learning materials of history.

Colonial buildings in the city of Malang is the historical legacy of the colonial era up to the independence of Indonesia has a high historical value. Deepening local history materials Malang and its relevance to the history of Indonesia as a whole by utilizing the

colonial buildings in the city of Malang is expected to enrich the students' knowledge of history and gives educators the history as a selection of more creative teaching methods. Learners are not only required to have competition only cognitive but also affective and psychomotor. In this case can change the notion that history is not something boring and saturate but it is an interesting and fun.

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HISTORICAL SOURCES A GUERRILLA STRUGGLE IN DEFENDING INDONESIAN INDEPENDENCE AT SOUTH MALANG AS SUPPLEMENT IN TEACHING LOCAL HISTORY FOR HISTORICAL TEACHER'S MGMP MALANG REGENCY

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Abstract: Local history is a means to build national identities through historical and cultural awareness. It is also as a teacher's approach to introduce the students about local wisdom around them. Local history attains a larger opportunity to learn in historical subject in senior high school leading the students to be individuals who understand and care about their own history or surrounding environment. One of sources of local history in Malang regency is a struggle to fight for independence in the South of Malang which enables it as a course material about local history for MGMP teachers in Southern Malang. The study employed document analysis and interview with historical teachers joining in Historical MGMP in Malang regency. The finding showed that the struggle to defend for independence in southern Malang undertook by PGI and PUS 18 attacking Dutch posts. In the class, the students showed an enthusiastic learning in local history particularly for those who live in the surrounded area where the historical events took place. Thus, the sources of local history may be used as learning materials for historical teachers to support and enhance their teaching professionalism in the class.

Keywords: local history, teaching professionalism, historical teachers MGMP Malang Regency

Background of the Study

Learning is a structured combination including a variety of factors such as people (teacher-students), materials, facilities, procedures, etc. which relate and influence each other to achieve the aim of learning. Therefore, learning is an interaction among the elements and especially the interaction among teacher, students, and environment. In

various fields of knowledge, one of some areas to learn is historical learning or teaching and learning process in history. Historical learning is basically has two main roles actualizing two factors of learning and education. The first factor is learning and intellectual education. The second is learning and national moral education as well as responsibility to the national future (Isjoni, 2007:24).

Historical learning is a part of past events presented by teachers in the class. In this case, not all past events are delivered in the class, they are only the most special and meaningful incidents learnt by the students, such as ones determining the direction of human history (Widja, 1989:26). Hence, historical learning has a fundamental role in relation to the benefit and aim of learning history. Historical learning is expected be able to develop students to enrich their knowledge and be aware of values given to daily life as both an individual and nation. As historical learning refers to the benefits of learning history, it is necessary to develop a variety of approaches to historical learning.

The ideal concerns from the purpose of historical learning will be difficult to achieve if the teacher uninterestingly presents the materials. So far, histories learnt by students are less meaningful to them. They learn history only by memorizing names of prominent people, years, and historical/ancient objects. Another ironic condition, the students are invited to learn the origin of other regions, yet they do not know and understand the history of their own region. In this case, learning history has been complicated. The students as a component of learning systems have experienced boredom of such patterns. Therefore, it is required to alter a paradigm of historical learning which provides stimuli to the students to learn history, including local history to national history or even may be to global history.

In this context, it is essential to invite students be attentive to the historical sources around their living area, so that the learning process will be more interesting and pleasurable for them. Environment is able to assist the teacher to develop the students' understanding about foretime. The students will be commonly attracted in historical learning if it is related to the situations surrounding them. It will lead the students to depict a past event like in what explains in the historical course. Historical sources around the students are expected be able to assist them to understand forms of past events and how it happened. In addition, it is also expected that the students can describe a historical event.

Ideally, historical learning constantly get going from sources and local phenomena to provide the students with a sense of belonging and requiring to the delivered materials.

Malang regency has many local historical sources that enabling them to additional materials in the historical learning. One of the materials is information about guerrilla attack done to defend Indonesia independence in the South of Malang. The material is a historical event happened around the students' area enabling teachers in particular members of historical MGMP senior high school in Malang regency to present it the classroom learning process as a purpose to explain concepts of local history, such as struggle, colonization, and patriotism. The use of historical sources from the perspective of local guerrilla struggle to defend the independence of Indonesia in South of Malang to the students can be subsequently directed to national and international scales, as well as bring it to be teaching sources for MGMP historical teachers in Malang regency to improve their teaching professionalism.

Methodology

This paper used document analysis as a methodology. Document analysis is a technic of data collection by conducting analytical inquiry to the books, literatures, notes, reports related to the problems being solved (Nazir, 1988:111). In this writing method, the writer analyzes several sources originating from various books in relation to the title of the article. Furthermore, an interview was also conducted to collect the data. The interview is having conversations with certain aims done by two sides between an interviewer to give questions and interviewees to answer the questions (Moleong, 2000:135). The interviewees are senior high school teachers as the members of Historical MGMP in Malang regency.

Struggles of Guerrilla to defend independence of Indonesia in South of Malang

Struggles to defend independence of Indonesia in South of Malang were carried out in guerrilla by PGI (special guerrilla troops) and PUS 18 (Untung Suropati troops) in the Southern Malang area. The area was chosen as it was a strategic area to night attack secretly.

The establishment of PGI is in the same time with the execution of gun attack as a consequence of Renville agreement. However, the guerrilla troops are still in a standby position. Coinciding with the opportunity, strategic plans were made to split the troops into

three divisions. A leader and an operator are elected to go into plantations around Wlingi, Blitar. In addition, military practices were also conducted so that the troops were ready whenever the guerrilla was necessary to execute.

PGI being in charge in Dampit as a core troop entered the plantation and occupied the plantation office as a quarter. Starting from this, attacks plans were devised to strike Dutch posts in Wajak. The initial models of PGI to fight in Dampit were only 10 people. Then, additional troops as much as 2 squads delivered by Brigade XIII (Nurhadi & Soetopo, 1997: 53). The early plan to attack was executed coinciding with the feast day to celebrate the birthday of Dutch queen. Indeed, it was the exact and profitable time for PGI troops to carry out the attack. However, they should look out and be attentive that they were still in the plan to do gun attack.

Entirely, the purposes of PGI in Dampit were to:

- carry out attack to some enemy posts in South of Malang region.
- investigate and pave the way, also to plan entering enclaves.
- assist the troops to go in the enclaves.
- create secret army items and materials to sabotage and provide the troops with weapons as entering the enclaves.
- arrange communication network with enemy territories.
- broadcast propaganda and enlightenment to inhabitants of the enclaves.
- establish folk guerrilla and attempt to sabotage the enclaves (Nurhadi & Soetopo, 1997: 61).

PGI having unique characteristics, performed steps to strike Dutch military as the execution of gun attack. Although everybody knew that it broke the agreement, it was the only most peculiar to revenge against Dutch colonization. As a consequence of the action, PGI just moved secretly and carefully to make it unknown by KTN (Commission of Three Countries). It is because if their plan was found out, it would only make position of Indonesia difficult and affected to the perspectives or responses from International public to Indonesian government (Moehjardi, 1979: 71).

The attack executed by PGI was truly considered well. Every movement of attacks was carried out in a full of confidence, fast and in a perfect calculation. Thus, there were

no traces left as evidences of the attack. PGI launched the struggle of guerrilla in South of Malang areas, such as Pajaran, Wajak, Poncokusumo, and Tumpang.

PGI once experienced a miserable state as their commandant Abdur Rahman was deceased in the fight. However, after the funeral ceremony, PGI commenced to reset all preparation, both in terms of strategies and strong heroic willpower. They started to face some problems since the largest sector area of Southern Semeru did not have significant squads. This was because the squads from Brigade IV were in the enclaves. In such condition, the leader of PGI thought of an alteration of strategy supposedly necessary to the subsequent fights, consisting of:

- the deceased of PGI commandant resulting in various problems leading to the miserable consciences.
- the very low power of PGI arised difficulties in the field, especially on duties to secure a large Southern Semeru area.
- a state of anxiety to go on the attack due to the absence of assistance from other squads. The alteration led to a change in PGI strategy to move the battle field in the enclaves (Nurhadi & Soetopo, 1997: 78).

At the most difficult moment, commandant C.M.K Malang ,Major Wijono took part to set the next strategy. Lots of advices and enlightenment given by Major Wijono resulted in PGI to be in full of spirit and fresh like plants getting splash of fresh water. PGI eventually had their tremendous spirit to go on the fight to defend independence of Indonesia. Due to the wisdom of Major Wijono, PGI troops were reformed and named as troops of Untung Suropati 18 in forces of two sections consisting of:

- PGI; the forces of two juki, two tekidnto, and three carbines
- School of kadet infantry; forces of 1KM, 1 PM, and several carbines
- Youth assistance
- Assigned as commandant PUS 18, Sukardi (N. Sugiyama) with level of captain (Nurhadi & Soetopo, 1997: 80).

Having the forces and formation, PUS 18 commenced their duties with territorial squads directly led by military command of Malang region. They were also assigned to be escort troops for command of Brigade IV and STC Malang, as well as became territorial troops operating in South of Malang.

Commandant PUS 18, captain Sukardi was assisted by 7 friends from PGI from the core troops. Lieutenant 1 Rachmat (S. Ono) acted as his main assistant. Meanwhile, administrative matters were managed by Abdul Majit (G. Yamano) (Hayashi, 2011:23).

Thanks to that ability, it was formed a well-organized public fortress. Furthermore, an autonomous region was formed called as Purwantoro, accompanied by an election of the regional leader for the public fortress namely Djokosuwedi. In addition, an initial duty was to carry out the mission from P.P and KODM, execute guerrilla with the armed folk groups, provide assurance to TNI regularly, and look for news and create networking line by confidential posts. PUS 18 launched the guerrilla attack in South of Malang, such Dampit, Sedayu, Turen, Wonokoyo, Pamotan, and Tawang Rejeni.

The importance of teachers' role in local historical learning at school

History has close relation to education generally and character education specifically. History can inherit values from prior generation to the new generation. The inheritance develops historical awareness, subsequently utilizing it for nation character building.

The inheritance of values across generations can be implemented by digging and presenting local histories into historical learning at schools, having definition as follows:

“Local histories in the learning context at school is not limited only in history narrowed in administrative matters, such as histories of provinces, regencies, districts, and villages” (Mulyana & Gunawan, 2007:2). The meaning of local in this context is further explained by Taufik Abdullah (2005:15) is “The definition of local is not complicated, it means ‘place, space’. So ‘local history’ is defined as a history of a ‘place’, or ‘locality’, which has limitation determined by an ‘agreement’ proposed by historical author”. The geographical limitation can be a living area of particular ethnic, which may cover two-three administrative areas in the level two or one (Javanese ethnic, take as an example) and may be a city or even a village”.

In accordance to this functional value, this is not surprising if history is required to deliver in all students at schools in the form of a course. The significant and strategic position to build nation character is an irreplaceable function by other courses. Nevertheless, the aim of historical learning is not completely be able to achieve since it is

influenced by several factors in relation to the learning process. Therefore, as long as the whole exponents and components of the nation are still willing to have the existence of the nation and country, any attempts to improve quality of historical learning will find its significance whenever it is.

In this case, teachers possess the most important and strategic position to enhance the quality of historical learning. In reference to the condition, the teachers have to constantly improve their competences and professionalism to increase the quality of historical learning, by giving attention to four pillars of learning as declared by UNESCO (1988): 1) learning to know, learning to do, learning to be, learning to live together (Setiadi, 2007:2).

Additionally, constitution No. 20 in 2003 about Systems of National Education article 1 verse 1 states that “educator s and educational staff have right on the opportunities to use media, infrastructures, and facilities to support well management of duties”. This article provides a chance for the teachers to improve the quality of learning supported by the well-condition of media, infrastructures, and facilities. The article is emphasized by the obligation of educators and educational staffs inscribed in article 40 verse 2 item a stating that educators are obligatory to “create a meaningful, fun, creative, dynamic, and dialogic atmosphere”, so that the learning interaction either monologue or one way communication is not the only a model of learning. An indoctrinated learning approach may inhibit students’ activities and creativity, resulting the students in being a passive individual (Setiadi, et al., 2007:3).

According to the abovementioned explanation, considering the pivotal roles of teachers, then the teachers are required to be professional and always develop their quality of teaching in historical learning to the students. Thus, it is expected that the purpose of learning can be achieved. The skill of historical teachers is required as an endeavor to prove the students with clear description to lead them expanding imagination from a historical event. Imagination is necessary for students, as they will be invited by the teacher to understand a particular past event. Through local historical learning, the students are directed to develop their imagination to generally comprehend historical events in various events occurred surrounding them. The students are truly invited to recognize the historical events in their native area, so there will be no impression that the students have tendency to know historical events from other regions than their own region.

The implementation of local historical learning by MGMP historical teachers in Malang regency

In reference to sharing activities with some MGMP historical teachers in Malang regency about local historical learning in their schools (in class), especially about struggle of guerrilla to defend independence of Indonesia in South of Malang, it can be related to a basic competence about struggle to defend independence of Indonesia from the threats of ally and Dutch particularly in historical subject of Curriculum 2013 in senior high schools. Many responses had emerged as this material is implemented in the class. Most students showed good enthusiasm to the sources of local history in particular for the students who are indeed living in the surrounding of historical areas.

The examples as teachers are explaining about guerrilla attacks executed by PGI and PUS 18 in South of Malang, such as striking to Dutch posts in Turen, Wajak, Poncokusumo, Tumpang, and Dampit. It was not few students who live in the area and many of them also have high curiosity. Having the stories from the teachers, some active students look for more sources dealing with the information even though the teachers did not assign them to find references about the local history. They even interviewed the elderly like their grandparents or neighbors believed knowing about the local history surrounding their own region. In the following meeting, the students told their own regional local history to their friends and the teacher in the class.

In accordance to the confession given by the teacher dealing with the local historical learning at school, they rarely presented local historical learning to the students. The teachers expressed that the most complicated problem they frequently face in developing local history is the availability of sources. A few documents were available presenting about local history. Some teachers also revealed the other obstacle as time and cost. This means that, due to the low sources, they required time and cost seizing the attention of the historical teachers. This was the causes of why the historical teachers have less enthusiasm to dig potential history in their local area.

Having the presence of local history about guerrilla struggle to defend Indonesian independence in South of Malang, the teachers were assisted to deliver materials about local history to the students especially for the MGMP teachers teaching at senior high schools in Malang regency. The teachers confessed that they could relate the sources of

local history with the students' surrounding environment to encourage the students be interested in learning history. This was proven that most students were enthusiastic about the materials. This even provided them with curiosity about local history and insisted them to look for the information directly from the direct witnesses. This certainly leads the students to be active and expand their knowledge about history in their living environment.

Besides, the teachers also confessed that despite in the local context, the material can be related to national history. In this case, the teachers will find it easier to achieve competencies in historical learning as the local concept is one of attempts to present the whole understanding of the history. Therefore, local historical learning should be an essential option for each historical teacher to implement strategies of teaching and learning. This is because local historical learning offers an important role to forge a configured experience in the reality of knowledge occurred in the students' environment. Hence, this may also allow the teacher to try and learn more in supporting and improving their professionalism to teach local historical learning.

Conclusion

Local history is media to build nation character through historical and cultural awareness. It is also as a teacher's approach to introduce the students about local wisdom surrounding them. Local historical learning should be a significant choice for each recent historical teacher to implement teaching learning strategies as is has an important role to direct a configured experience in the actual experience happened in the students' environment. Local story has a broader opportunity to learn in historical course in senior high schools. For the MGPG historical teachers in Malang regency, one example of local historical materials is about the guerrilla struggle to defend independence of Indonesia in South of Malang telling about various rebellions in guerrilla executed by PGI and PUS, such as attacks to the Dutch posts in Turen, Wajak, Poncokusumo, Tumpang, Dampit, and other areas. This was proven enabling the students to be active and to track the sources of local history in their living area. In this case, it is also necessary for historical teachers to deliver local historical learning to the students. As a consequence, the teachers are demanded to be professional and constantly develop the quality of teaching history so that the aim of learning can be easily achieved.

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Interview:

- Eka Dian S, S.Pd. Historical Teacher SMAN 1 Sumberpucung (18 September 2016)
- Eko Novi W, S.Pd. Historical Teacher SMAN 1 Turen (23 September 2016)
- Zamhari P.D, S.Pd. Historical Teacher SMAN 1 Kepanjen (25 September 2016)

HISTORICAL SOURCES A GUERRILLA STRUGGLE IN DEFENDING INDONESIAN INDEPENDENCE AT SOUTH MALANG AS SUPPLEMENT IN TEACHING LOCAL HISTORY FOR HISTORICAL TEACHER'S MGMP MALANG REGENCY

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Abstract: Local history is a means to build national identities through historical and cultural awareness. It is also as a teacher's approach to introduce the students about local wisdom around them. Local history attains a larger opportunity to learn in historical subject in senior high school leading the students to be individuals who understand and care about their own history or surrounding environment. One of sources of local history in Malang regency is a struggle to fight for independence in the South of Malang which enables it as a course material about local history for MGMP teachers in Southern Malang. The study employed document analysis and interview with historical teachers joining in Historical MGMP in Malang regency. The finding showed that the struggle to defend for independence in southern Malang undertook by PGI and PUS 18 attacking Dutch posts. In the class, the students showed an enthusiastic learning in local history particularly for those who live in the surrounded area where the historical events took place. Thus, the sources of local history may be used as learning materials for historical teachers to support and enhance their teaching professionalism in the class.

Keywords: local history, teaching professionalism, historical teachers MGMP Malang Regency

Background of the Study

Learning is a structured combination including a variety of factors such as people (teacher-students), materials, facilities, procedures, etc. which relate and influence each other to achieve the aim of learning. Therefore, learning is an interaction among the elements and especially the interaction among teacher, students, and environment. In

various fields of knowledge, one of some areas to learn is historical learning or teaching and learning process in history. Historical learning is basically has two main roles actualizing two factors of learning and education. The first factor is learning and intellectual education. The second is learning and national moral education as well as responsibility to the national future (Isjoni, 2007:24).

Historical learning is a part of past events presented by teachers in the class. In this case, not all past events are delivered in the class, they are only the most special and meaningful incidents learnt by the students, such as ones determining the direction of human history (Widja, 1989:26). Hence, historical learning has a fundamental role in relation to the benefit and aim of learning history. Historical learning is expected be able to develop students to enrich their knowledge and be aware of values given to daily life as both an individual and nation. As historical learning refers to the benefits of learning history, it is necessary to develop a variety of approaches to historical learning.

The ideal concerns from the purpose of historical learning will be difficult to achieve if the teacher uninterestingly presents the materials. So far, histories learnt by students are less meaningful to them. They learn history only by memorizing names of prominent people, years, and historical/ancient objects. Another ironic condition, the students are invited to learn the origin of other regions, yet they do not know and understand the history of their own region. In this case, learning history has been complicated. The students as a component of learning systems have experienced boredom of such patterns. Therefore, it is required to alter a paradigm of historical learning which provides stimuli to the students to learn history, including local history to national history or even may be to global history.

In this context, it is essential to invite students be attentive to the historical sources around their living area, so that the learning process will be more interesting and pleasurable for them. Environment is able to assist the teacher to develop the students' understanding about foretime. The students will be commonly attracted in historical learning if it is related to the situations surrounding them. It will lead the students to depict a past event like in what explains in the historical course. Historical sources around the students are expected be able to assist them to understand forms of past events and how it happened. In addition, it is also expected that the students can describe a historical event.

Ideally, historical learning constantly get going from sources and local phenomena to provide the students with a sense of belonging and requiring to the delivered materials.

Malang regency has many local historical sources that enabling them to additional materials in the historical learning. One of the materials is information about guerrilla attack done to defend Indonesia independence in the South of Malang. The material is a historical event happened around the students' area enabling teachers in particular members of historical MGMP senior high school in Malang regency to present it the classroom learning process as a purpose to explain concepts of local history, such as struggle, colonization, and patriotism. The use of historical sources from the perspective of local guerrilla struggle to defend the independence of Indonesia in South of Malang to the students can be subsequently directed to national and international scales, as well as bring it to be teaching sources for MGMP historical teachers in Malang regency to improve their teaching professionalism.

Methodology

This paper used document analysis as a methodology. Document analysis is a technic of data collection by conducting analytical inquiry to the books, literatures, notes, reports related to the problems being solved (Nazir, 1988:111). In this writing method, the writer analyzes several sources originating from various books in relation to the title of the article. Furthermore, an interview was also conducted to collect the data. The interview is having conversations with certain aims done by two sides between an interviewer to give questions and interviewees to answer the questions (Moleong, 2000:135). The interviewees are senior high school teachers as the members of Historical MGMP in Malang regency.

Struggles of Guerrilla to defend independence of Indonesia in South of Malang

Struggles to defend independence of Indonesia in South of Malang were carried out in guerrilla by PGI (special guerrilla troops) and PUS 18 (Untung Suropati troops) in the Southern Malang area. The area was chosen as it was a strategic area to night attack secretly.

The establishment of PGI is in the same time with the execution of gun attack as a consequence of Renville agreement. However, the guerrilla troops are still in a standby position. Coinciding with the opportunity, strategic plans were made to split the troops into

three divisions. A leader and an operator are elected to go into plantations around Wlingi, Blitar. In addition, military practices were also conducted so that the troops were ready whenever the guerrilla was necessary to execute.

PGI being in charge in Dampit as a core troop entered the plantation and occupied the plantation office as a quarter. Starting from this, attacks plans were devised to strike Dutch posts in Wajak. The initial models of PGI to fight in Dampit were only 10 people. Then, additional troops as much as 2 squads delivered by Brigade XIII (Nurhadi & Soetopo, 1997: 53). The early plan to attack was executed coinciding with the feast day to celebrate the birthday of Dutch queen. Indeed, it was the exact and profitable time for PGI troops to carry out the attack. However, they should look out and be attentive that they were still in the plan to do gun attack.

Entirely, the purposes of PGI in Dampit were to:

- carry out attack to some enemy posts in South of Malang region.
- investigate and pave the way, also to plan entering enclaves.
- assist the troops to go in the enclaves.
- create secret army items and materials to sabotage and provide the troops with weapons as entering the enclaves.
- arrange communication network with enemy territories.
- broadcast propaganda and enlightenment to inhabitants of the enclaves.
- establish folk guerrilla and attempt to sabotage the enclaves (Nurhadi & Soetopo, 1997: 61).

PGI having unique characteristics, performed steps to strike Dutch military as the execution of gun attack. Although everybody knew that it broke the agreement, it was the only most peculiar to revenge against Dutch colonization. As a consequence of the action, PGI just moved secretly and carefully to make it unknown by KTN (Commission of Three Countries). It is because if their plan was found out, it would only make position of Indonesia difficult and affected to the perspectives or responses from International public to Indonesian government (Moehjardi, 1979: 71).

The attack executed by PGI was truly considered well. Every movement of attacks was carried out in a full of confidence, fast and in a perfect calculation. Thus, there were

no traces left as evidences of the attack. PGI launched the struggle of guerrilla in South of Malang areas, such as Pajaran, Wajak, Poncokusumo, and Tumpang.

PGI once experienced a miserable state as their commandant Abdur Rahman was deceased in the fight. However, after the funeral ceremony, PGI commenced to reset all preparation, both in terms of strategies and strong heroic willpower. They started to face some problems since the largest sector area of Southern Semeru did not have significant squads. This was because the squads from Brigade IV were in the enclaves. In such condition, the leader of PGI thought of an alteration of strategy supposedly necessary to the subsequent fights, consisting of:

- the deceased of PGI commandant resulting in various problems leading to the miserable consciences.
- the very low power of PGI arised difficulties in the field, especially on duties to secure a large Southern Semeru area.
- a state of anxiety to go on the attack due to the absence of assistance from other squads. The alteration led to a change in PGI strategy to move the battle field in the enclaves (Nurhadi & Soetopo, 1997: 78).

At the most difficult moment, commandant C.M.K Malang ,Major Wijono took part to set the next strategy. Lots of advices and enlightenment given by Major Wijono resulted in PGI to be in full of spirit and fresh like plants getting splash of fresh water. PGI eventually had their tremendous spirit to go on the fight to defend independence of Indonesia. Due to the wisdom of Major Wijono, PGI troops were reformed and named as troops of Untung Suropati 18 in forces of two sections consisting of:

- PGI; the forces of two juki, two tekidnto, and three carbines
- School of kadet infantry; forces of 1KM, 1 PM, and several carbines
- Youth assistance
- Assigned as commandant PUS 18, Sukardi (N. Sugiyama) with level of captain (Nurhadi & Soetopo, 1997: 80).

Having the forces and formation, PUS 18 commenced their duties with territorial squads directly led by military command of Malang region. They were also assigned to be escort troops for command of Brigade IV and STC Malang, as well as became territorial troops operating in South of Malang.

Commandant PUS 18, captain Sukardi was assisted by 7 friends from PGI from the core troops. Lieutenant 1 Rachmat (S. Ono) acted as his main assistant. Meanwhile, administrative matters were managed by Abdul Majit (G. Yamano) (Hayashi, 2011:23).

Thanks to that ability, it was formed a well-organized public fortress. Furthermore, an autonomous region was formed called as Purwantoro, accompanied by an election of the regional leader for the public fortress namely Djokosuwedi. In addition, an initial duty was to carry out the mission from P.P and KODM, execute guerrilla with the armed folk groups, provide assurance to TNI regularly, and look for news and create networking line by confidential posts. PUS 18 launched the guerrilla attack in South of Malang, such Dampit, Sedayu, Turen, Wonokoyo, Pamotan, and Tawang Rejeni.

The importance of teachers' role in local historical learning at school

History has close relation to education generally and character education specifically. History can inherit values from prior generation to the new generation. The inheritance develops historical awareness, subsequently utilizing it for nation character building.

The inheritance of values across generations can be implemented by digging and presenting local histories into historical learning at schools, having definition as follows:

“ Local histories in the learning context at school is not limited only in history narrowed in administrative matters, such as histories of provinces, regencies, districts, and villages” (Mulyana & Gunawan, 2007:2). The meaning of local in this context is further explained by Taufik Abdullah (2005:15) is “The definition of local is not complicated, it means ‘place, space’. So ‘ local history’ is defined as a history of a ‘place’, or ‘locality’, which has limitation determined by an ‘agreement’ proposed by historical author”. The geographical limitation can be a living area of particular ethnic, which may cover two-three administrative areaa in the level two or one (Javanese ethnic, take as an example) and may be a city or even a village”.

In accordance to this functional value, this is not surprising if history is required to deliver in all students at schools in the form of a course. The significant and strategic position to build nation character is an irreplaceable function by other courses. Nevertheless, the aim of historical learning is not completely be able to achieve since it is

influenced by several factors in relation to the learning process. Therefore, as long as the whole exponents and components of the nation are still willing to have the existence of the nation and country, any attempts to improve quality of historical learning will find its significance whenever it is.

In this case, teachers possess the most important and strategic position to enhance the quality of historical learning. In reference to the condition, the teachers have to constantly improve their competences and professionalism to increase the quality of historical learning, by giving attention to four pillars of learning as declared by UNESCO (1988): 1) learning to know, learning to do, learning to be, learning to live together (Setiadi, 2007:2).

Additionally, constitution No. 20 in 2003 about Systems of National Education article 1 verse 1 states that “educator s and educational staff have right on the opportunities to use media, infrastructures, and facilities to support well management of duties”. This article provides a chance for the teachers to improve the quality of learning supported by the well-condition of media, infrastructures, and facilities. The article is emphasized by the obligation of educators and educational staffs inscribed in article 40 verse 2 item a stating that educators are obligatory to “create a meaningful, fun, creative, dynamic, and dialogic atmosphere”, so that the learning interaction either monologue or one way communication is not the only a model of learning. An indoctrinated learning approach may inhibit students’ activities and creativity, resulting the students in being a passive individual (Setiadi, et al., 2007:3).

According to the abovementioned explanation, considering the pivotal roles of teachers, then the teachers are required to be professional and always develop their quality of teaching in historical learning to the students. Thus, it is expected that the purpose of learning can be achieved. The skill of historical teachers is required as an endeavor to prove the students with clear description to lead them expanding imagination from a historical event. Imagination is necessary for students, as they will be invited by the teacher to understand a particular past event. Through local historical learning, the students are directed to develop their imagination to generally comprehend historical events in various events occurred surrounding them. The students are truly invited to recognize the historical events in their native area, so there will be no impression that the students have tendency to know historical events from other regions than their own region.

The implementation of local historical learning by MGMP historical teachers in Malang regency

In reference to sharing activities with some MGMP historical teachers in Malang regency about local historical learning in their schools (in class), especially about struggle of guerrilla to defend independence of Indonesia in South of Malang, it can be related to a basic competence about struggle to defend independence of Indonesia from the threats of ally and Dutch particularly in historical subject of Curriculum 2013 in senior high schools. Many responses had emerged as this material is implemented in the class. Most students showed good enthusiasm to the sources of local history in particular for the students who are indeed living in the surrounding of historical areas.

The examples as teachers are explaining about guerrilla attacks executed by PGI and PUS 18 in South of Malang, such as striking to Dutch posts in Turen, Wajak, Poncokusumo, Tumpang, and Dampit. It was not few students who live in the area and many of them also have high curiosity. Having the stories from the teachers, some active students look for more sources dealing with the information even though the teachers did not assign them to find references about the local history. They even interviewed the elderly like their grandparents or neighbors believed knowing about the local history surrounding their own region. In the following meeting, the students told their own regional local history to their friends and the teacher in the class.

In accordance to the confession given by the teacher dealing with the local historical learning at school, they rarely presented local historical learning to the students. The teachers expressed that the most complicated problem they frequently face in developing local history is the availability of sources. A few documents were available presenting about local history. Some teachers also revealed the other obstacle as time and cost. This means that, due to the low sources, they required time and cost seizing the attention of the historical teachers. This was the causes of why the historical teachers have less enthusiasm to dig potential history in their local area.

Having the presence of local history about guerrilla struggle to defend Indonesian independence in South of Malang, the teachers were assisted to deliver materials about local history to the students especially for the MGMP teachers teaching at senior high schools in Malang regency. The teachers confessed that they could relate the sources of

local history with the students' surrounding environment to encourage the students be interested in learning history. This was proven that most students were enthusiastic about the materials. This even provided them with curiosity about local history and insisted them to look for the information directly from the direct witnesses. This certainly leads the students to be active and expand their knowledge about history in their living environment.

Besides, the teachers also confessed that despite in the local context, the material can be related to national history. In this case, the teachers will find it easier to achieve competencies in historical learning as the local concept is one of attempts to present the whole understanding of the history. Therefore, local historical learning should be an essential option for each historical teacher to implement strategies of teaching and learning. This is because local historical learning offers an important role to forge a configured experience in the reality of knowledge occurred in the students' environment. Hence, this may also allow the teacher to try and learn more in supporting and improving their professionalism to teach local historical learning.

Conclusion

Local history is media to build nation character through historical and cultural awareness. It is also as a teacher's approach to introduce the students about local wisdom surrounding them. Local historical learning should be a significant choice for each recent historical teacher to implement teaching learning strategies as is has an important role to direct a configured experience in the actual experience happened in the students' environment. Local story has a broader opportunity to learn in historical course in senior high schools. For the MGPG historical teachers in Malang regency, one example of local historical materials is about the guerrilla struggle to defend independence of Indonesia in South of Malang telling about various rebellions in guerrilla executed by PGI and PUS, such as attacks to the Dutch posts in Turen, Wajak, Poncokusumo, Tumpang, Dampit, and other areas. This was proven enabling the students to be active and to track the sources of local history in their living area. In this case, it is also necessary for historical teachers to deliver local historical learning to the students. As a consequence, the teachers are demanded to be professional and constantly develop the quality of teaching history so that the aim of learning can be easily achieved.

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IMPROVE UNDERSTANDING OF HISTORY WITH THE FILM AND DOCUMENTATION AS A SOURCE OF STUDENT LEARNING IN THE SUBJECTS HISTORY OF INDONESIA

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Abstract: The purpose of this research is to improve the understanding of students of Class XI IIS 3 SMA N 7 Malang against Indonesian history lesson by using Film and Documentation and packaged in Screencast O Matic Audio-Visual media. Analytical technique applied uses interactive data analysis model Miles & Huberman which consist of some phases. The result showed that the utilization of film and documentation in learning history in class XI IIS 3 can help students in receiving messages. As Well as to facilitate students to understand any event history well understanding and experience increased student learning outcomes at each cycle. The average results of student learning on a cycle I reached 63,61 while the average before the action reaches 56,45 and cycle II reaches 77,65.

Keywords: Learning, Documentation, Film History.

Introduction

Education is a very important thing in people's lives. In learning sometimes experience some obstacles, for example in the cognitive domain, i.e. the results of the study. Problems in learning often experienced by teachers, hence the learning issues must be addressed with a given action. Basically the process of learning at the school of the teacher's role, in which the teacher will become a facilitator for students. Students will develop its own merits with the help of the teacher. is the learning stages that traveled in the development of cognitive abilities, affective and psychomotor someone, in this case is the ability of a student must be owned by Amri (2015).

The results of the study the researchers found in a low grade XI IIS 3 SMA Negeri 7 Malang, this can be proved by the student learning outcomes data on October 21, 2014 which showed that 18 of 26 students whose value does not reach the SKM i.e. 67. From these data the researchers and teachers together to tackle problems in the learning by using visual asudio media Screencast O Matic.

Research of its kind ever undertaken by Ibad (2014) stating that the use of Facebook in learning history can increase motivation and learning outcomes grade XI-b SMA N 1 Pandaan. The menunjukkan research results that the percentage between the results of the

study before the use of the media is 63.63% whereas after applied media become 73.16% in cycle I and 83.5% in cycle II. While the results of the research conducted by Indriana (2013) says that use of domino card history can improve learning outcomes students XI IPS 2 SMA Negeri 3 Malang.

The use of film and documentation and packaged in audio visual media Screencast O Matic in learning the history of Indonesia in class XI IIS 3 intended to tackle the problem of learning. This class action research aims to improve the learning outcomes of students in the subjects of the history of Indonesia.

Research Methods

The design of this research is the research action class (PTK). classroom research is research for changes and improvements done in the classroom. (Wiraatmadja, 2007). In this case the PTK is very instrumental in improving the quality of learning. This research was carried out in one of the existing schools in the city of Malang, namely 7 SMA Negeri Malang research subject with the entire grade XI IIS 3.

Data aggregate is done using the techniques of observation, interviews, tests and documentation. The data must be retrieved researchers are data related to student learning outcomes, data will be taken on each cycle. The data will be retrieved from the data source i.e. the whole grade XI IIS 3 SMA Negeri 7 Malang. Researchers will conduct observational data collection by using the Notes field and interview guidelines. At this stage the researcher using qualitative data analysis techniques of Milles and Hubermen (in Sugiyono, 2013). Interactive analysis stage include the reduction of data, display data, conclusions/verification and evaluation.

Research Results

From the data the results of student learning in mind that the average value of grade XI IIS 3 is 63.61. The acquisition of this value indicates that the cycle I learning outcomes grade XI IIS 3 on the subjects history of Indonesia is still low due to ketuntasan learning according to SKM is ≥ 67 , while the average value of only reached 63.61. The average results of student learning on a cycle I've experienced an increase, compared to student learning outcomes data before actions that achieve 56.45. In this case the use of audio visual media Screencast O Matic will still need to use in the next cycle and still needs to be done to make improvements.

Meanwhile, according to the results of a study on cycle II can be said that there were 20 students who achieve SKM and there are 6 students who do not achieve the SKM. The average rating on cycle II reaches 77.65. Obtaining this value shows an increase in the results of a study on subjects of the history of Indonesia in cycle I achieve 63.61.

Discussion

Utilization of film and documentation and packaged in media Screencast O Matic Historical subjects in Indonesia is intended to help students in receiving messages. Additionally the utilization of innovative media will also provide a new learning atmosphere for students. The utilization of this medium can increase students ' power of concentration. Utilization of film and documentation and packaged in media Screencast O Matic in learning the history of using pictures of documentation and film to attract the attention of students, so students can better understand the material presented and will give an increase in student learning outcomes.

In 2013, the learning curriculum must be done in a creative and innovative as well as using a scientific approach. Scientific approaches in the curriculum of 2013 is mandatory approach is used as a framework for teacher learning peliputi five aspects, namely, observe, ask yourself, gather information, process information, and communicate (Doni, 2015). And documentation and film dekemas in media Screencast O Matic is a suitable medium used in the curriculum of 2013 and in accordance with scientific approach, because film and documentation and packaged in media Screencast O Matic can be observed by students. By utilizing the film and documentation and packaged in media Screencast O Matic students can develop their ability with meelihat, listen, hear and read. This is in accordance with the opinion of the (Doni, 2015) that the first stage of the learning process by using a scientific approach undertaken by students is observed. Observation through the activity view, listen, hear and read. In teacher learning should facilitate students to conduct observation, training them to pay attention to the things that are important from an object or a medium of learning, so that students can receive messages and learning objectives can be achieved.

Utilization of film and documentation and packaged in media Screencast O Matic in learning history done in SMA Negeri 7 Malang. The subject is the entire grade XI IIS 3, consisting of 26 students. The reason this subject selection is the researchers found the results of the learning of students who are classified as low, this can be evidenced in the

results of a repeat of the daily on October 21, 2014. Of the 26 students just 8 students whose value reaches the SKM and 18 students who do not achieve the SKM.

Utilization of film and documentation and packaged in a medium of learning are expected to provide innovative learning atmosphere, fun and interesting for the students. The media are also expected to assist in the attainment of a learning objective and help improve student learning outcomes. There are several reasons why the media can heighten the learning outcomes according to Sudjana & Rivai (2010:2) include:

1. Will further attract the attention of students so as to cultivate the motivation to learn.
2. Study materials will more clearly its meaning so that it can be better understood by the students, and allows students to master learning objectives better.
3. Students doing more learning activities, for not only listening to the teacher's explanation, but also in other activities.

Be based on learning outcomes data grade XI IIS 3 SMA Negeri 7 Malang is obtained, then it can be said an increase in student learning outcomes. The average results of the study on cycle I reached 63.61 while the average results of the study before the action reaches 56.45. The increase in the results of the study on cycle I achieve 7.16. There are 12 students who do not achieve the SKM and 14 students who reach the SKM, while on the results of the study before the action is performed only 8 students who achieve SKM and 18 students don't achieve the SKM. The results of a study on cycle II also experience increased reach 14.04 and average the results of study on cycle II reaches 77.65. There are 22 students whose value meets the SKM and only 6 students still do not meet the SKM. Based on the results of studying of students, it can be said that the utilization of film and documentation and packaged in media Screencast O Matc in learning history are able to improve the learning outcomes of students of Class XI IIS 7 SMA Negeri 3 Malang. This can be evidenced by the increase in the results of the study before given the actions and results of the study of cycles I up to cycle II.

Conclusions and Suggestions

Utilization of film and documentation and packaged in media Screencast O Matic in learning history in class XI IIS 7 SMA Negeri 3 Malang already done well, though there are still some deficiencies in the cycle of i. in the implementation cycle I students are still

not able to understand the content of the material packaged in media Screencast O Matic. This is due to the sound quality is not good so that the interest of students in learning activities is still lacking.

Implementation cycle I experienced some fixes are applied on cycle II. In cycle II an increase in activities in learning. Students look active and concentrate on observing impressions media Screencast O Matic and able to understand the material well. In the discussion, the students had already seen conducive and meant it in a discussion group. The increase is due to the interest of students in learning, so that students are able to develop its ability to learn.

Improved student learning outcomes also looks at each cycle. When compared to the average of the results of the study before action is given, then seen significant increases. The increase in the results of the study on cycle I achieve 7.16 with average value of 63.61 on cycle I, while the average of the results of the study before the given action only reached 56.46. The number of students who reach the SKM on cycle I was 14 of 26 students. While at the moment there are only actions given prior to 8 students who reach the SKM of 26 students. The increase in the results of the study also occurs on cycle II reached 14.04 with average value of 77.65. Students who achieve the SKM was 22 of 26 students.

So it can be concluded that the utilization of film and documentation and packaged in media Screencast O Matic in learning history are able to improve the learning outcomes of students of Class XI IIS 3 SMA Negeri 7 Malang. Utilization of film and documentation and packaged in media Screencast O Matic also was capable of making learning more interesting activities so that learning is not only centered on the teachers and students are able to develop its ability in learning history.

Advice can be given on the basis of the research that has been done to improve the results of the study are the utilization of film and documentation and packaged in media Screencast O Matic in history learning to improve student learning outcomes should remain utilized in the study of history. Film and documentation and packaged in media Screencast O Matic preferably utilized seoptimal perhaps in learning history or other subjects, considering the LCD is readily available in every class. Teachers should increase creativity in teaching and learning so that not only the centralised with the teacher.

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THE USE OF LEARNING SOURCE AND CONTROVERSIAL HISTORY LEARNING

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Abstrac: History cannot be separated from controversy. Many historical writings with similar topic come with their own version and consider that their version is the most right version. It is interesting when it involves into education field, because it will be a trigger for learner's knowledge to think critically. Teacher's role as facilitator in a class must be able to manage controversial learning activity, thus the learning process will run well without any suffered parties through the opportunity that given to each learner to search, use, and collect learning source. Based on the learning source then it will gain information which next will have great effect to the learner's perception and understanding in controversial history learning

Keywords: Learning source, History learning, Controversial

The term of controversial history is a condition or situation which consist many opinions or views between historians or society. Historical interpretations by historians are mostly different over the same event and it is absolutely proper due to different interpretation process between historians. Experience background, thought, knowledge, and even there is conflict of interest between historians which make various different interpretations and according to Widiadi (2009:81) different interpretation which results in this various versions may lead to the historical controversy.

There are many historical controversy in Indonesian history, one of prominent event in historical controversy phenomena according to Widodo (2011:242) is the incident of September 30th Movement (G 30 S – Gerakan 30 September). As history fact, every Indonesian people will not forget the incident that it was truly happened in 1965 which known as September 30th Movement (G 30 S). It was an event which happened on October, 1st 1965 early morning that made some flag officers of Indonesian Army. As normative and controversial, that event was occurred due to the will of Indonesian Communist Party (PKI-Partai Komunis Indonesia) to create Soviet-Indonesia state and replace Pancasila with communist fundamental. Therefore, until now, there are many terms to call that event such as G 30 S/PKI, G 30 S-PKI, G 30 S, Gestapu, Gestok, and Coup d'etat on October, 1st 1965 (Depdiknas, 2005:3).

The most popular and officially used by New Order government among those various versions is G 30 S/PKI, even it is standardized in history subject books which until today it has become part of Indonesian people vocabulary. Around the incident of September 30th Movement 1965 (G 30 S) which then can be stated as one reason for Soekarno's overthrow as Indonesia president at that time, still remain unclear or blur historical facts until today. Sulistyono (2000, 61-77) revealed many studies around September 30th Movement. Interpretation or version of September 30th Movement 1965 which appears and mostly discussed in history learning of contemporary Indonesia period as follow: 1) Indonesian Communist Party (PKI) as mastermind of the incident; 2) September 30th Movement (G 30 S) was internal problem of Indonesian Army; 3) Soeharto's coup d'etat; 4) Soekarno's involvement; 5) September 30th Movement as foreign provocation.

Those historical controversy phenomena absolutely become interesting thing when it goes to the education field, the learners will gain many versions of the same historical events. In relation with history learning, it is still easily found inconsistency to the various historical interpretations and anachronism dimension mostly appears for practical demand. History which should be made as one facility for learner's quality development mostly narrowed for the sake certain dominant group in the society. As the result, history education seems like indoctrination media for the sake of certain group interest (Hariyono, 1995:148). In this case, inside the history absolutely consists controversial aspect, thus in the learning process it needs learning source which able to reveal about what's actually happened in the historical controversy event.

Basically, root cause that becomes boomerang for the existence of controversial history in history learning is innovation limitation for a teacher in processing controversial history learning. Because, according to Widiadi (2013:7) stated that controversial history will always exist while the human as history owner given by chance freely in constructing the past. In that position, a teacher demanded to be able to develop, guide, and direct the learners in learning controversial history. The ways or strategies that can be conducted by teacher such as by using and maximizing history learning source besides of textbook or Student Worksheet, thus it will be able to give in-depth knowledge and information to the learners.

Method

Research method that used was qualitative research with qualitative descriptive approach. Data collection technique that conducted in this research was through literature review. Data collection with literature review is a process of data source collection which heavily pointed or focused to the textbooks as main source of tracking, especially textbooks that written by the experts who understand, comprehend, and elaborated the scope.

DISCUSSION

In the education world, related to the historical controversy problem, it is continually conducted the attempts to find solution and it has development as with the ruin of New Order regime. In 1999, Minister of Education and Culture (at that time called as Department of Education and Culture), Juwono Sudarsono asked Society of Indonesian Historians (MSI-Masyarakat Sejarawan Indonesia) to cooperate with Directorate of History Department of Education and Culture to arrange supplement of history learning for teachers who explain about controversial problems (Adam, 2009:205). Over the command of Minister of Education and Culture then the supplement arrangement was conducted by MSI, however it was not done on time.

Therefore, in 1999 Directorate General of Elementary and High Education launched “Guidance of History Learning Material for Elementary School, Junior High School, and Senior High School teachers”. However, obviously the supplement was returned and material that made by MSI was re-published with Department of National Education (Adam, 2009:205). Controversy about historical writing especially related to the historical textbooks that taught in schools still goes on in factual. On March, 5th 2007 Attorney General issued Decree No.019/A/JA/03/2007 which prohibited textbooks of history learning that not discussed about uprising in 1948 and 1965 (Nugroho, 2015:165).

The next progress of historical education concept in Curriculum 2013 goes based on principle of “past knowledge used to know and understand present life and develop future life”. Clearly in this principle, the learners asked to implement three dimensions of historical period (past, present, and future) in learning history subject. History is not stopped in the past but will continue in this present time and in the future in which present life inherited what been resulted in the past and it goes on and on. In the other side, phenomena of historical controversy in Curriculum 2013 still continued through textbooks in the schools especially at Senior High School level both 10th, 11th, and 12th Grade.

Source of History Learning

The term of learning has really familiar with every human's life in their daily living, and is an activity which goes continually in their life period. Learning is an effort that conducted by a person through direct or indirect interaction with the environment. When a person meets, understands, accepts, reads, or listens to an event or phenomena which delivered by text, television, or direct speech, then he or she will meet the obtained knowledge or information to be concrete thought. Thus, it will make an interpretation which next will create view or perception about something in the environment.

One thing that very important in supporting learning activity is relevant learning source. According to Mulyasa (2003:48), learning source can be formulated as anything which able to give easiness to the learners in gaining information, knowledge, experience, and skills in teaching-learning process. Many learning sources can be used in the learning such as message, human/person, things, tools, technique, and environment/setting.

While, according to Munir (2008:132-133) mentioned many types of learning source as follow: 1) Curriculum book is necessary as guidance to determine competence standard, basic competence, and learning material; 2) Textbook used as learning material; 3) Learning source of electronic media from technology product (internet, television, VCD/DVD, radio, cassette, etc). Electronic media that used in this case is electronic media which has programme related with the learning material; 4) Internet with its network is a source to gain ant learning materials which can be printed or copied; 5) Periodic publishing by public print media such as daily newspaper or weekly and monthly magazine. This publishing contains many information related to the learning material and it serves with popular language which easy to be understood, thus it is very potential to be learning material; 6) Research result report which mostly published by research institution, higher education, or the researchers. This research result report can be made as actual and contemporary learning material; 7) Journal, which is publication from research result and scientific thought. It contains research results and thoughts that useful to be applied as learning source; 8) Informant, which is people who have information/skills in certain field. Informant can be performed in the class or visited to their office (professional workplace).

Based on the explanation above, it can be concluded that learning source is anything either human or thing that give information and knowledge to the learners. Meanwhile, learning source according to Widja (1989:61-68) is: 1) Historical inheritance such as written trace (document), goods trace, and oral trace; 2) Available learning source which

can be used for history learning (Monument, Library, Human source, Historical sites, Museum, Society).

CONTROVERSIAL HISTORY

History can't be separated from the word of power, the rulers need history as legitimation instrument to their people (Adam, 2009:x). All forms of power either traditional or modern (king, president, prime minister) can give legitimation to the continuity of their power which tend to be authoritarian and in the end will create closed society. Those facts can't be avoided in the learning of Indonesia history, many legitimation strategies in the name of rulers with their power. From this background historical controversy can appear in the surface, for the sake of interest which pulled away make the "actual history" can't be happened.

The other cause from the emergence of historical controversy also exist in the scope of historians, many phenomena are background to their historical writings. It is because the history always in process and it is not something terminated, thus there is tendency to find new facts or interpretations to a historical event (Kochhar, 2008:453). Historical controversy will always exist due to different perspective about an event or phenomenon in historians or society scope which based on the difference source gaining with the different problem of interpretation process.

Subjectivity factor becomes "scapegoat" for the history. There are many possibilities which cause different version between historians as the result of subjectivity and/or objectivity that leads to the historical controversy. According to Walsh (in Sjamsuddin, 2007:181-183), there are four factors that become background or setting of historians in their writings as follows: 1) personal bias; 2) group prejudice; 3) conflicting theories of historical interpretation; 4) underlying philosophical conflicts. The different views according to Adam (2007:b) only caused by improper and incomplete facts and interpretations and usually this improper things emerge after many historians reveal those improperness according to their version. The meaning is, this controversial thing really depends on the historians. Kochhar (2008:453-454) stated that controversy which caused by interpretation placed in the question about "why" and "how" the event or phenomena can be happened. Sometimes, event or phenomena learned privately, thus historian interpretation to a phenomenon can be wrong and results in controversy.

There are two types of historical controversy according to Ahmad (2007:2) in Indonesian historiography, first is controversy to the history which the action process

happened long time ago or called as noncontemporary history (prehistoric until 1940s). Second is controversial history that occurred in contemporary history (1941s until now). Noncontemporary history becomes controversial due to the different opinion, theory, or approach that conducted by historians in writing history. It means that this controversial property really depends on the historians. It caused by in this type, there is no primary source, which is historical actor or witness, thus the historians played full role in writing the history.

And then for contemporary history, indeed, it is susceptible to be controversial. It can't be ignored that in this case the contained level of subjectivity is bigger than in the previous period. It is because the historical actor and witness still alive and have implication that perceived by many people now (Ahmad, 2007:3). Moreover, contemporary historical process still completely unfinished, but in process.

Besides methodological problem above, one thing that makes contemporary history tends to be controversial is another interest element which contained in the history. This interest can be from involved parties in a historical event or from parties that want to use a historical event for certain goals (Ahmad, 2007:4). The interest that comes from historical actor or the generations is due to the historical actor feel disadvantaged with historical writing from certain party.

In the other side, if we look closely and deeply, with many versions about the same history, actually become a trigger for one to think. Many versions can be made as learning source for one in order to enlarge the knowledge and train the critical thinking. Different opinions between historians which realized in their writings prove that history is able to arise productive writing, which next will bring the reader to think critically. With the spreads different versions and have been accepted about its existence in the society prove that there is democratic environment. Therefore, it is not necessary to be assumed as a problem, indeed, as the opposite, with only one version will indicate limitation that controlled by interest from certain group. As with Adam's statement (2009:x) which stated that "if the past history written by the winner, then now the victims have been spoken up. History is not discussed about political elite problem anymore, but also about marginal people who involved in wave of period situation". The achievements that been successfully achieved by the formers can be accumulated as instrument to improve nationality, by realizing that it can make us wiser in the future.

Learning Source of Controversial History

Material or topic about controversial history learning must be placed properly, so it can give opportunity to the learners in learning process framework. Teacher as facilitator must be able in balancing and processing previous understanding, thought, and knowledge that owned by the learners through active involvement in history learning process. In this case, interpretation that conducted by the learners over the learning sources that they obtained should be positioned as part of good learning implementation. A teacher must be able to accommodate many argumentations from learners and then process it, thus the learners can accept it without any dissatisfaction.

Main learning source in history learning is a teacher/lecturer, in this case teacher/lecturer must be able to give information and knowledge to the learners about historical events. Besides that, there are textbooks and Student Worksheet which made as supporting learning source to the learners. While, for controversial history learning, basically there is many learning sources that can be used by learners in learning. According to Widiadi (2013:9-15), in the implementation of controversial history learning, it may use an approach based Document Analysis and Interpretation to the Historical Texts (ADITS- Analisis Dokumen dan Interpretasi terhadap Teks Sejarah) activity. First, historical document analysis activity is a learning approach which heavily pointed to the student's involvement independently in order to interpret historical sources though primary sources, in this case, primary sources mean it is not must be written document but many historical sources in any forms that available in their nearest environment. Any forms of those primary sources then related with the topic of history learning. In this case, the role of a teacher is demanded to be able to manage, guide, develop, and also direct the learners in the implementation process of historical document analysis activity. Main goal in this document analysis activity is assisting the learners in reconstructing historical events based on methodological thinking ability and historical historiography, thus the historical events will be seen as real, objective, and scientific.

Second, the implementation of history learning with the strategy of historical text interpretation, which is the next process from history learning based document analysis. In this case, the learners given by chance to do interpretation activity based the collected learning sources. The historical texts mean not only written sources, but also other media which consists of information about past events or phenomena (Widiadi, 2013:16). Thus, the learners will be involved directly in historical reconstruction process and not only be a

place to gain historical indoctrination. Therefore, both approaches above must be achieved in order to reach conducive controversial history learning implementation.

The use of another learning source also can be implemented in order to support controversial history learning such as by using approach based mass media, both print and electronic. In this digital era, information flow goes rapidly and easy to be accessed by all people, started from lower, middle, and upper class. According to Astrid (in Suherman, 1995:16) stated that in England, mass media made as the fourth pillar-after king, parliament, and church-because its ability in spreading message and affecting mass. Topic in mass media always related to the event that happened in society, politics, social, economy, culture, religion, and so on. Its large coverage starting from local, national, and international level has possibility to be used as learning source. Moreover, information from old publisher still can be obtained through library or on-line.

Main function of mass media according to Sumadiria (2005:32) is delivering information to the society and every single information that delivered by mass media must be accurate, factual, interesting, true, fully completed, balanced, relevant, and useful. Thus, any information that published by mass media should be in order to educate people. In essentials, mass media characteristic is information that pointed to the public as the target, interpersonal relationship between communicant and communicator which have no reciprocal relationship. Therefore, interpretation and historiography factor are needed in reconstructing any information.

Way of workings or methodology from the learning based mass media is by giving chance to the learners to look for, collect, analyze, and interpret topic which consists of historical element. Before it is commanded, the teacher previously must determine the learning goal that will be achieved, and then the learners will collect sources through mass media.

After source collection through mass media conducted by the learners, it is expected that the learners will be able to understand that every historical event that been reconstructed can have many different versions. And then, the learners can share their argument with their peer accompanied by sources that they gained.

The goal from learning based mass media is building the learners who have understanding about methodology in history. Because, basically, interpretation process in the history can be conducted not only by historians and researchers, but interpretation also can be conducted by learners in order to create balancing in history learning.

When the learners experience, accept, read, or listen to an event or phenomenon either delivered through text, television, or speech then the learners will meet the world that suggested by stimulus that exist in the concrete world. Here, then interpretation will appear which shows the attitude and action. Interpretation itself means impression giving, opinion, or theoretical view to an interpretation (Nugroho 2015:136). The expectation is the learners will be able to understand that in history, the different interpretation will always exist which next will lead to the controversy. If the learners have knowledge about historical methodology then there will be an academic tolerance in their thoughts which finally those differences will make them wiser.

Basically, key to success to the controversial history learning placed in the teacher itself. According to Purwanto (2009:3-4), every teacher must have enough knowledge to understand historiography and methodology which results in history as a narrative. The teachers who don't have those two elements will tend to be unable to have and develop critical thinking and out of political hegemony of a regime which made history as legitimation instrument. As the result, history learning becomes justification over regime interpretation for a historical event and in the same time history teacher functions as political indoctrination agent over past single justification by removing socio cultural value.

A teacher must have ability in order to result historical text works which next can be made as learning material in the learning. Historical text, in this case, is not always a book, but it can be anything which displays intellectual and creativity development. When it is packaged in interesting way then it will be realization from an education innovation, thus it can be implemented in the substance of controversial history learning.

CONCLUSION

Controversy in history will always exist due to various versions which indicate that there is historiography development which accompanied by many innovations based on healthy academic climate. Controversial history learning can be made as strategy in order to improve critical thinking to the learners by conducting the learning creatively and innovatively in order to make the learners able to analyze every historical event with their own capability.

The use of learning source, both primary and secondary, can be made as facility in creating good controversial history learning. Involving learners in the learning process and giving opportunity to do interpretation process independently will give an expectation that

the learners will be able to understand the difference in history and can give tolerance. The learning based mass media can encourage the learners to have methodological knowledge and historiography. Moreover, interpretation process can make the learners will always think critically. Therefore, it is expected that a teacher should have skills in facilitating and managing controversial history learning, thus it will create useful history learning process to the learners.

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THE LOCAL WISDOM ON THE SITE OF THE HISTORICAL SITE IN SIDOARJO REGENCY AS A SOURCE OF LEARNING HISTORY IN GRADE X 1 SOFTWARE ENGINEERING AT SMK KRIAN 1 SIDOARJO

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Abstract: subjects history is the important lesson to grow characters, awareness of nationhood and goes landless water. History is a subject that instill values and knowledge about the process of change and development of the Indonesian people and the world in the past until now, so that by studying the history and gave birth to a generation is superior. In fact, history is considered as the lessons boring for students because teachers only assign students to read without providing concrete evidence of history in the life of the students. Here the teacher must be more creative in providing teaching materials on the history of the students are using historical sources is normally housed students. Source of learning is an effective tool to provide the diversity of learning so that students interested to learn.

The importance of using historical sources or sites located in the students environment as a learning resource, will be easier for students to learn the history of based on the daily life of the students. One of them is by using local wisdom found on the sites of history in the environment students. The students will know the history through their remains the history and the role of the development at this time. The teacher can accelerate the learning resources as worksheets students pictured that can be studied students anytime and anywhere. It is expected that using historical resources in the form of sites history is normally housed students, students can understand the values of the local wisdom on the sites history and used actively to the learning resources.

Key Words: local wisdom, sites history and learning resources.

Introduction

In the globalization era, had a great impact on the life of man is one of the education. learners can access learning materials with easy, impact is learners follow the flow of the growth of the more advanced. The reason for the government to adjust the curriculum and lessons with the development of the age. On the judicial aspect of the development of the curriculum 2013, based on Instruction Number 1 Year 2010 which is the acceleration of the implementation of the National Development Priority:

Enhancements to the curriculum and active learning methods based on the values of the culture of the people to establish the competitiveness of characters in the nation . So the lessons and subjects not only studied but also formed characters learners through the learning process. One of the subjects that can support this is the history of Indonesia that has been applied in the curriculum 2013. According to Wasino, learning history should begin from the facts of history that are close to the living environment Children, then on facts that are far from the dwelling place of the son . So the lesson of history can shape the character of the nation can be through local history that contains

about the local wisdom that became the basis of life participations were living, along with the students sites history as learning media history visually. According to Hayati Soebadio said that local genius (local wisdom) is also cultural identity, identity/personality culture of the nation that causes the nation is able to absorb and process foreign culture according to the characters and the ability to own . Mukminan emphasized that one of the main characteristics of developing learning the use of the learning resources as possible . The physical environment such as the school building, library, learning facility center, studio museum and the ancient site can be used to be one of the learning resources.

The purpose of this research is the genius of local or local cultural Sidoarjo can become a source of learning in grade X 1 Software Engineering at Smk Krian 1 Sidoarjo. Source of learning aims to teach the students to take the inspiration from the ability of the local culture in the face of the influence of foreign culture at the time of the two cultures was related . Learning resources both in the form of the data and the existence of certain used by students in learning individually and perfectly combined making it easier for students to achieve the goal of learning . This learning resource is designed as a learning module along with pictures of the students to learn it can be used at any time and more durable.

This research method implemented at Smk Krian 1 Sidoarjo on the class X Software Engineering 1, which took place on the highway Krian-Sidoarjo. The place was used as a data search engines and the implementation of learning resources that are used by the researchers. Because It aims to provide a descriptive in detail, full of meaning and depth about sites as a learning resource in learning history.

1. The source of

this research data using the man and sites history into the data source. Human data source function as the subject or key informants (key informers) as key spokesperson, data sources taken positively and do not randomly. The source of this data willed researchers or with the help of other people as the main tool to get the desired data. In addition, data source documents (archive) and sites history is also used in this research. This is done so that is easy to adjust to the reality of the fact that there is a field and this research in order to achieve comprehensiveness.

2. Research Data Collection techniques need to use the right method, besides that also required the selection techniques and the relevant data collection. The use of the technique and the appropriate data collection, can produce objective data. Under this will diuraikan research techniques as a way that should be taken to pengumpulkan data.

The observation : priorities, on observation done with the visit the site of the historical site in Sidoarjo Regency in order to get genuine source. The observation is also done directly kelokasi research in order to know the events in detail regarding the use of the learning resources history of local wisdom on the site of the historical site in Sidoarjo Regency

2. Interview interview conducted by the chief adviser: the key sites as well as the teacher. Before doing interviews researchers have prepared some questions that will be asked during the interview. The activities of the interview in this research done in a way that is not formal, open, flexible and not tight. This means that the interview done in accordance with the taste of informers but megarah on the depth of the information needed by the researchers in.

3. Records and archives documents: Researchers noted the various matters related to the key issues that are examined. These archives are required in this research in the form of the documents, photos, and others. In this case, the document that is used is on the site of the

historical site in Sidoarjo, assessment documents student activities in learning and the value of the students.

Data Analysis

in the process of interactive analysis and qualitative research there are three components that must be understood as researchers namely data reduction, offering data and an examination of the conclusions or verivikasi.

The results and the discussion of the teaching of history

history is a subject that instill values and knowledge about the process of change and development of the Indonesian people and the world in the past until now . The students in learning the history of able to develop competencies to think in chronological order and have the knowledge of the past. The diversity of social and culture in order to find and grow the habit the nation in the midst of the life of the world community. According to the Department of the history teaching also meant that the students will be aware of the diversity of the experience of the diversity of life experience on each of the society and the existence of different perspective toward the past to understand the present and build the knowledge and understanding to face the future .

The history of learning based on the local wisdom

According To Hayati Soebadio said that local genius is also cultural identity, identity/personality culture of the nation that causes the nation is able to absorb and process foreign culture according to the characters and the ability to own .

The local wisdom is the manifestation of the life of indigenous communities in a region that can be called with the characteristic of local culture, local wisdom a place it cannot be explained since when or who start, but most important is preserved in the era of globalization. Moendardjito says that the elements of the culture of potential areas as local genius because it has proven its ability to survive until now . They are: able to stand against the culture from outside , have the ability to accommodate the elements of culture from outside, Has capability Integrate the basic culture from outside into the original culture, has the ability to control and to be able to give direction on the cultural development.

The use of heritage or the site of the ancient site as a source of learning the history of the use of cagara culture or the site of the ancient site as learning resources that are done in the education units, has benefits for its achievements learning goals based on local wisdom. According to Law No. 5 The year 1992 about heritage, regulates that the protection and preservation of heritage must be done optimally through the protection of traditional cultural values which loaded will be the local wisdom. According to Nasution (1985: 125) stated that the use of the environment as a learning resource can be done with two ways namely with how to bring the resources of the community or the environment in the classroom and with how to bring the students to the environment . The history of learning using sites within the students and the students can be invited to visit if possible or also with brought him into the classroom is to give the photos, recording or also mengemasnya into worksheets students.

Sites in sidoarjo history

is ancient site of heritage objects that continue to conserved. The site of the ancient site can be in the form of a statue, inscription, temples and so on. The ancient site according to the understanding of the monument Ordonantie Stbl. No. 238 1931,(Undag-Undang archeological) is a monument that dilingdungi from damage or destruction. Here the data found in the good results of the interview, archives and photos will be packaged in the book student sheet. Historical Sites located in the Sidoarjo Regency is the inscription airlangga, Dermo temple complex, the discovery of the eggplant, Complex Pelawangan,

Candi Wangkal Temples, appears, funeral Site, Candi pamotan 1, Candi pamotan 2, Candi Well, Skate Temple and the Temple Tawangalun.

The discussion

teaching of history during the use of the learning resources in the form of a book or text that requires the students to read and memorize and learn the lesson materials that are far from the scope of the students. The result is the lack of understanding and the introduction of students to the history of which is normally housed students, whereas learning history that went from the environment students are very helps students to learn about the history of the

implementation of the teaching of history that went from the sites history sites students, made the students can take the values of the local wisdom local communities as an example of the development of the life of the present, so learning history has meaning for the life of the learners on the present. The learning resources are packed as worksheets students pictured that includes photos of the sites history sites students. It will be easier for students to learn because they can carry and opened at any time.

The conclusion of the use of local wisdom that there is on the site of the historical site located on the environment students can make learning history is increasingly evident in the students. In addition to learning the history will be easier for students to learn and build The understanding of the students in the local kebudaayn and the development of the life of the students is currently still take the basic elements of local wisdom in the past. The learning resources that bervariasi will make students interested to learn the history.

Suggestions

use of learning resources that bervariasi and creative will make the students more interested and semangat in the learning process. The learning resources that are located within the students should be used pc, because students will be easy to understand because the use the example in the daily life of students and real.

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THE UTILIZATION OF HISTORICAL DOCUMENTS AS AN EFFORT TO IMPROVE THE UNDERSTANDING OF STUDENTS' HISTORY

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Abstract: Good learning process requires an active participation of the students in the learning process. One way to increase the students' active participation can be done by utilizing historical documents in the learning process. Documents can also be used to train students to think critically and see how far the students' understanding of historical events. The method applied in this study is a qualitative method. The researcher conducted some tests on 100 students of class XI IIS by displaying the document. Then the students were asked to give feedback regarding the events contained in the document. Students who become the object of this study were the students of SMAK Santo Yusup Malang Colleges. Results from this study showed that by utilizing the historical documents is able to enhance students' understanding of history. It is proved by the increasing of students' ability in understanding the events happen in the present based on the past events.

Keywords: Historical Document, History Comprehension

Background

Learning is an activity carried out consciously and deliberately, therefore learning must have a purpose. The purpose of learning is to help the students to acquire a wide range of experience which can increase students' behavior, both in quality and quantity. This behaviour includes knowledge, skills, and values of the norm that serves as a controller students' attitude and behavior (Darsono, 2000: 25). Learning is also defined as a process of interaction between learners and the environment to improve the students' behaviour (Kunandar, 2007: 187). Uno also explained that learning has the nature of planning or designing an attempt to educate the students to achieve the desired goal (Uno, 2006: 77). Learning is a process of educating students that is planned, implemented and evaluated systematically so that the learner can achieve the learning objectives actively, effectively and innovatively (Sa'ud, 2010: 124). Abidin (2014: 2) states that learning as a process taken by students to acquire a range of skills, aptitudes and attitudes by involving all of their potential. Based on the opinion above, we can conclude that learning in this study is an activity of learners with its environment by design and purpose.

History is an appropriate means to teach students to think critically by consistently asking about the originality of a historical event. However, in practice the history teaching emphasizes more on cognitive aspects, so that later history is considered as a lesson containing memorizing facts instead of understanding. It can be inferred that there have been deviations either from teachers, students, teaching materials, media or evaluation used during this learning process. It is importance to evaluate during the learning process needs. Assesment for students can be seen by the evaluation results. The evaluation results are the outcomes achieved in the form of numbers or scores after achievement test given at the end of each lesson (Dimiyati and Mudjiono, 2006: 3). According to Bloom and his colleagues, behavior is created by learning outcomes including cognitive, affective, and psychomotor (Arikunto, 2006: 117). On the other hand, teachers also need to evaluate the media, materials, and models applied during the learning takes place.

Good learning process requires an active participation of learners in the learning process. This is consistent with the statement of Cambourne (1990) in Warsono and Hariyanto (2012: 2) that learning as relationships, identifying patterns of learning, organizing small parts knowledge, behaviors, activities previously not associated, into a new pattern intact thorough for learners. This definition underscores the need for a relationship, which means that learners should be actively involved in the learning process.

The definition also confirmed to organize activities that were not originally related to turn into a new integrated activity. The connection with the teaching of history in the classroom is to enhance one of the students' active roles which can be done by utilizing historical documents in the learning process. According Aqib (2013: 51), there are two types of learning resources i.e. *By Design Learning Resource* is a source of learning which are designed particularly to achieve the learning objectives such as: textbooks, modules, audio program, video, and so on. *Learning Resource by Utilization* is the available learning resources and can be used for learning purposes such as: temples, newspapers, news broadcasts, and so on. Learning resources are everything surrounds the learning activities that can functionally be used to help optimize learning outcomes (Sanjaya, 2012: 228). The materials referred to a source of (teaching) learning process are something that delivers a message for teaching purposes (Sudirman, NK (1991) in Djamarah and Zain (2010: 43)). According to Sudirman et al (1991: 203) in Djamarah and Aswan (2010: 49) suggested a variety of learning resources as follows: human (people), materials (materials), environment (setting); tools and equipment (tools and equipment), and activity (activities).

Activity (activities) includes programmed teaching, simulations, study trips and modules teaching system. According Sadiman, et al (1986: 4-6) kinds of learning resources are people, materials (materials), tools (devise), technique and the environment or setting.

In this learning method, learning resources used is document. Documents can be used to train students to be able to think critically and see to what extent students understanding of historical events. Documents cited in this study are the pictures and articles about a historical event.

Research Methods

The method applied in this study is qualitative. Researchers conducted tests on 100 students of class XI IIS by displaying different document. Then the students were asked to give feedback regarding the events contained in pictures and documents. The subjects were students SMAK Santo Yusup Malang Colleges. The number of class XI students in this school is 194, but there are only 100 children selected randomly. The goal is to see how the students understanding towards a historical event in general. The comprehension question is 1) the ability of learners to understand the present based on the past, 2) the ability to filter from the image and document and build a clear and sensible outline, 3) ability to live up the history description, the answer is based on questions that need deep thinking about the situation of particular time and 4) the ability to answer factual questions about the historical figures and events (Wineburg, 2006: 48-49).

Findings and Discussion

Results from this study showed that by the utilization of historical documents can improve students understanding on history. Document is a written or printed letters that can be used as evidence statements (Dictionary of Indonesian). This document can be recorded sound, image, text created in printed or electronic form. While historical documents are written or printed, letters can be used to prove a historical event. In this study, the historical documents used are pictures and articles. In this history teaching method, document has a role as a source of history.

These documents are then analyzed by learners. Interaction between learners and this document becomes one way to make students actively involved in the learning process. The role of the teacher is as a facilitator during the learning process. Facilitator means a teacher is someone who knows the strengths and abilities of each learner and

helps him to feel convenient in sharing hopes, concerns and ideas (Warsono and Hariyanto, 2012: 20). Basically, teachers that are teaching and students that are learning is a single dual soul united body in separations between teachers and students (Djamarah and Aswan, 2010: 39).

In this study, learners are given pictures of the Malang in colonial times such as the picture Kayutangan Church, Ijen Church, City Square, Splendid, Sarinah, and Ursuline Dormitory. Before the pictures given, the teacher must give a brief description first about the city of Malang in the colonial period including the reason the Dutch chose to stay in Malang and what is the role of the Malang. Once the material is delivered then the learners are given pictures to support the explanation.

When the historical documents in form of images are given to the students, they are asked to respond to the results which are far from expectations. Learners leave honest comments, they tend to be confused with the intended question. Comments are only on physical appearance just like "This is the image of the Kayutangan Church, nice building, multi-storey, the road not on the asphalt" and other comments. With the help of a teacher to lead learners to explain further what is known by learners from the image. To assist learners in making an understanding, then write in a narrative form.

The purpose of this study was to utilize a historical document as an effort to improve students understanding of history. If the document is an image of history stand alone without any support resource or explanation from the teacher, so the result is nil or useless. To obtain optimal results, historical documents in form of image should be supported with the article explanation of the image. What is important is the image used is really helpful to support the material, not just a decoration. The explanation of the article can be found in the picture.

From this study, it can be assessed that the use of historical documents can improve the understanding of the history of the students. The efforts to increase the students' understanding proved by the increasing of learners' ability in understanding the present based on the past. It can be seen from the results of the learner comments analysis about the photos of Malang on the Dutch colonial period. Photos are used to demonstrate to students the developments taking place in the city of Malang from the Colonial period to the present. Initially learners only explain about its physical condition. But after reading and listening to the explanation from the teacher, the description submitted become

increasingly critical and in-depth. As in when students were asked to explain the Ursuline hostel in Malang image below.



"This is a picture of the Ursuline dormitory. The building is located in Malang built in Colonial era, this can be seen from the details of its architecture. The building has plenty of rooms for its function as a dormitory for the nuns of the Ursuline order (Santa Ursula). Colonial building in this period was built with lots of windows with a view to accelerate the air circulation. Malang at that time was different from today, where the air was cooler and colder. Situated in a strategic region among a lot of mountains, and close to Surabaya, Malang developed as a residential area for the Dutch people. For it is not surprising that we can see the heritage of colonial buildings in Malang. Most of the colonial buildings have been transformed their functions, but the shape of the building sometimes remains untouched. One of them is the Ursulin dormitory building that currently exists in Celaket. "

From the description of such learners, it can be assessed that the presence of teachers' notes, resource books and precise image can improve the ability of learners in critical thinking and the imagination of learners about objects, relics or historical events. However, there are difference comparisons regarding the building in the present and the past, both in terms of architecture and function explained that the document can assist learners in understanding the past and its relevance today. The dormitory building is still in use today, but no longer as a dormitory but a school. Having this explanation, learners do not only take history as a material but also can directly view and assess its legacy around them.

The next level of students' historical understanding is based on its ability to filter out historical documents to establish a clear and reasonable description. Filtering ability of learners in historical documents can be seen from their attempt to classify similar or related images. From the pictures, they were then asked to make a description related to the arrangement of the picture. In this case, the researcher gave a picture of an ancient writings from ancient civilizations in the world such as cuneiform, hieroglyph, pictograph, and the Greek characters.

From the description results created by learners, they generally do not know which letters were first developed. They can only see what civilization which first developed, and equated with the development of writing. From the results of this analysis presented in the following description:

"The letters first grown in the world is the letter that was used in the Mesopotamian civilization. Mesopotamia used cuneiform which is used to record the things that are important for its kingdom. The use of cuneiform then developed in the form of a pictograph, where the images can be used to describe a word. These characters were later adopted by the Egyptians to make hieroglyph. Hieroglyph was almost similar to the pictograph but pictures of animals used are different, in accordance with the surrounding natural conditions. Hieroglyph characters were later adopted by the Greeks. However, because the manufacturing is difficult, these characters are eventually made simpler for more practical use. So we can conclude that the writings or characters that develop in one area can also be used in other areas, but the function and shape adapted to the existing culture. Besides, the adoption of these characters was associated with an increased intensity of inter region trade. Thus it can speed up the exchange of culture".

From the description written by the students can be assessed that the learners are able to provide a clear and logical explanation. Why do people today use an alphabet similar to the developed characters in Greece. These characters had passes through a long process that ultimately made simpler, so that everyone can write. Writing culture is the beginning of the history of civilization. From this analysis, we can see that there is no fully understanding for the learners simply by looking at a picture. However, changes in the form of characters can be understood by reference to the images. In this case the image helped the students to see directly to the changes that occur in the development of existing characters. The role of teachers is very important to encourage learners to see the changes. And explains which writing is first developed to explain the evidence to learners.

The next historical understanding is that learners are able to answer questions based on facts about the figures and events of history. This understanding is tested by providing questions to the students about the facts in the history of Indonesia. In historical documents given to learners, there are questions related to the image at the back.

In every image given to the learner, there is a question behind it of asking the facts about the image. This question is intended to determine how far the students' understanding of a historical event is. From the results of this question, learners tend to be weak in responding to the facts. It is contrary to the teaching that has been undertaken in schools, where teachers give more emphasis on cognitive aspects in the form of questions that require memorizing of students. Problems like this are easier to make and more easily corrected. But this type of questions makes students become more like computers which only understand the facts without analysis capabilities to make sense of the facts. Then why do we tend to forget a historical event easily.

Underwood stated that forgetful is influenced by overwriting interpretation or interference, that we forget because of the guarding or retention (retention) us on a particular item is overwritten by other items that we studied which are similar to that particular item (Hill, 2014: 279). To overcome the problem, it is necessary to give meaningful and memorable learning for learners. When learners acquire knowledge by themselves, they can remember and not forget it easily. Because the knowledge they acquired by themselves left an impression for them. For that reason, it is required an active role of the students, so that this memory can last a long time and is not easy to forget.

The next students understanding is during the learning process, learners become more active and critical. This is seen by the personal will of the students to read supporting resource books. In making a clear and logical explanation, learners need books source to support his assertion. As long as the learners read the source, they compare what is written in the book and what they see in the picture. The pictures received by students are not something they have already known. For that reason, they need to read the supporting source books. Here is where the role of teachers to help students determine the correct supporting source books that can help students to understand the material.

Learning resource that is most easily used by students is a textbook. In reading a book is common to have difference understanding from one to another. So that during this process the teacher's role becomes important to give an explanation to the students. Students will also be more likely to ask the teacher about material was being read. In order

to satisfy the curiosity of the students, teachers should first read the material that will be delivered. So that students will be more interested in the material presented. Because learning is basically a mean to collect some knowledge (Imron, 1996: 2).

So the teaching of history by utilizing historical documents is good to apply in the learning process. In addition to increase knowledge about the history, the utilization of the document can also help learners to capture the values contained in a historical event. All events in history contain the values that we all always be prudent in the face of the future (Ali, 2005: 351). In a history lesson, the teacher can insert the positive values to the students in order to have better appreciation or respect to the history, especially the history of their own nation.

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THINKING HISTORICALLY WITH PHOTOGRAPHS: SOME EXAMPLARY TEACHING PRACTICES

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Abstract: Photographs can be used in the history classroom setting. As primary sources, photographs are easy to find in the digital era. The historical source is one of the elements of the historical thinking. The photograph, as historical evidences, are beneficial for students. They can be used as the element of the historical thinking. I would like to present how to use the primary sources in the classroom. In this article, I clarify the historical thinking, the usefulness of the historical sources, and the exemplary teaching practices of the historical photographs.

Keywords: historical thinking, primary source, source materials, photograph, evidence, image.

Introduction

We face challenges in using visual historical sources. Digital historical images can be used as part of more active and rigorous history classrooms. Digital historical images as historical evidences can be beneficial for students to think historically. Evidence analysis is authentic learning, requiring students to compare information and judge its accuracy, develop and test hypotheses, and formulate and revise interpretation. When students study the time period with picture, arts, photo, it helps students better understand abstract concepts. And this way helps make history more interesting to students (Suh, 2013). Analyzing photographs as primary sources is interesting. When they can be utilized in the classroom setting. It can foster higher order thinking. Historical evidence can be employed as basis for historical understanding (Bickford III, 2010). Primary sources are one of the most important forms of evidence (Barton, 2005). The use of primary sources in the history lesson classroom can promote student-centered learning and the construction of knowledge (Anderson, 2013).

I want the students to be engaged in the process of historical inquiry. I ask them to analyze and interpret historical evidence, make historical arguments, and engage in historical debates. We, as history teacher, facilitate the ability to think historically by using primary sources. I hope that teaching with primary sources can be an alternative to lecture, textbooks, and worksheets. In order to use primary sources to promote students' historical

thinking, we should be more thoughtful about how to use them. I want them to practice the historical thinking.

We easily can ask students to apply and analyze a number of aspects of the event (Peterson *et al*, 2002). A photograph-based activity engage the students in using the primary sources. Historians work with evidence such as photographs. By using them, the purpose of teaching students to think historically about the historical evidence is not to produce scores of historians, but rather to develop civically competent citizens (Calahan, 2013). It can be either as classroom lesson or as an assessment activity. I am interested in how to teach thinking historically with photographs.

The presentation of this article includes some exemplary teaching practice snapshots illustrating how to teach historical thinking skill by using photographs. For this, I organize the structure of this article into three parts. I present the historical thinking definition, the usefulness of historical sources in the classroom setting. The last, I give some exemplary practice of teaching with photographs.

Historical Thinking

Historical thinking is defined as a process of using historical information, including deciphering context, perspective, point of view, and perceived facts, to understand the past (Chowen, 2005). But recently, researchers have defined the term historical thinking as simply thinking like historians. The processes include: interpreting the meaning, relevance, the value of the document, defining value, objectivity, bias, sources, tone and content when interpreting and evaluating primary sources, thinking critically, analyzing data, making and identifying generalizations, discovering biases, and recognizing perspectives. In this paper, I prefer historical thinking as the processes a person uses when examining evidence like a historian would do, thinking like historian, and thinking historically. Historical thinking requires people to be aware of the nature of history, to generate historical arguments based on the evidence available, and to evaluate the strength of such arguments. Historical thinking includes the processes in which people engage in order to consider the criteria necessary to generate and evaluate historical arguments, the limits of historical knowledge, and the certainty of that knowledge (Maggioni, 2010).

Historical thinking has several elements (Seixas & Peck, 2004). The first is significance. It deals with significant events and people and our environment over the longest periods of time. History is not chronicle of every thing that happened in the past.

Historians make decisions about what is important; students need to be able to distinguish between what is trivial and what is significant. Historical significance is determined by an event', idea', and person' long-term impact. It is also determined by our current interests and values one way to help students see the significance of the people and events they are learning about, is to organize inquiry units around big ideas or topics of continued relevance, rather than organizing the units chronologically.

The second is epistemology and evidence. It deals with authenticity and reliability. All of us rely selectively on the knowledge of experts. We can choose which historical authorities to believe. We distinguish reliable from unreliable authorities. We can trace authenticity or reliability. Children need to understand that historians draw inferences based on evidence; some inferences are better than others; some evidence is more credible. The children were more likely to believe the account at face value: they argued that the accounts were not so much different in content and more likely the vocabulary they used. On the other hand, the adults were more likely to see the accounts as authored by people with particular biases, and some understand that accounts would differ according to the questions historians asked or the nature of their investigations.

The third is continuity and change. It deals with the ability to recognize, analyze and evaluate the dynamics of historical continuity and change over periods of time varying lengths. It also relates to these patterns to larger historical processes or themes. The fourth is empathy and moral judgement. Empathy is the ability to see and understand the world from a perspective not our own. It requires imagining ourselves into the position of another. We make judgements by understanding historical actors as agents who faced decisions which had ethical consequences. We can define empathy as historical perspective taking. And the last is historical agency. It focuses on who makes historical change and in what ways are the efforts constrained by the social, political, and economic structures.

Historical Sources

To reconstruct the past, the historian must depend upon objects that survive from the past (Lichman & French, 1978). The objects are called historical evidence. If he wants to know something about independence proclamation, Indonesian Revolt, Liberal Democracy, Guided Democracy, he seeks items that might allow him to infer something about those events.

The historian always use historical evidences. First, the historian often use the documentary evidence. They are written materials. They are easy to use and can be without difficulty gathered, reproduced and stored in libraries. But beside the documentary evidence, the historian can also use the physical conditions and the physical artifacts. Second, the physical conditions can influence the lives of people in the past as much as it influence our own. For example, the earth (its topography, its soil, its climate) influence the emergence of Majapahit. When the historian is studying the Majapahit capital, he should visit the terrain and to infer its present state of the physical conditions under which the capital existed. The last, people have also built and produced what ever that often survive. They are the physical artifacts. Eventhough the capital has been dissulved, many of the important ruins still exist now, the pool, the temples. The things reveals much to the historian who is interested in the way people lived. Biside that, in the museum, there are many everyday objects from the past have survived. Pots, tools, and other physical artifacts can be used to reconstruct the past.

Historians classify their sources to reconstruct the past in three categories: primary, secondary, and tertiary. Primary sources consist of or produced by the event the historian is studying. Secondary sources consist of other evidence pertaining to and produced soon after the event. Tertiary sources are historical accounts written afterward to reconstruct the event. For example, a historian is investigating G 30 S/PKI. He would use such primary source materials as the broken glass of the door, the house, Lubang Buaya. His secondary sources might include such materials as newspaper account and memories of military and political leaders. Finally, he would examine his tertiary sources- scholars have already written. The historian will work basically with as much primary evidence as possible.

Primary sources are created by eyewitnesses to or participants in an event, who record the event or their reactions to it during or immediately following the event. These will include historical documents, pictures, letters, political cartoons, and geographical information from an original sources.

It is useful to use primary sources in the classroom setting. Primary sources help students develop and refine cognitive, investigative, deductive reasoning and problem solving skills. Students draw conclusions from information they have found through deciphering primary source materials. Those are the benefits of why we use primary sources. Primary sources are selected and used to help students connect with history on a personal level while learning and practicing essential skills in critical thinking, analysis,

synthesis, research and empathy (Cormick & Hubbard, 2011). Photos help students view the world through the eyes of the one who lived through it, breathed it and felt it.

Some Exemplary Teaching Practices

1. Teaching Empathy to First Graders

This strategy is intended to teach students to think critically about the past and feel empathy for those who lived it. The lesson is for first grade students. The teacher selects concrete examples of an abstract concept, discrimination. Photographs would allow students to inference their prior knowledge of fairness. The teacher need a graphic organizer.

The students are introduced to the concept of discrimination with a focus on segregation. By using primary sources, it might be developmentally too challenging for first graders. They are concrete learners and should be able to recognize what we mean by fairness and what mean by not fairness.

The teacher grouped a set of four historical photographs depicting segregated elementary classrooms from the late 1950s and early sixties. He asked the students to discern or differentiate similarities and differences between segregated schools prior to the civil rights movement.

The aim was that the students should compare and contrast all white and all black schools to help them construct their own sense of what is fair and equal. The discrimination is a difficult concept for first graders, because they have never experienced it. It was aimed for students to critically examine the photographs and develop their sense of what separate versus equal means to them.

The teacher presented one photograph of African- American children in one-room school house. Students can see holes in the floor and students sitting on benches rather than desks. The only books that are evident are the ones on the teacher's desks. In contrast, another photograph illustrated an attractive classroom of all white children with desks, maps on the wall, a small classroom library and a blackboard. The introduction of the historical photographs would provide concrete, real world connections to hearing the story.

The teacher asked the students to examine the pictures and identify what is similar and what is different. He wanted them to compare and contrast multiple perspective to develop empathy. To help in this process, I had them to complete a

Venn diagram to guide them in identifying how the photographs were similar and how they were different. While all the photographs represented children in their classrooms, the white school children had better desks, prettier classrooms, books on their desks, picture and maps on the wall whereas the classroom of the black children did not. Using historical photographs allowed them to see examples in a concrete fashion and prompted them to think critically about the past.

He guided the students as they carefully analyzed every detail of the pictures through questioning. How are these pictures alike and different? What do you notice about the classroom, the teacher, or the students? How would you feel if you were a student in the classroom? Which classroom would you want to be in? Why or why not? These first graders listed similarities of students, teachers, classroom and noted differences in the resources such as: books, desks, blackboards, maps and pictures on the wall. They also recognized that the African American children's clothing appeared old and worn out indicating they were poor.

2. Teaching Empathy Fourth Graders

We can make students to develop empathy, analyze problems, and develop solution in the context of Great Depression. The selected historical photographs and letters exposed the effects of the Great Depression on children in the USA. The students would view the Great Depression through the eyes of a child. This technique was used to cultivate empathy. The strategy selected for analyzing the photos was a KWL chart. The rationale for this was to engage students in observation skills, access prior knowledge, encourage curiosity, and discuss newly developed questions.

The essential question as focus is what was life like for people in our state during the Great Depression? He selected primary sources that included historical photographs from the digital history. The teacher provided groups of students a packet of historical photographs. Students were directed to construct a KWL chart (What I Know, What I Wonder, and What I have Learned) based on their initial observations of the historical photographs. The students possessed some background knowledge of the Great Depression based on their textbook readings, but lacked a demonstration of empathy for the struggles and sacrifices of individuals living during this time period. To develop historical empathy, the teacher selected

historical pictures that illustrated children's faces, their clothes, and their made shift homes. By reading the letters they could hear from the children first hand.

Quotes taken from children's letters, written to Eleanor Roosevelt, were intentionally included to inspire empathy and lay the groundwork for analyzing problems and solutions related to the Great Depression. Students segregated information on a cause-effect solution organizer. After the students completed the K and W of their chart, each group shared their observations and their "wonders". He explained that by reading the actual words that children from Alabama had written to the Elenour Rosevelt, they could develop a better sense of what it would have been like to be a child during the Great Depression. Upon reading each of the cards, he guided the students in completing a version of a cause and effect chart on the board. As the students completed the chart, he related students' idea to solve the problem with Roosevelt's New Deal.

3. Teaching critical thinking skills with images

The instructional strategy asked students to utilize critical thinking skills to discuss and interpret images related to Social Studies concepts. The activity involve children to interpret the image. The process of engaging in this activity requires students to become active thinkers and naturally integrates language arts skills of speaking and listening.

The strategy involves four steps. The first step is Describe. Each child or pair of children should be given a piece of the image. Students should have a few minutes to study the piece and then be asked to take turns describing only what they observe. We may ask "What people and objects do you see?", what looks unfamiliar or strange to you?" every member of the group has a chance to share what they see.

The second step is Infer. Ask the children guiding questions to help them think about what might be happening in their piece or parts of the image. The questions might include: "what do you think the people in your piece or part of the image? Are they listening or looking at something or someone? What makes you think so? Because each piece or part will likely have potential for many possible inferences, encourage students to consider and share at least two of their ideas to explain what might be going on in their piece. After everyone has had a chance to share their ideas about individual parts, the talk turns into the details of the images.

The last step is Interpret. As students observe the entire image, prompt them to identify details to help them confirm, negate, or revise their initial inferences. To guide students' thinking revisit observational and interpretive questions asked earlier. Ask, for example, "what do you think is happening in the picture?"

4. Making Inferences about History Using Primary Sources

The purpose of this lesson is for students to look at parts of primary sources in order to make inference and draw conclusions. They will learn that history is someone's story about the past. It can change through interpretation and the discovery of new facts in the form of primary sources. Students will work in groups to make inference about the interpretation of history. The strategy is as follows. (1) Divide the students into four groups. Tell them that each group is going to get only a portion of an old photograph. Use the photo analysis worksheet and have the students analyze their portion of the photo. As the students are making their observations, go around facilitating their discovery. (2) Tell the students that they need to work together to draw what they think the rest of the picture looks like. They can use the photo analysis worksheet. They will need to write a short paragraph about what they think is going on in the picture. (3) Have the groups take turns sharing their interpretations and inferences about the primary sources. (4) Discuss how their interpretation were different or similar. Why do they think some of their thought about the photograph were the same? (5) Tell about the photo. who do you think these people are? Where are they? What are they studying? How do you know? How is different from today? And the last (6) Talk to the students about what they learned from this assignment. Sometimes, our interpretation of a historic event changes as we learn more about the past? You could relate it to how their interpretation of a new classmate might change as they learn more about them. What we know about history is not set in stone.

5. Exploring Primary Source-based Instruction: the literacy connection

Primary source-based instruction revolves around literacy: reading, thinking, communicating. It also is most effective when connected the textbooks and other resources. The following exercise offers one method of building literacy skills using primary sources.

The students read the photograph. They concern about what they see. They are asked to examine the photograph and answer the following questions. They are asked to support their answers by referring to the content in the photo. (1) Where is this place? City? Suburb? Farm? (2) Who is in the photo? What else in the photo? (3) What is happening? (4) When does it appear this photograph was taken? And (5) Based on your answer, in one word, what type of place is shown in the photograph?

Then, the students are connected to the textbook. They try to dig what don't they see. They read and think aloud. (1) What important aspects of the scene are not shown in the photo? (2) What questions do the answers about what is and what is not in the photo raise about the topic being studied? Using the answers and the questions, read the appropriate chapter or chapter section in the textbook on the topic and also any other resources provided to check the accuracy of your answers and to answer your questions.

Based on the activities above and by referring to the photo, they ask to write a five paragraph analysis of the topic of the photograph that discusses its historical, geographic, political, economic and social aspects.

Conclusions

Teaching students to think historically is my commitment. I want the students to be engaged in the process of historical inquiry. I want them to practice the historical thinking. I ask them to analyze and interpret historical evidence, make historical arguments, and engage in communication. Historical thinking is defined as a process of using historical information, including deciphering context, perspective, point of view, and perceived facts, to understand the past. Historical thinking has several elements. The first is significance. It deals with significant events and people and our environment over the longest periods of time. The second is epistemology and evidence. It deals with authenticity and reliability. The third is continuity and change. It deals with the ability to recognize, analyze and evaluate the dynamics of historical continuity and change over periods of time varying lengths. The fourth is empathy and moral judgement. Empathy is the ability to see and understand the world from a perspective not our own. And the last is historical agency.

It is useful to use primary sources in the classroom setting. Primary sources help students develop and refine cognitive, investigative, deductive reasoning and problem

solving skills. So it can help students think historically. Teaching with primary sources can be alternative to the other methods. On the common use of primary sources is to engage students in a photograph-based activity. This is historical thinking.

Teaching with photographs, there are some five exemplary teaching practices. First the students were asked to think critically about the past and feel empathy. The lesson is for first grade students. The students compare and contrast all white and all black schools. Second, the teacher asked the students to develop empathy, analyze problems, and develop solution in the context of Great Depression. To develop historical empathy, the teacher selected pictures that illustrated children's faces, their clothes, and made shift homes. Third, the teacher asked the students to utilize critical thinking skills. The activity requires students to become active thinkers and naturally integrates their arts skills of speaking and listening. Fourth, the teacher asked the students to make inference and draw conclusions. Fifth, the teacher asked the students to read, think, and communicate. They construct historical arguments.

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TEACHING STRATEGIES FOR HISTORY- THE FIJIAN PERSPECTIVE

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Abstract: School education in Fiji supports the learning and development of positive attitudes in all children and students and empowers them with a firm foundation of knowledge, skills and values to maximize their potential to meet the challenges of living in a dynamic Fiji and in the global society. This paper outlines the structure and status of history as a subject in the Fijian education system. It also outlines the various avenues and strategies employed by the respective stakeholders in order to make the study of history more lucrative than it is now.

Keywords: Key Learning Area (KLA), SSED, Social Science, Year level.

Introduction

The Fijian law requires that all children, regardless of gender, race and ethnic affiliation, have access to education, which is under the responsibility of the Ministry of Education. The government has drawn up educational programs such as the formulation of policies that will cater to the needs of the students, raising the quality of relevant education, and making students less dependent on the labor market but capable of venturing into self-employment after completion of their course. The educational system consists of three levels which are the primary, secondary and higher education. The 6-year primary education is not compulsory but is free to all school-age children. The subjects taught in this level include Mathematics, English, Health Science, Social Science, Elementary Science, Music, Computer, Physical Education, and Arts and Crafts.

The secondary education is offered for four years from Grade 9 to Grade 12. The subjects taught in the secondary or high school level are Mathematics, English, which are compulsory, Fijian and Hindu languages, Technical Drawing, Woodworks, Metal Works, Home Economics, Computer, Chemistry, Physics, Biology, Agricultural Science, History and Geography.

The higher education is offered in universities or collegiate institutions led by the University of the South Pacific, which is financed by 12 countries in the region, and the University of Fiji. The other institutes include the Fiji School of Medicine, Fiji Institute of Technology, and the Teachers College.

Public schools in Fiji

Public schools in Fiji are open to expat enrolment, but are rarely used due to somewhat erratic educational standards. Furthermore, parents are often reluctant to send students to these schools because they find the curriculum one-sided, and children who regularly move in and out of school systems may find the experience limited. While public schools are

theoretically mixed-race, socio-economic issues and the geographic distribution of ethnic groups mean that in practice this is not always the case.

In many villages there are small schools with teachers doing their best to serve the students across a variety of educational levels. Funding from the cash-strapped Fijian government is often inadequate, and the resulting quality of government schools is not as high as that of private schools.

Private and International schools in Fiji

The most popular option for expats in Fiji is one of the country's "international" schools, located in Suva and Nadi, respectively. The fees are expensive by Fijian standards, and only wealthy Fijian nationals can afford them. Expats intending for their child to attend an international school should make provision for school fees as part of an expatriate salary package, if the opportunity exists to do so.

The Yat Sen private school in Suva is also popular with Fiji's Chinese community and expats seeking an immersive Chinese education. Other options for expat parents include Grammar and Marist Brothers schools, both of which have strong educational and sporting programmes.

Schooling system in Fiji

Primary school education in [Fiji](#) is compulsory and free for eight years. In 1998, the gross primary enrollment ratio was 110.5 percent, and the net primary enrollment rate was 99.4 percent. As of 2001, attendance was decreasing due to security concerns and the burden of school fees, often due to the cost of transport. Following the government coup in May 2000, more than 5,000 students were reported to have left school.

Fijian Education is a combination of [multiculturalism](#) and [multi-racialism](#) and allows for the guidance and administration of numerous religious organizations. The Ministry of Education in Fiji is taking major steps to subsidize the educational fees and other costs related to it and hence bringing it under the affordability of everyone.

The ministry is concerned about all the aspects of education and it is putting all the efforts to judiciously allocate the educational resources to everybody and especially to the rural areas. Various education policies are formulated and it highlights the primary areas like in-service training, personnel management along with the budgetary features.

The Fiji Education System is taken care of by the government but most of the schools are managed either by the local committees or by a single racial community. One can get admitted to the secondary schools by appearing in the competitive exams and the student has to pay a nominal fee, the balance being subsidized by the government.

Technical education is mostly under the [University of the South Pacific](#). The Pacific and Fiji Island government funds the budget. The learning experience is enhanced much more by broadcasting the lessons through the satellite so that the interior pupils also gain the University benefits. Technical, Agricultural, Medical Education, Teachers training and all

the various Fiji education are provided well by the Fijian institutions and universities. A second university, the [University of Fiji](#), has also been established.

Primary Education

In Fiji, the role of government in education is to provide an environment in which children realize their full potential, and school is free from age 6 to 16. Primary schools are encouraged to develop in interaction with local communities, to be creative, and to find the different sparks that ignite the minds of every child.

Secondary Education

High school education may continue for a total of 5 years following an entry examination. Students either leave after 3 years with a Fiji school leaving certificate, or remain on to complete their final 2 years and qualify for tertiary education.

Vocational Education

Just a handful of secondary schools offer any form of vocational orientation and the system remains largely academic and examination orientated. The Fiji national training council has ambitious programs in place to correct this gap in line with internationally accepted standards.

Tertiary Education

Fiji Polytechnic School provides training in several trade and apprenticeship courses, and other shorter diplomas in engineering, hotel catering and business studies. There are also teacher training colleges, and other colleges specializing in agriculture, medicine and technology.

The University of the South Pacific which is funded internationally is dispersed throughout Oceania and enjoys a good reputation. Its Fiji campuses are located on Lautoka and Kiribati Islands.

History in the School System

This subject is categorised under the Key Learning Area (KLA) Studies of Society and Economic Development together with Geography, Accounting, Law, and Politics. Though history is not taught as a separate subject in primary schools in Fiji, it forms an integral part of the curriculum. The study of history is integrated with Social Studies in Primary school which starts from year 3 and finishes at year 8. The same is the case for secondary school students who also study history as part of social science studies from year 9 to 10. It is only from year 11 that history is offered separately as a subject for secondary school students which ends at year 13. The structure of studies in history which fall under the SSED discipline can be outlined as follows:

Studies of Society and Economic Development provides children and students with the opportunity to investigate people and events in relation to their culture, resources and environment, enabling them to gain a better understanding of how individuals and groups interact with each other and their environment. It enables children and students to develop

knowledge of the Fiji islands and its place in the global community; the diversity of its land and people; their cultural and environmental heritage; and their political, legal and economic systems. Study of Society and Economic development aims at assisting young people with the development of a cultural ethnic in which respect for different cultures and societies is valued.

History at Primary Level

As mentioned earlier, History is incorporated into the Key Learning Area (KLA) of Social Studies/ Science from Years 1 to 8. The Social Science/Studies resource material from years 1 to 8 consists of 4 Strands (Topics) which are further sub-divided into 8 sub- strands (sub topics) i.e 2 sub strands per strand. History is covered in the second strand namely: Time, Continuity and Change. This strand is sub-divided into 2 sub strands which are 1) Understanding the past, 2) Continuity and change. The coverage for this strand includes the study of the following events:

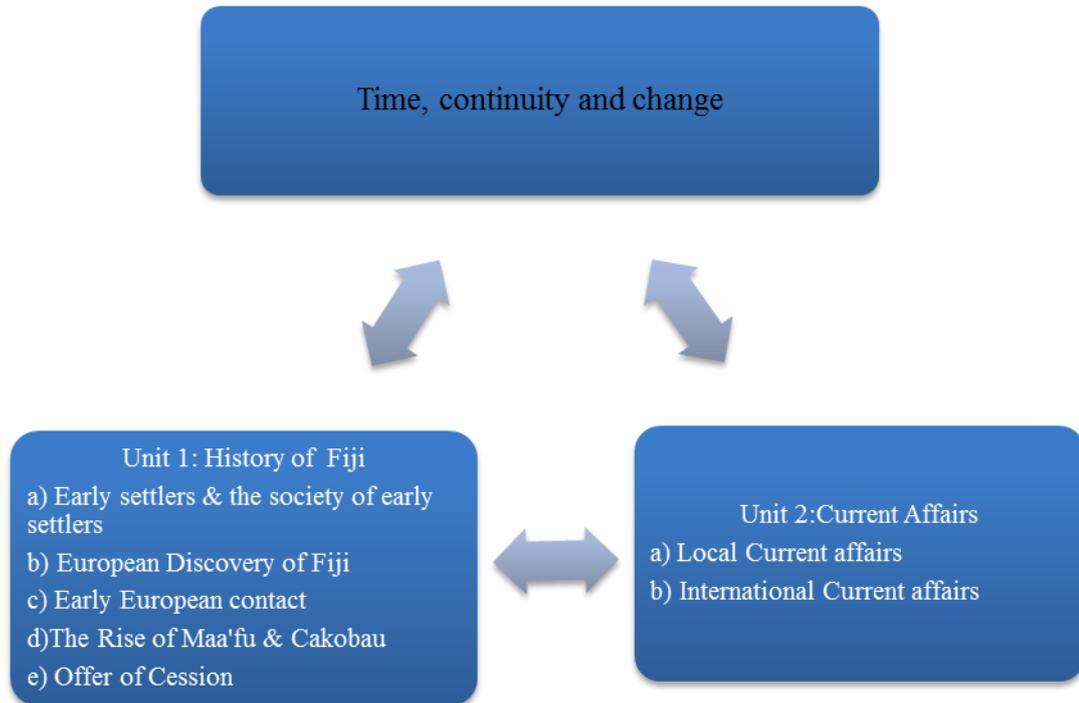
1. History of Fiji- Pre-contact to Contact Period
2. Deed of Cession
3. Fiji's Independence
4. Leadership in Fiji
5. Government Administration
6. Constitution and its importance
7. Cabinet Ministers
8. Colonisation in the Pacific
9. Types of leadership in the Pacific
10. Election procedures

Through the various teaching strategies and activities during the teaching learning process, students are expected to achieve the following objectives:

1. Describe the Deed of Cession and give reasons as to why Fiji was ceded to Great Britain
2. Emphasise the important events that took place during the deed of cession
3. Stress the significance of the Deed of Cession to Fiji's history and present
4. Identify and collect information on the establishment of people in the Pacific
5. Sort and describe the influences of colonization in their own country as well as other Pacific island countries
6. Demonstrate the positive and negative impacts of colonization on the different Pacific island countries
7. Identify and sort the various forms of leaders/leaderships that exist in the Pacific
8. Compare and contrast the leadership characteristics of each Pacific island country
9. Discuss the influence of colonization on their leadership style

History at High School level

The study of history is also a part of Social Science coverage for years 9 and 10. The materials covered include:



Students are exposed to the study of history from the primary school level but it's only from year 11 until year 13 where they are offered history as a subject by itself. The year 11 to 13 history content is as follows:

1. Fiji and International Relations
2. Fiji and New Zealand
3. Fiji and the two Chinas
4. Fiji and Australia
5. Fiji and India
6. Fiji and the European Union
7. Fiji and the World

History students at various levels are encouraged to participate in a wide variety of activities ranging from role plays depicting the history of Fiji, Cession and Independence, Essay writing competitions, Poster making, mini research projects, and field visits for e.g visiting the Fiji Museum during the open day programs organized at regular intervals especially for the school students.

History at University Level

History offered at university level can be taken as a single as well as a double major program. The following Bachelor of Arts degree combinations are available for students wishing to undertake a qualification in the field of history:

1. Bachelor of Arts in History (Single major)
2. Bachelor of Arts in History/ Geography (Double major)

3. Bachelor of Arts in History/Language & Literature (Double major)
4. Bachelor of Arts in History/ Law (Double major)
5. Bachelor of Arts in History/ Landuse Planning (Double major)
6. Bachelor of Education in History (Single major)
7. Bachelor of Education in History/ Geography (Double major)
8. Bachelor of Education in History/ Language & Literature (Double major)

The normal Bachelor's degree program runs for three complete years for full-time students while part time studies normally require more time for completion. The duration of Master of Arts majoring in History is two years for full time students while three to four years for part timers. A Doctoral degree in History through full time normally ranges from three to four years whereas part time studies might even take seven to eight years to complete.

During the teaching and learning processes for the above mentioned programs, students are required to attend 1-3 hour lectures on a weekly basis followed by tutorials whereby a tutor has direct contact with students divided in groups ranging from 10-15 students per group. It is during this period that students actively participate in discussions and carry out research and presentations based on the course outline and learning objectives required of each course. At the end of each semester, students sit exams which form an integral part of each course/unit of study undertaken during the 6 semester program.

Resources for teaching History

The Ministry of Education provides various resource materials for the teaching and learning of history as a subject for primary as well as secondary school students. The universities however have to develop their own resources for the available programs. In order to enhance the study of history at school level, the Ministry of Education has declared various programs, one of which being Fiji Museum Open day which is the most significant and relevant one. Under this scheme, primary as well as secondary school students are encouraged to visit the Fiji Museum on certain days and observe Fiji's culture and heritage as preserved. This is carried out at regular intervals and all schools are encouraged to participate at no financial burdens at all. The National Archives of Fiji equally has as important part as the Fiji Museum in preserving Fiji's history and cultural heritage. The role and objectives of the Fiji Museum and the National Archives of Fiji are outlined below.

The Fiji Museum

This museum offers a great journey into Fiji's historical and cultural and evolution. The museum continually undertakes archaeological research and collects and preserves oral traditions. Many of these are published in Domodomo, a quarterly journal on history, language, culture, art and natural history that is available in the museum's gift shop. The museum has excellent open days on the last Saturday of every month, with live music, traditional dance (and sometime firewalkers), poetry, food and craft stalls.

The Fiji Museum maintains a Reference Library and Archive containing over 12,000 books, 11,000 photographs and other documents. The Reference Library and Archive has items not held in any other library in the world, including maps, old newspapers, oral history cassettes, rare books and a range of small brochures and pictures not in book form.

The Library represents the interests of the original members of the Fiji Society from 1938, as well as the succession of Fiji Museum Directors. It has a main emphasis on Archaeology, Anthropology and History of the South Pacific, Ethnology, Entomology, Ornithology and Other Natural History, Primitive Art, and Museology.

The National Archives of Fiji

The National Archives was established in 1954 as the Central Archives of Fiji and the Western Pacific High Commission. In July 1971, less than a year after Fiji gained Independence, the Central Archives of Fiji and the Western Pacific High Commission officially became the National Archives of Fiji.

School as well as tertiary students frequently visits this facility as it helps them in research which is a significant component of history studies in the Fijian education system.

Objectives

- Ensure the safe custody and proper preservation of public records
- Make these records available to Government for reference purposes and to members of the public.

Functions

- Evaluate public records and select and take into custody for proper preservation those, which have administrative, legal, informational and historical value.
- Authorizes the destruction of those public records, which are of no enduring value i.e. historical, informational, legal and fiscal.
- Arranges, describes and publicizes records held to facilitate easy retrieval and promote scholarly research among them.
- Safeguard the integrity of public records by ensuring their proper security and safe custody and by promoting their better preservation

Sigatoka Sand Dunes National Park

The dunes were designated Fiji's first National Park in July 1989 and consequently came under the management of the National Trust of Fiji Islands. The dunes are now an important educational and recreational point for locals and tourists. Apart from being a key tourist destination, the dunes are an important source of archaeological artifacts and information for local and foreign universities and archaeological institutes.

The National Park is of great importance for educational and recreational use and is a milestone in Fiji's drive for environment conservation. The dunes contain a diverse mixture of endemic and introduced plant species. The National Park also plays host to 22 species of bird, eight of which are endemic to Fiji, including the Fiji Bush Warbler, Fiji Goshawk, Orange-

breasted Mycenaean, Skinks, Lizards, Geckos and Fruit bats find refuge in the park's diverse habitats.

La pita History

[The Sigatoka Sand Dunes](#) are famous for their rich archaeological history. The first significant clues to man's arrival in Fiji were discovered at the Park in the late 1980's when a team of archaeologists uncovered an ancient burial site. To date over 50 individuals have been excavated and their arrival has been dated to approximately 2600 years ago. Scatters of pottery shards and other cultural materials found within the dunes have led experts to believe that these early inhabitants are of Lapita origin. Lapita takes its name from an archaeological site in New Caledonia where similar pottery was first discovered.

The Sand Dunes are widely used in schools as well as universities to teach students about the La pita culture, its origins and significance in Fiji's history.

Deed of Cession Stone, Levuka

Heritage at School

The school curriculum is set by central government and does not specifically include heritage as a subject. Social studies and History are optional subjects which do include some element of heritage education, but not specifically so. The Levuka Heritage Committee, with assistance from the Provincial Council has included heritage education and awareness raising at village level.

Students in Heritage Conservation

The University of the South Pacific has, for several years now, visited Levuka for field studies. These visits, usually of three days duration include a detailed briefing about the heritage of Levuka, and the students themselves go out and collect data and information. Several overseas universities and schools have visited Levuka during recent years. The Simon Fraser University in conjunction with the Levuka Town Council, the University of the South Pacific, the Fiji Museum and the National Trust brought groups of students to Levuka to undertake archaeological survey work. Local students are also encouraged to visit The Deed of Cession Stone site in Levuka in order to enhance their understanding of Fiji's history as well as vouch for the conservation and protection of Fiji's National Heritage site.

Conclusion

The mission of the Ministry of Education is to develop all children to their full potential, nurture them to be better citizens who care and love for one another, have a deep sense of patriotism for their country and be able to participate fully in its social and economic development. The provision of education in Fiji is based upon a core of intrinsic and enduring values. These are: cultural understanding, empathy and tolerance; human rights, human dignity and responsibility; safety and security for all; civic pride; honesty, fairness and respect for truth and justice; integrity; environmental sustainability; peace and prosperity; flexibility; lifelong learning; compassion; sense of family and community; faith; and creativity.

According to the National Curriculum Framework of 2007, school education in Fiji will support the learning and development of positive attitudes in all children and students and empower them with a firm foundation of knowledge, skills and values to maximize their potential to meet the challenges of living in a dynamic Fiji and in the global society. Education in schools will contribute to the spiritual, intellectual, cultural, social, emotional, aesthetic and physical development of students who will have reverence for God. They will grow into healthy, happy and caring citizens. Students will be committed to: cultural, multicultural, and religious understanding and tolerance; harmonious living; global co-existence; and the promotion of environmental sustainability. Students will be informed, creative, responsible and productive citizens contributing to a peaceful, prosperous and just society.

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COMPARISON OF DOCUMENTS UTILIZATION AS A SOURCE OF LEARNING HISTORY AT THE LEVEL OF SCHOOLS AND COLLEGE TO INCREASE CRITICAL THINKING SKILL AND CONTEXTUAL LEARNING

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Abstract: Learning history document-based are familiar. But how much its utilization need to be researched and maximized. This study aims to know: (1) level of understanding about the document as a source of learning history at school and college level, (2) how much the utilization of documents as a source of learning history, and (3) the contribution of the document as a learning resource to enhance critical historical and contextual. This research uses qualitative descriptive method. The subject of this research is the high school student, college student, and history teacher in Malang. The results of this research indicate (1) understanding of the learning resources in general and documents as a source of learning history different every level, (2) the utilization of documents in the student's level lower than a college student, use the document as a source of learning history less maximized by the teacher, and (3) utilization of documents as a source of learning history enough to contribute to enhance critical and contextual at students and student college. Documents can be used to study the controversial material through the analysis of documents and document-based debate method usage. Recommendations based on the research that is so developed a model of document-based learning history for high school and college.

Keywords: learning history resources, documents, critical, contextual

Learning process in schools still dominated by a paradigm which knowledge of facts that should remember. In addition, the situation of the class is still largely focuses on teachers as the primary source of knowledge, as well as the use of method lectures as a teaching and learning strategy choice. Because of that, the need for the improvement of the quality of learning by doing a variety of ways. The learning process until this immature still gives the dominance of the teacher and do not provide access for students to thrive independently through the discovery and his thinking processes (Trianto, 2008:3).

Learning history until today still use traditional learning, lecture or empirical research, which has yet to provide enough extensive and thorough overview. Those things result in students not having a concrete understanding about history who can be applied in everyday life. Many event according to students no need to be discussed because of event already past that already are not relevant today. Thus educators must be able to associate it with the present condition so

that learning becomes contextual. In addition, the study of history must also promoting critical ability.

The document is one of the historical sources used for the learning resource. But its use in the study of history is still limited. According to Widiadi (1995:11), the limited utilization of documents and primary sources in learning in Indonesia caused two factors. *First*, and foremost, because it is so difficult to access primary sources in Indonesia, especially when it must be presented in the classroom. *Second*, not all teachers of history and historians agree, when students are given the opportunity to have the skill base of the historian. A history teacher would complain of limited time in lessons at school, so never mind accessing primary sources and to equip students with the methodology of history in order to "spend a matter" only it didn't seem enough.

High school students more use LKS and packages books as a learning history source. So less critical ability honed. Because of the use of the learning resources, controversial material only accepted students from one point of view. At the college, students are required actively searching for learning resources independently in addition to that received from the professors. However, the use of learning resources also need to be examined more deeply through the interpretation of history text books. So that both students as well as college students do not receive the material for granted, they can criticize historical materials and doing a deeper analysis.

Education history using critical learning strategy emerged as the demands are not negotiable anymore. Because, as part of a world community that barely without divider, learners are required to be able to understand the past through multidimensional understanding, so that the students can do a "dialogue" with his past, as intended, E. H. Carr (1982) holistically, and can interpret every event is not only a row of stories arranged chronologically, but it can also analyze the events of structurally. During this repetition of historical material still on secondary elementary, junior high, high school and have not yet led to an increase in the reasoning that match the level of the student's age. Kuntowijoyo (1995:3-4) suggest that the approach to history in the elementary level are the aesthetic, the ethical nature of the Junior high school level, senior high school students are critical, and the college level is academic.

Steps can be taken to improve the ability of critical thinking at the level of secondary school and academic at university level can mealui learning models, methods and appropriate learning resources. Based on the description, the author would like to know the position of the source of the history of particular documents in the study of history. Utilization of document to compare it at the level of schools and universities. As well as providing an alternative to use documents as a source of fun learning history.

METHOD

This research is a descriptive examination merupakan with qualitative approaches. The purpose of this study was to describe the document as a resource utilization comparison study of history in schools and universities, as well as his contribution in improving the ability of the contextual and critical thinking. Qualitative research is the research methods based on the philosophy of postmodernism, is used to examine the conditions of natural objects in which the researcher is as key instruments (Sugiyono, 2010:15).

The Presence Of Researchers

According to Sugiyono (2008:8) the position of the observer is as a researcher, i.e. observing directly the object of research. The qualitative approach in principle is in need of a natural setting This research requires researchers to plungedirectly into the field. Then the steps that researchers so that research can be usedwell underway are:

1. Researchers conducting the observation of learning history in some senior high school in the Malang to find initial data
2. Researchers conduct interviews beginning with history teacher, students in high school and college students of history.

The Data Source

Data source this study consists of:

1. Primary Source, the data is in the form of verbal or spoken words orally, gestures or behavior that is performed by a subject that can be trusted, which is the subject of the study or the informant with regard to the variables examined or data obtained from respondents directly (Arikunto, 2010: 22).
2. Secondary Source, the data is retrieved from the data gathering techniques that support the primary data. In this study were obtained from observations made by the author of

the study and the library. This secondary source can be said to be derived from graphical documents like tables, notes, SMS, photos and others (Arikunto, 2010:22).

The data source in this study are the teachers, students and college students in history department that makes use of the document as a learning resource in the learning process in the classroom. These sources are retrieved directly from the informants in the field through in-depth interviews, observation and documentation. The interview and information digs will be carried out at various parties such as:

1. History teacher in high school, vocational school in the city of Malang and Malang Regency
2. Students of senior high school and vocational high school in Malang
3. College student in history department

In a purposive sample, large sample determined by consideration of the information. In this connection Nasution (1988) in Sugiyono (2010:302) explained that the determination of sample unit (the respondents) are considered to have been adequate if they have come to the extent of "redundancy" (data has been saturated, no new information), it means that by using a data source can be the next no longer obtained additional new information means.

Data Collection Procedure

The data source used by the researchers using a purposive sampling technique with the intent of determining sources of data taken with particular considerations (Sugiyono, 2010:300). As for the data collection techniques used are:

1. Documentation and Library research

This method is one of the methods used to search for data about things or variable in the form of a note, transkrip, books, newspapers, magazines, inscriptions, minutes of meetings, agenda, etc. (Arikunto, 2010:274). In this case that data is writing. This technique is used to collect data relating to the use of the document in General, the condition of schools and college.

2. Observation

Observation is a method of data collection by way of observing directly towards the object of research. Observations are used in order to collect data in a research, is the result of the deeds of the soul actively and attentively to realize there is a certain stimulation is desired, or a deliberate and systematic study about the social phenomena and psychological symptoms with the road to observe and record (Mardalis, 2002:63).

Some related things the learning process will be the author observe directly, namely by observing the activity of learning history at some senior high school and vocational high school in Malang and college students in history department.

3. Interview

Interview is a technique researchers used data collection to obtain oral information through chat and face to face with people who can provide information to researchers. This interview is useful to complement data obtained through observation (Mardalis, 2002:64).

Researchers will use this method to find out related knowledge and understanding of pupils, teachers and students about learning resources and documents. as well as the methods used by teachers to teach in the classroom.

Data Analysis

Stages of analyzing data is the most important phase and determine in a research. The data obtained were analyzed with the aim of further simplifying the data into a form that is more easily read and interpreted. In addition the data fully deployed and utilized so that it can be used to answer the problems posed in the study.

1. Data Reduction

After all the data has been collected through interview, observation, and documentation, then it needs to be focused in accordance with the formula issue in this study, namely the utilization of documents as a learning history source at senior high school and college.

2. Data Display

The next step after the mendisplaykan data is reduced, i.e. to make the description that is narrative, so that it can be known in the next work plan based on which has been understood from this data. These work plans can be searched for data pattern that can support such research.

3. Conclusion

Step of conclusion starts by looking for patterns, themes, relationships, things that often arise, which lead to the utilization of documents, compare and look for his contribution.

Checking The Validity Of Data

To obtain the degree of validity of data, techniques were used according to Moleong (2010: 135) include:

1. The Persistence of observation

2. Data Triangulation, a technique checks the validity of the data in the following way:
 - a. Comparing the results of interview and observation data with the results of the interview
 - b. Compare the results of the interviews with the contents of a document relating
 - c. Compare what people say in public what they say in private.

Who wants to be known from this comparison is knowing the reasons what aspects influenced the existence of these differences (if there is a difference), not the intersection or the sameness so it can so that it is understandable and can support the validity of the data.

3. Discussion of peer friends, namely the discussions conducted with colleagues who are able to provide input or a disclaimer so provides steadiness against the results of the research.

The stages of Research

The stages of research are grouped into three stages, namely the preparation, execution and reporting. As for the stages of research can be summarized in the description below:

1. Getting started
2. data collection
3. data analysis
4. Preparation of report research results

FINDINGS AND DISCUSSION

The difference in understanding of learning resources and documents as a source of learning history

One of the important components in the process of learning is a learning resources. Learning resources will help students to understand and capture the subject matter. Now teachers must master various information or knowledge that is saved which has to do with the material. Teachers must connect between the subject matter with the learning resources available to be used, so will more turn the activity of learning.

According to the associated of education communication technology / AECT, learning resources is covering all sources both in the form of data, people or objects that can be used to provide facilities (ease of) learning for learners (Miarso, 1986). Therefore the source of all learning is an instructional system components either specially designed or that by their nature could be used or exploited in the learning activities.

One source of learning history is a document, the document is derived from the latin is *docere*, meaning teaching. Understanding document according to Louis Gottschalk (1986:38) is a source of information for the history of written as opposed to oral testimony, rather than artifacts, relics and historical sites, according to archaeological remains. Documents intended for letters and State papers such as letters of agreement, legislation, grants and concessions. Documents in extensive evidentiary process is ari based upon the sources of any type, wether that is oral, writing, picture or archaeological.

G.J. Renier, a leading historian of the University College London, (1997: 104) explains the term in three documents in the first sense, in the broad sense, i.e. covering all sources, both written and oral sources sources; both in the sense of narrow, i.e. covering all the written sources only; third in a specific meaning, namely that only includes official letters and State papers, such as a letter agreement, laws, concessions, grants and so on.

Guba and Lincoln in Moleong, (2007: 216-217) explain the term differentiated by document records. Definition of a record is any written statement prepared by a person / institution for the purposes of testing an event or presenting accounting. Being a document is any written materials or other movies, from the record, which was not well prepared because of the request of an investigator. Meanwhile, according to Robert C. Bogdan as quoted Sugiyono (2005; 82) the document is a record of events that have passed, can shape the writing, the image, the monumental works from someone.

Historical documents referred to in this paper follow the opinion Kartodirdjo (2011: 2) which considers the document has the meaning of narrow and wide. Document in the sense of narrow is the verbal data collection in the form of writing, while in the broad sense are all primary sources such as historical monuments, artifacts, photographs, tape, and so on. Thus the authors intended historical documents are all manifestations of primary sources of history.

Veccia (2004:3) indicate how the breadth of categories of primary sources by stating:

Primary sources are manuscripts, first-person diaries, oral histories, letters, interviews, photographs, maps, films, sound recordings, music, song sheets— fragments of history, incomplete in themselves, but when assembled, analyzed, and researched, they can provide personal insights, human drama, and deep historical

understandings. Primary sources can also be places and people. They are resources that speak directly to the viewer, the reader, and the listener without explanatory context. They evoke a sense of time and place. They often carry a point of view and thus, by definition, are not always neutral or objective. This means that one primary sources can contradict another—or corroborate another.

Based on this, its very diverse documents, so that educators need not be confused in using historical sources in the form of the document. Educators should use document creatively, that primary sources can also be more personalize the learning process. Thus primary sources used could be any departure from the student, to understand its own history. For later linked to broader issues, broadening the focus from what is happening towards the search of meaning in the past, the present, and the future (Veccia, 2004:1-2).

Based on the results of interviews with 15 teachers of history in the city of Malang and Malang Regency from various schools SMA, MA as well as SMK, most history teachers have to understand the various sources of learning history. One of them is the document. As opinions Kartodirdjo (2011), most of the teachers have discovered the document in a broader sense not only in written form. As the following statements;

"... historical documents can be either text, pictures, photographs, or video"
(interview with Miss Ike on September 27, 2016).

However, a small proportion still think that documents the extent of written historical sources, as the following statements;

"... it's primary source documents, usually in the form of archive. So more leaning to the written sources" (an interview with Mr. ihsan on September 28, 2016).

Factors affecting the differences of understanding history teacher against the document as a source of learning history, among others:

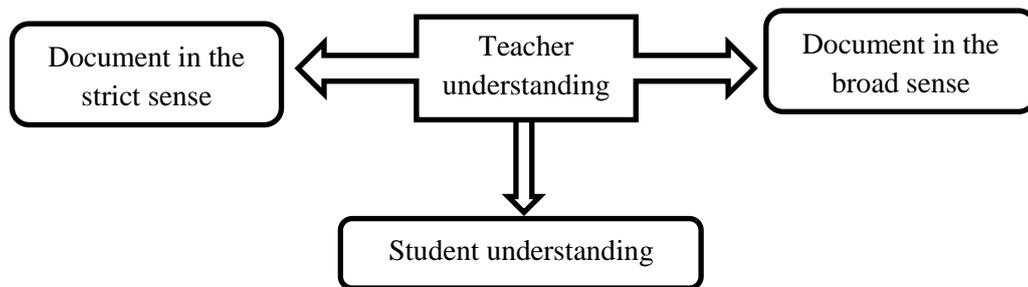
1. Background of teacher education.
2. The rate of use of the document. A history teacher who thinks documnet limited to written prove that he rarely use documents in the learning history because it considers the level of thought students had not yet reached on the extent
3. Availability of documents and the ease of access to documents

While the understanding of students towards the document was strongly influenced by the teacher. Learning history is now using the models of learning support students such as cooperative learning activity, with various methods. But in the provision of learning

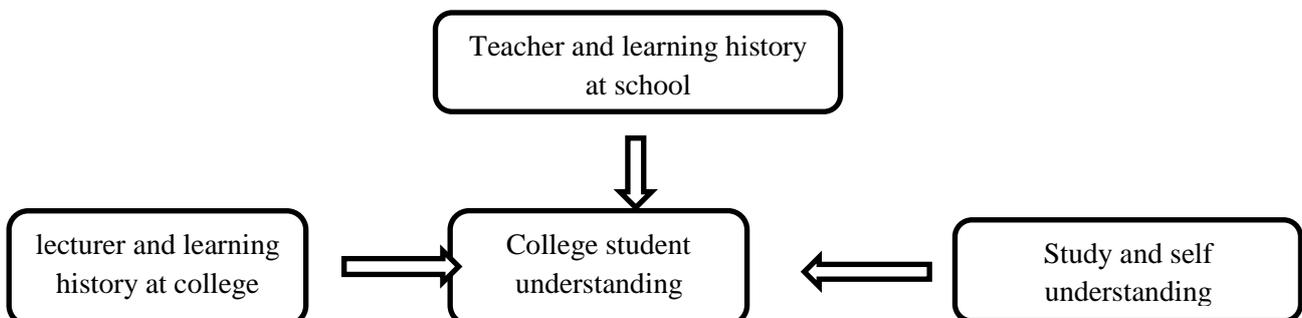
resources history is still dependent on the teacher. So the students understanding also relies on an understanding teacher.

Understanding the college student towards the document as a source of learning history is diverse. On the first level, some students still understand the document in the sense of narrow. Students are still less initiative in seeking out learning history that support the lectures. At the next level, understanding the students began to increase and begin to access the learning resources history independently. Based on the results of observation and interviews on the first level of the students, students tend to be reluctant to look for other sources of study history and just glued to the book from the lecturer. The lack of student initiative in accessing primary learning resources through a variety of ways. Students still difficulties accessing the documents.

Here is a pattern of understanding documents as a source of learning history at school level as well as the University.



The chart above shows that understanding the different teacher is to be a reference for understanding the students towards the document as a source of learning history.



College student Understanding towards the document affected by the process of learning and understanding teachers during school, the process of learning and lecturer understanding during lectures and search the document independently.

Utilization of Documents as a source of Learning history

Exploiting the document as one source of learning history is nothing new. However, the utilization of documents and primary sources in learning history in Indonesia is still relatively rare (Widiadi, 1995:11). Confusion in the understanding of documents as primary sources also make utilization of documents becomes less. Especially if educators just presume that they document in the sense of narrow. Wineburg (2009) also revealed the importance of the document as a learning resource to enhance the ability of analysis and critical thinking students.

As in the previous discussion, the document is a source of learning history that includes primary sources. But some teachers assume the document is not a primary source but rather a supporting source, such as the following statement.

"... historical documents in learning is learning as a means of supporting sources to provide additional insight into the knowledge and information related to the material studied by students" (interview with Miss Anin on 26 September 2016).

Most teachers still consider that the book included documents. So that needs to be straightened out a text document with the differences between the history of the work of historians. Meanwhile, the most widely used documents to study history at the secondary school level is a photo and video archive. So the material that often use materials documents are the colonial period, the Japanese occupation, the proclamation of independence, to the old order and new order. The use of historical documents in written form which can be accessed by teachers based on the results of the interview as a duplicate of supersemar, colonial documents.

The difference in utilization of historical documents school level are influenced by a number of factors based on the results of the interviews, among other things:

1. Understanding the teacher's response to the document. Teachers who understand the document in a broader sense will use the document even though more in the form of photographs as well as video archives. While understanding the document in narrow sense rarely use documents and assumes students are not ready to use the document. Understanding these teachers also have an effect on the willingness or reluctance of teachers to use the document.

2. Ease of teachers accessing the document. The availability of the document will not be useful if the teacher can not access it. So that every teacher has the berbada capability in accessing the document history.
3. The conditions and the situation of the school, including the availability of school facilities or infrastructure. Documents such as video archives will be difficult to be shown if the means at the school is limited.
4. The material. Not all documents are available for all material. So sometimes only certain materials can use documents in the learning history.

Use of documents as a source of learning and endorsed history textbooks by the lecturer at the State University of Malang is enough. Indeed the use of the documents is influenced by the material and ease of access to the document itself. In addition to listing the sources studied history lecture, lecturer on plans also motivate studentsto access learning resources and seek history independently including documents. Increasing college student insights regarding the documents and the availability of means of making access a document larger than the students.

The following is a comparison of utilization of documents as a source of learning history at school and university level.

	High School	College
The type of document used	Photos, video archive, a written document that limited, went through temples site	Photos, video files, audio recordings, historical sites, artifacts, a written document that is more diverse, such as documents of colonial rule, archival legislation, Act of cultural heritage, and other written documents
Learning methods in the utilization of document	Cooperative learning model with a variety of methods, including idiscussions, jigsaw, PBL brainstorming and more. However, the use of limited resources supporting documents	Cooperative learning model with different methods. Focus on improving the analysis skill. Document-based initiatives such as methods to study the controversial material

access documents	Access restricted documents over the internet, so that more photo and video archive	Access the document more widely, not only through the internet, but also the National Library and archives and other network
Utilization rate and urgency	Document not yet take precedence and be considered troublesome	The document strongly supporting lectures and in the writing of thesis so that their nature is very important to look for.

Contribute Documents in improving the ability of the Contextual and Critical Thinking

The document as a source of learning history important contributing in improving the ability to think critically through the analysis of documents (James, 2009) (Supardi, 2013: 174). This is the document through the analysis of learning strategies can be a controversial matter In addition, documents can be made reference in learning using the method of debate. The debate in an effort to develop educators use the mindset of critical capabilities and cooperation between learners in the form of a group. It is this debate through a controversial matter can be discussed with more fun and liveliness and cooperation involving students. Through the method of debate, students will not only gain the material from one point of view only. The role of documents in this debate is the method as a reference source of arguments in the debate.

Before the start of the debate, the matter will be moot should be determined in advance. Then determined a motion debate or controversial statement in accordance with the material Then look for the appropriate documents with such content. In addition to documents, texts of historical works of historians can be used as the source of the supporters. There are a lot of historical material that smells of controversial in the history of Indonesia. According to Aswi Marman Adam in his book "*Pelurusan Sejarah Indonesia*" (2004) and "*Seabad Kontroversi Sejarah*" (2007), some controversial topics in the history of Indonesia, among others:

1. The political Manifesto of 1925
2. Events of the 30 September movement

3. Supersemar
 4. Malari 1974
 5. The fall of Suharto
 6. The loss of East Timor from Indonesia
- and so on.

Not only does the above topics which can be used as a debate topic, but educators can use the contextual topic associated with the lecture material. For example, the importance of the issue of nationalism, elections, changes in the curriculum as part of the history of education and so on.

There are two types of argument that can be used in studying the controversial document-based material. First, large group debate, that debate is conducted by all learners are divided into two major groups, the Group of pros and cons. The number of groups of half of the total number of students in one class. Each group is given a specific time to discuss appropriate break-out Group argument pro or con. Each group can be further divided into subgroups to prepare and and develop the argument in favor of the group. The debate started by the pro argument convey greeting. Followed by a group of cons and so on. Each Member of the group or students can convey their arguments alternately or sequentially. When in a controversial matter there are more than two viewpoints, then large groups divided according to the amount of the viewpoint. Educators as facilitators and moderators who set the course of the debate.

The steps:

- Develop a motion related to controversial issues related to the topic of learning. For example the 30 September movement, Supersemar, the influx of Hinduism in Indonesia or controversial material which is contextual
- For a class into two groups, the pros and cons or affirmative and negative
- each group, the pros and cons of forming 3 sub groups. Each sub group to set up and develop the argument in favor of the Group
- in the next step, there are two ways. First, each sub group is represented by a spokesman or without spokespersons so that all learners have the opportunity to supply its argument alternately
- spokes person for the seat in front of the class or if without the spokesman then direct created seating face

- pro Group spokesman gave the opening arguments followed by a group of cons, so further interchangeably, or if without the spokesman then learners from a group of pros and cons to convey the argument by lifting the previous hand and wait for the welcome by the teacher
- Once finished, done with reflection the learners to convey his opinion and comment on the course of the debate.

Second, small group debates or competitive debate. The debate follows the rules of debate such as the competence of the professional debate. One team or group consists of three people. The debate consists of a team of pros and cons. Throughout the debate will discuss a motion. The next match will be debating a motion of different that other learners who have not been involved in the debate can become spectators.

The steps:

- Develop a motion related to controversial issues related to the topic of learning. For example the 30 September movement, Supersemar, or controversial material contextual
- Determine the two groups, the pros and cons that each consists of 3 people
- Speaker team pros and cons convey argument interchangeably with time limit of a maximum of 4 minutes. Closed with the conclusion of a team of cons for two minutes and continued the team pro for 2 minutes.
- Assessment and reflection

The use of the document is not only to improve the ability of critical thinking, but it can also be associated with the actual event so that learning becomes contextual. For example, political life period national movement than with political life today.

CONCLUSIONS AND SUGGESTIONS

Document understanding is divided into two types, namely in narrow sense and in a broader sense. Documents in the narrow sense only as primary sources written. While the document in a broader sense includes primary sources of written, video archives, photographs artifacts and more. Use of documents as a source of learning history is very important because it can improve the ability of critical thinking students. As learning the history of the senior high school that is critical and college is academic. Understanding the document at the level of the school was heavily influenced by an understanding teacher. Understanding teacher is influenced by the background of teacher education, the use of the document during this and the availability

of documents. While understanding the student in addition to being influenced by the experience of learning in school was also influenced by learning in lectures by the professors and students learning ability independently.

Utilization of documents as a source of learning history at school and university level are also different. Factors that affect the utilization of that document among other teachers about understanding document, ease in accessing the document's teacher, the school situation and the conditions and material. At the University level has increased document utilization of document types used, the methods used in the utilization of document and the importance of document lecture in the world. Contribute documents in improving the ability of the contextual and critical thinking is through the analysis of documents and using the document as a reference in the document-based initiatives such as learning. Learners will be more critical with the argument laid out. While the contextual aspects of the obtained through a motion associated with the actual conditions. Recommendations based on the research that is so developed a model of learning history document-based for high school and college.

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USING MONUMENT STRUGGLE FOR A SOURCE OF LEARNING HISTORY IN MALANG

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Abstract: History left its trace through heritage buildings to historic monuments that preserve the memory on an event or the life story of a character. The existence of historical monuments in the city of Malang quite a lot, especially that related to the struggle for Indonesian independence. This study intends to reveal the extent of the monuments that can be optimized in learning history. The method used in this research is to study literature with a qualitative approach. The results of the literature study conducted indicating that the monument struggle in the city of Malang erected to commemorate a historical event and a story about a character. The existence of historical monuments closely related to the society. Ddapat optimization performed using struggles monument in the city of Malang is through some learning model. Among the learning model Contextual Teaching and Learning that tries to invite students to relate the problems of the environment around the history of learning materials, as well as on project-based learning model.

Keywords: monument, learning resources, learning model

A. Background

History became one of the studies in the field of education who are trying to bring the values of an event in the past as a learning role models. The values will be important and make a history lesson come alive and have meaning. Learning history becomes an activity that not only provides knowledge related to an event, character names, by the year, but also the value of the example can be taken from an event.

The role of the history teacher is very important in order to achieve objectives of teaching history. The role of the teacher, as already alluded to, not only provide knowledge but also to build understanding and insight for students. These activities would be supported with skills in teaching and learning resource optimization. Proficiency in teaching would be very subjektiv, depending on the ability of teachers in conditioning learning activities. The existence of learning resources would be one that is at least supporting media can assist teachers in learning activities.

History of innovation in the learning process is necessary so that there is a new atmosphere and support the achievement of learning objectives. This innovation aims to break the myth about the teaching of history which is considered very boring. The lesson of history is often regarded as one of the subjects boring. Need to do a careful review, as to whether it is a boring history lesson or a lack of innovation in the learning process of history. Boredom

that arise can be caused by various factors, and innovation certainly needs to be done to provide a new atmosphere in the learning process.

Teachers need to give a new twist in the learning process. Teachers are required innovate through various learning models by using and maximizing existing learning resources in order to arouse the interest and enthusiasm of student learning. Slightly change the atmosphere of learning and a place of learning, using a variety of methods to adjust the characteristics of the class would not hurt to do. Learning is not always implemented in the classroom. Trying to bring the students to see the surrounding environment in order to get a new atmosphere in the learning process also does not hurt to be applied to the specific conditions in which if possible.

The environment outside the classroom also presents a variety of learning resources that are not less interesting. Traces of heritage can also be found in the neighborhood, both in the form of heritage buildings of a certain age to a monumental building built to commemorate an event and the services of a figure. The existence of historic buildings, both in the form of sites and heritage buildings, until the monument would be the main attraction in the learning process. Throughout a historical event, which is considered to have great influence, there are also typically present buildings stand in order to keep the memory of the events.

Monuments are usually standing or established in areas that are considered to present the story of an occasion to remember. In Malang city where historic buildings that stand up to the monument to commemorate an event, plural enough to be found. Historic buildings and monuments that exist in the city of Malang, generally representing every age. Starting from the building to be attributed to the kingdom of Hindu-Budda until the building up of historic buildings and monuments that stood since the struggle for independence. Wood (2013: 34) states that the monument, which also includes the temple, had played long enough in Indonesia and was built to serve a variety of functions. Maryati and Sunada (2004) suggested that the monument is able to present a study of the predecessor generation to the younger generation. Monument became a point which confronts on a renewal of the collective experience of the people called history (Maryati and Sunada, 2004: 15). Monuments struggle as a memorial building, potentially as a resource that can be utilized by the community, especially the younger generation associated with learning resources.

B. Methods

This study used a qualitative approach based on the activity of literature. This study is merely an introduction to the development carried out by researchers using the library resources. According Sugiyono (2008: 83) literature is complementary to the use of methods of observation and interviews in qualitative research. Book study utilizing library resources to obtain the results. Book study only restrict his activities on the materials the library collection, without the need for field research. Ideally, a professional research using a combination of desk research and field or with an emphasis on one of them.

Researchers in this case try a little combines literature data with data from observations that have been done by previous researchers. Results of verification data obtained from published sources will be processed in order to complement and answer the issues raised in this study. Research based on literature requires careful interpretation, which need to be owned by the researchers on the meaning of information in the text to address the issues. Symbol meaning and interactions are very diverse, so that multiple interpretations of the object single symbol is generally a common phenomenon in the study (Kasiyanto, 2005: 148).

According Mestika Zed (2008: 1-3), there are at least three reasons why researchers want to restrict research on literature:

1. First, because the issue of the research can only be answered through research library and vice versa is not possible is hoping data from field research. The study of history in general, including the history of medicine, history of the census, the history of thought, or economic history, could not help but to rely on library research. However, some on specific disciplines such as Islamic studies or literature sometimes also dealing with library research.
2. Second, the literature study is required as one of the stages of its own, namely the preliminary study (prelimanry research) to better understand the new phenomenon that is growing in the field or in the community.
3. Third, the fixed reference data reliably to answer the question ppenelitian. Field data in a particular case is not expected to be significant enough to answer the questions researchers will be done.

So as a preliminary study for several reasons, including the still lack of field data obtained

by researchers, then step pengolahan based data on literature used by researchers.

C. Struggle Monument in Malang

Malang is a city in East Java province. The city has played a vital role during the physical struggle, in the period 1945 to 1949. There are many historical relics to historic monuments were built in order to commemorate an event that has value to the nation of Indonesia. The existence of historic buildings and monuments of struggle in Malang certainly be a source of learning for learning activity history.

Monuments struggle in Malang almost located in public areas. The existence of this monument necessarily interact directly with the public space as a community center of the city. There is also a monument that represents an event as well as the stories behind the figures immortalized. Regional Area on Ijen Raya Street, can be found the existence of Monuments Hamid Rusdi. This monument was erected to commemorate and honor the service struggles Hamid Rusdi figure involved in the battle to defend freedom in Malang (Nurhadi and Sutopo, 1997: 157). In the same region, there is also a monument struggle TRIP (*Tentara Republik Indonesia Pelajar* or Army of the Republic of Indonesia Student). Unity struggle that consists of students who participated active in maintaining independence in Malang. The existence of this monument can be found at the junction between Ijen Street and Pahlawan TRIP Street (Nurhadi and Sutopo, 1997: 89-90).

The existence of historical monuments related to events of Indonesian independence struggle in the city of Malang also amsih very much. Among them there are also monuments TGP (*Tentara Genie Pelajar* or Student Army at Genie Batalyon) located at Semeru Street, Monument 'Gugurnya Pasukan O TNI AL' located in the village populated Mawar Street, Monument Perjuangan KNIP (*Komite Nasional Indonesia Pusat* or Center of Indonesian National Commite) located at Merdeka Utara Street and right in front of a shopping complex Sarinah, and some monuments other struggles such as those found in the area around City Hall to the Kota Baru station. The existence of considerable struggle monument is certainly a potential for learning the realm of history, to be used as a source of learning.

Existence monument struggle in Malang quite a lot. Some of them even less attention and seemed to be overlooked in the hectic activity of the city. Pradana (2014) in an article published in the daily Surya on April 1, 2014 wrote that there are still quite a lot of high school students in the city of Malang are still not familiar figure immortalized in a

monument located at Simpang Balapan Street is none other than Mayor Hamid Rusdi, a local elder. It is certainly a problem that needs to be solved with more memperkenalkan the local history and optimizing the presence of historical sites and monuments as a source of learning history. In another article also published in the daily Surya on 3 April 2015 explained that the existence of a struggle KNIP monument in front of the Sarinah shopping Malang seemed to just be decorating the corners of the city.

Optimization step monument as a source of teaching history is certainly very necessary to introduce the study of local history to students. This is what needs to be done by the teacher through some learning model. Thus, it is expected the presence of monuments of struggle in the city of Malang is no longer only serve as decoration in corners of the city. The existence of monuments struggle in Malang can be optimized further in the realm of history teaching.

Optimization of monuments struggles in Malang can be poured into the realm of history teaching by incorporating the material contained in the discussion of basic competencies in secondary education as well as courses at the college level. The discussion about the war of independence and the efforts to preserve the independence of Indonesia during the period 1945 to 1949 can use and optimize the presence of monuments of struggle as a source of learning history. Their systematics and the points into learning objectives can certainly strengthen the usefulness of learning resources.

D. Optimization of Monuments of Struggle as a Learning Resource History

Learning history is fitting able to optimize existing resources. The existence of learning resources is not limited to what's in the school, but also can be found in the environment outside of school. There are a variety of learning methods that can be used in order to optimize existing learning resources, particularly with regard to the existence of a struggle monument in the city of Malang. According RZ Leirissa (in Sutjiatiningsih, 1995: 170-171) monument is one part of the props in the process of teaching history. The existence of these props is further divided into several types. The first is based on the place and the second based on the material. Props are based on a differentiated on the basis of existence, that is, in and outside the classroom.

The lesson of history is managed is a process pembelajaran capable and eager to make students interested in learning the history. Learning history has been duly carried out in a professional manner with teaching methods based on context. The learning model by

relying purely lectures should be minimized, to try to provide an opportunity for discussion, conduct field studies, search and discovery, sociodramas or other activities that provide opportunities for students to learn more. Contextual approach is also worth to be implemented in the learning activities.

a. Contextual Teaching and Learning

Contextual approach be used as an alternative in the learning process because it was motivated by several factors. This view of learning style that focuses on rote activity has been duly minimized, and more emphasis on students' understanding. Teachers are the main source of knowledge, and the lecture is a method that often the choice in learning strategies. Optimizing activity of students in the learning activity is a must. Students are no longer required to memorize facts, but rather to encourage students to construct knowledge in their thinking. Contextual approach is the optimization way of learning with understanding (understanding) and not memorize (memorizing), an approach that empowers students to be able to construct knowledge rather than memorizing facts.

Contextual Teaching and Learning is a concept of learning that help teachers link between the material taught with real situations that exist around the students and encourage students to make its knowledge to apply them in their lives as members of the family and society (Nurhadi, 2003: 1). The learning process takes place naturally in the form of students' work and experience. Teachers only act as facilitators who help students achieve learning objectives. More teachers to deal with strategy rather than giving information. Teacher's job is to manage the class as a team working together to find something new for students. Something new comes from 'finding themselves' instead of 'what the word guru', meaning that students learn through 'experience' and not memorization.

Contextual Teaching and Learning approach has seven major components, namely constructivism (Constructivism), find (Inquiry), ask (Questioning), Community Learning (Learning Community), modeling (Modeling), Reflection (Reflection), and the actual assessment (Authentic Assessment). Learning in the classroom with the Contextual Teaching and Learning approach is quite easy. Nurhadi (2003: 10) outlines the steps of learning with contextual approach as follows:

1. Develop the idea that the child will be learning more meaningful by working alone, find themselves, and construct their own knowledge and new skills.
2. Carry out as far as possible to all the activities inquiri topic.

3. Develop inquisitive students by asking questions.
4. Create a "community of learning" (learning in groups).
5. Bring the "model" as an example of learning.
6. Do reflection at the end of the meeting.
7. Assess the actual number of ways.

This contextual approach was developed with the aim of learning to walk more productive and meaningful. Contextual approach be an alternative learning strategies, can be implemented in the classroom and outside the classroom. One variation in the learning of history by using a contextual approach that is by utilizing a monument struggle as a learning resource. A visit to the monument of the struggle will be very beneficial for the growth of students' critical thinking if implemented programmatically and well planned. As long as they are in the area monuments and attractions are expected to observe their minds work and exhibit objects can be a learning tool. Students are stimulated to use your skills and critical thinking.

b. Project Based Learning

Lessons are conducted based on the project is already prevalent and implemented. In this model, teachers along with the students create a project that is the result of learning activities in a particular learning materials. The model could be developed in the project and would require active role of students. Garvery and Krug (2015: 124) says that it is better to before implementing a project learning, teachers must first prepare a draft that will be used as a step to be applicable in the implementation of project-based learning.

In the realm of teaching history, this activity can be optimized in the discussion related to local history. Potential local history to be introduced to students through learning based on very large projects. This is because, the scope of local history which is basically very close to the environment in which students live. Especially for materials related to the struggle for independence in the city of Malang, teachers can also maximize the presence of monuments struggles.

Gravery and Krug revealed that project-based learning also has the advantage of studying the history and other subjects. Most of the activities and exercises in history, compiled by the aim to train students study independently (2015: 119). Project-based learning can be implemented by giving assignments to students to conduct research related

to the presence of historic monuments in the city of Malang. Results of research conducted could be a book, a travel journal which can then be realized in the form of a magazine, a video recording of a trip, to manufacture miniature monument struggle in the city of Malang. Such activity would require involvement of the student in seeking, understanding and developing knowledge.

E. Conclusion

As part of the past, history left many traces. The remains of history can be of heritage buildings, to the memory of each actor is then realized in the form of books as a way to remember up to the monument as a memorial events. The existence of historical relics along with the buildings that stand in order to commemorate such an event potentially be developed in learning history.

As one of the cities that have active role in the struggle for independence, Malang has many historical relics and historic monuments. Existence less so to get attention. This is evidenced by the lack of knowledge related historical monuments in the city of Malang. Optimization step needs to be done historic monument in the city of Malang as a source of learning history. through such activities, it is expected the presence of historical monuments in the city of Malang will be able to be optimized, in order to introduce the local history of the city of Malang.

Optimizing monuments in the city of Malang struggle can be done through several learning model. Monuments struggle in the city of Malang can be optimized with the approach Contextual Teaching and Learning. This approach is a concept that helps teachers learn to associate the content to be studied with real situations that exist around the students and encourage students to make its knowledge to apply them in their lives as members of the family and society. As part of the community, students would need to know the environment in the surrounding areas especially with regard to local historical realm. Through Contextual Teaching and Learning approach, students are expected to be able to associate local problems with local historical material, so it can look for a solution through the activity of critical thinking.

Optimizing-monument monument struggle in Malang also be implemented through project-based learning. Assignment given to students and teachers to use the existence of monuments of struggle in the city of Malang. Of the assignment, students are expected to be able to explore information, process, and to interpret as a form of *pencaruan* knowledge

and understanding for students. The results of project-based learning is also diverse, can be shaped product. So through project-based learning, students are expected to be able to dig through the presence of local historical monument struggle in Malang also train students' creativity.

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SOUTHEAST ASIAN STUDIES: SOUTHEAST ASIA IN THE GLOBAL FORUM

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Abstract: The field of Southeast Asian studies has changed significantly over the past centuries and even decades, and the current context presents an interesting opportunity for further engagement by scholars from within Southeast Asia. As a sort of post-colonial approach, it integrates the local with the global, the subaltern in the elite, striving to use the strengths of various sources and perspectives to form a stronger, more coherent narrative of the past. Further, given current trends in the study of Southeast Asian history, studies that interpret individual sources deeply, in terms of both contemporary local and larger regional context, are in fashion, seen as valid, useful and important.

Keywords: scholar, sources, approach

In 2002, Ariel Heryanto – himself a son of Malang -- published an article entitled *Can There Be Southeast Asians in Southeast Asian Studies?* (Heryanto 2002). Many of you are likely already familiar with this piece. In it, he draws attention to the significant lack of Southeast Asian people studying Southeast Asia, enumerating what he sees as the barriers to Southeast Asians in this field, and finally calling for greater involvement by Southeast Asians. Despite being written almost fifteen years ago, I see this article as equally valid to today's discussion. Heryanto's article thus provides both foundation and inspiration for my talk today.

When I was first approached to participate in this conference, I was asked to talk about history education in the United States. Besides being American, however, I have no specialized training in the American methods of teaching history. Coming from a department of South and Southeast Asian studies, with an academic background in religious and international developments studies in Canada, I study classical era history but not through a pure or traditional American *history* lens. Given my own experiences, I plan to focus today on study of Southeast Asian classical history, from the colonial era to the present. I believe this is an especially important topic for discussion in this context, in a department of History Education in Indonesia. The field of Southeast Asian studies has changed significantly over the past centuries and even decades, and the current context presents an interesting opportunity for further engagement by scholars from within Southeast Asia. What I hope to emphasize today is twofold: first, that as Heryanto encouraged a decade and a half ago, despite the challenges, the field of Southeast Asian Studies would greatly benefit from the further involvement of Southeast Asian scholars. Second, given the current state of scholarship, there is great demand for scholars who can bridge the gap between the highly focused, localized study and the larger, transregional historical trends. This fashion of history is well-suited to departments such as this one who study the study of history, engaging multiple regions, methodologies and genres of source.

The study of Southeast Asia has undergone many changes over the centuries. The idea of Southeast Asia as a unified entity is, in and of itself, a relatively new concept. The term *southeast asia* was first coined in the mid-nineteenth century, although it did not catch on for some time. During that era, with colonial powers strong, regions of what is now called Southeast Asia were seen as more closely allied with their respective colonial rulers than with their local neighbors. German and Austrian scholars, however, were not encumbered by such concerns. They, therefore, were among the first to use the term Southeast Asia in scholarship in the early twentieth century. With World War II, the movement of such scholars as the Austrian Heine-Geldern to the United States and the emergence of new, independent nations in Southeast Asia, the concept of Southeast Asia gained further popularity globally and specifically in America as academics and politicians alike strove to understand the new political landscape of that region (Emmerson 1984, 4-9).

Since that time, the field of Southeast Asian studies has continued to evolve.

During the colonial era, studies tended to emphasize the impact of outside actors (e.g. the advent of Indian or Chinese thinkers, Muslim traders, or European colonizers), viewing these events as points of rupture and origin for all major achievements. In the post-WWII era, fashions changed. As American scholars increasingly rejected colonial ideals and Cold War politics, and as Southeast Asian scholars strove to build strong national histories for their newly-forged home countries, increased emphasis was put on the creative power of local actors throughout history, giving rise to so-called *autonomous* histories (see Van Leur 1967 and Smail 1993 (1961)). To make an overly simplistic comparison to emphasize the point, colonial-era scholarship on Southeast Asia focused on connections to regions outside Southeast Asia while post-WWII autonomous histories focused on very local studies, largely ignoring connections with regions beyond national borders. Both of these genres produced important and still-relevant scholarship, but the current focus of Southeast Asian studies has moved on yet again.

In 2003, Victor Lieberman published a book entitled, *Strange Parallels: Southeast Asia in Global Context c. 800-1830, vol. 1: Integration on the Mainland* (Lieberman 2010 (2003)). He outlines the previously noted stages of Southeast Asian history (colonial externalist, autonomous), identifying a third phase which he associates with Anthony

Reid's "Age of Commerce" thesis and its emphasis on maritime trade (6-21). He goes further, however, introducing a fourth approach, one that explains Southeast Asian history in terms of global history, and vice versa (21). Although few have attempted such a monumental feat as Lieberman, and he did not forge this approach new himself, his argument is indicative of a larger trend in scholarship today, to see the local in the context of the transregional and the transregional through the local. Within this approach, we see the need to interpret sources based on a deep understanding of the local context, but also in terms of the larger transregional networks of meaning.

This approach can be seen in some of the most recent and currently seminal scholarship on Southeast Asian classical history. Most all of the contemporary study of Southeast Asian classical history is, to some extent, informed by the work of Sheldon Pollock. His 2006 book, *The Language of the Gods in the World of Men*, traces the expansion of Sanskrit language across much of South and Southeast Asia during the first millennium of the Common Era. This region, dubbed the *Sanskrit cosmopolis*, is

characterized by the shared utilization of the Sanskrit language in poetic literature as a means to create and express power through the aesthetic qualities of that language (Pollock 2006, 13-15). Although his thesis somewhat falls apart in terms of the Javanese context, Pollock's work remains deeply significant for American scholars of Southeast Asian classical era history, and fundamentally, his argument is about seeing the local in terms of the regional and vice versa. His observations are groundbreaking as they forced scholars focused on sources from distant regions, from Pakistan to Indonesia, to consider how those sources functioned both in the local and the regional context.

Many scholars take inspiration from Pollock. For example, in 2011 Ronit Ricci published *Islam Translated: Literature, Conversion, and the Arabic Cosmopolis of South and Southeast Asia*. She argues that similarly to how Sanskrit literature spread into and fundamentally influenced local literature of Southeast Asia, so too did Arabic literature. Ricci focuses her discussion around a single narrative, the "Book of One Thousand

Questions" (Kitab Seribu Masalah), looking at versions in Javanese, Malay and Tamil. In doing so, she emphasizes the need to view texts within their local, contemporary cultural and linguistic context, while simultaneously seeing them in relation larger transregional narrative traditions, shedding light on both local realities and connections between regions, as well as even larger theoretical questions of language and translation (Ricci 2011).

In 2009, Ann Stoler published *Along the Archival Grain: Epistemic Anxieties and Colonial Common Sense*, in which she discusses the need to read between the lines of the archival record. In her investigation of the Dutch archive, she argues that proper understanding of such sources can only be gained by deeply knowing both the local and larger context of its production, to see both what is written and what is conspicuously missing (Stoler 2009). Through such close reading, she argues, we can see a more complete vision of the local and gain a new perspective on the global context.

All of these texts can easily be categorized as influential works in the American study of Southeast Asian studies, deeply influencing the next generation of scholars of Southeast Asia, myself included. This idea that to understand history, we must meld deep study into specific, local entities with a broader view of history and its interconnections, emphasizing the need to read sources within their local and transregional contexts, is not

a new idea. That being said, I do think that it is gaining increasing credence within the field of Southeast Asian Studies. As a sort of post-colonial approach, it integrates the local with the global, the subaltern in the elite, striving to use the strengths of various sources and perspectives to form a stronger, more coherent narrative of the past.

We see this emphasis in the positioning of several works of Southeast Asian classical history out this year (2016). In his introduction to the edited volume, *Esoteric Buddhist in Mediaeval Maritime Asia*, Andrea Acri writes,

Following an increasing recognition of the predominant role played by the sea routes (the so-called ‘Maritime Silk Roads’) in shaping premodern intra-Asian connectivity, it seems appropriate to study regional and cosmopolitan manifestations of Esoteric Buddhism, not just on their own terms but also for their participation in complex circulatory processes involving economic/mercantile, diplomatic, and religious networks moving across the ‘Southern Seas’.

(Acri 2016, 2)

In doing so, he positions this text as embodying a shift from the autonomous history of the local to a more network based approach still rooted in a deep understanding of the various locals that make up that network. Similarly, in Ashley Thompson 2016 book, *Engendering the Buddhist State: Territory, sovereignty and sexual difference in the inventions of Angkor*, Thompson brilliantly leverages her reading of Cambodian epigraphic evidence into a reconsidering of both Cambodian Buddhist history but also the production of history itself and our understanding of *Buddhism* and *Cambodia* within the context of Angkorian and post-Angkorian epigraphic evidence. In the very first paragraph, Thompson writes,

This book is not, strictly speaking, about Buddhism. Nor is it, strictly speaking, about Cambodia or Southeast Asia. But neither is it *not* about Buddhism or Southeast Asia. On one level, to be sure, it is concerned with the discursive definition of Cambodia, which it addresses through a series of texts that are well known, even “classic,” in the world of Khmer Studies, from Angkorian epigraphic inscriptions to modern critical works, along with a number of ritual or art objects and practices. Some of these

texts, objects and practices are explicitly Buddhist, or embedded in Buddhist cultural forms. Perhaps more importantly, the book attempts to demonstrate ways in which an understanding of the history and characteristic of this definition is a prerequisite for understanding the advent and singularity of what we now call “Theravada Buddhism” as both a state and popular religion itself serving as a key element in definitions of Cambodia for the past 700 years or so. In this sense, the book is a prolegomena to a series of prolegomenae, although the temporality of its object, -- and, not insignificantly, of its composition – does not obey any simple linearity.

(Thompson 2016, 1)

This is in no way an exhaustive overview of works that fall into this category. Still,

I

hope that it illustrates my point: that current scholarship of Southeast Asia encourages the ability to draw connections between the local and the transregional, both in terms of historical narrative but also in terms of source interpretation. As Lieberman writes,

This approach differs from externalist historiography because it rejects local stasis and denies exclusive agency to foreign actors. It diverged from autonomous historiography because it seeks to connect diverse changes in local structure to global patterns.

(Lieberman 2010
(2003), 21)

To participate in this genre, we must see sources within their context, be able to *read*

them along the archival grain immersed deeply in their local, but we must also see them as informed by and themselves informing transregional networks of meaning and activity.

In this approach to the study of history, the focus shifts away from only large, spectacular sources that speak to elite political narratives and allows for a more inclusive

view of useful sources of knowledge. As many have pointed out before, the colonial and early post-colonial study of Southeast Asian history focused primarily on the grand monuments of past glory. These were held up by colonial empires and then by emerging national states, validating the importance and validity of each (Reynolds 1995, 420-421). These are certainly important and worthwhile objects of study. Prioritizing these objects over all others, however, deprives us of a more complete vision of the past. There is significance in even the less spectacular. My own dissertation is on the stūpika of Indonesia. These rather unassuming clay objects are not a typical object of study. Through them, however, we can gain significant insight into the history of Indonesia, but also the larger narratives of Buddhist and Indian Ocean history.

The aim of any historian is, as ever, to add one small snippet of information to the larger vision of the past. The current wave of scholarship in Southeast Asian studies further encourages this approach by both validating sources of all genres as valid informants on local and regional history, and further prioritizing the need to see any given source in terms of both those local and transregional contexts.

Given our current forum, the question then becomes: what does this mean for the study and teaching Southeast Asian and Indonesian history within Indonesia? Departments of History Education such as this one play a significant role in the production and dissemination of history in Indonesia. Simultaneously, Southeast Asian studies, although still being a small field, is a vibrant and growing area of study in North America. As the years pass, it becomes increasingly problematic that more people from Southeast Asia are not engaged in the study of that region. So much knowledge is held within the academic communities of Indonesia alone that is not accessible to the larger scholarly community, due in large part of linguistic barriers and variations in rhetorical approach, issues based in education. As this region is increasingly *explained* by outsiders, people local to the region should have a say in their own definition.

I do not wish to prioritize the insider voice over the outsider voice, or vice versa. Rather, I wish to note simply that more people are working on projects regarding Indonesia and Indonesian history within Indonesia than in any other country. The intellectual capital on Southeast Asia held within Indonesia represents a significant body of knowledge currently not fully immersed in the international dialogue. Integrating the conversations will enrich both streams. Further, given current trends in the study of Southeast Asian

history, studies that interpret individual sources deeply, in terms of both contemporary local and larger regional context, are in fashion, seen as valid, useful and important. The training necessary to produce such studies, and even to influence future generation of Southeast Asian studies, will come out of departments such as this one. As we look to the future of History of Education, we must consider how we want Indonesians to see the world, but also what role we want Indonesian scholars to play in how the world sees Indonesia.

I do not have any answers. All I can say is that I hope that in coming generations more Indonesian scholars are heard in the international forum. Just as during the early Independence era, emphasizing national history was important, now that those borders are more firmly entrenched, understanding the history of local and regional networks becomes increasingly appropriate and even important. For better or for worse, to get those voices heard, students will need the tools to bridge the gap between the local sources (Indonesian, Southeast Asian or otherwise) and the larger discussions of regional and global history. Departments such as this one will be at the forefront of this movement, providing students with the linguistic, factual and analytical training necessary.

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SHIVA-BUDDHIST STUDY ON SINGHASARI-MAJAPAHIT TEMPLE RELIEFS

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Abstract: Shiva-Buddha religion is a growing phenomenon at Singhasari-Majapahit period. The study of these things can be learned from artifactual and textual dates. Study artifactual can through enshrinement reliefs supported by information from the text as a engraved basic. Through observation, identification and interpretation based on the story then we can get the information that the temple of Shiva-Buddhist religious backgrounds. Relief may be one of our basic study of the religious phenomenon during the Shiva-Buddha in Singhasari-Majapahit periods

Keywords: Shiva-Buddhist, Singhasari, Majapahit, reliefs, temple

The Hindu-Buddhist Indonesia history is a long time story, during about 1000 years. This period start from Kutai kingdom around the 4th century AD to the Majapahit collapsed in 1500 AD. The past glorious is evident in several kingdoms to power spread to foreign countries, it appears at the time of Srivijaya, Hindu Mataram, Singhasari and Majapahit. Their social life is very structured to form patterns in a variety of living systems, whether they are religious, economic, and social (Rahardjo, 2010).

One that stands out is the religious life in that era, it is marked by the remains artefactual and textual support and provide information about the religious life. Of the many remains or matterial cultural heritage of the classical era, almost all was a temple or shrine. Temple as a shrine is often supported by the findings of the settlements in the vicinity. Settlements around the temple often allegedly part of the temple in its position as a center of worship. Means the temple is a *mandala* that is supported religious education center. In these *mandalas* were produced many text in Singhasari-Majapahit period (Susanti, 2008).

Religious development Singhasari-Majapahit period can be said to be very high intensity, it can be observed in various forms of the works produced with the symbols of religion. This is evident in works of literature, architecture, art, statues, reliefs and ancestor worship altars. The existence of the results of this work are recorded either artefactual form or sites dawn, artifacts and objects reported in various sources of textual data. The physical infrastructure is manifest wealth Singhasari-Majapahit in religious life (Wahyudi, et.al, 2014).

The religious developments is also apparent sects during the Majapahit. This is evident knows in the names of religious officials in charge of the community with a place of worship. The main sect Hindu is Shiva Sidhanta and Vishnu, this majority, note also the flow or other sects in the Hindu religion but only a minority. Then the Buddhist group or *Sogata* and the third is the flow of the *Rsi* (Santiko, 1986). However, it should also think about the possibility of the development of Islam in light of a community on the north coast, far before the Majapahit emerged, such as the discovery of evidence Fatima binti Maimun tombstone in Leran, Gresik. This is also strengthened by the discovery of the Troloyo tomb at the end of Majapahit, which are located precisely in the center of the capital. However, Islam may not be the official religion of the kingdom and is seen as a religion of traders who incidentally migrants

Sacred buildings of three streams had turned out to still be treated any differently based on the nature, function and form. It is extensively described in textual resources, mainly in *nagarakretagama* composed by Mpu Prapanca (Wahyudi, 2005; Sidomulyo, 2009). In the description of the *kakawin*, the temples appear in autonomous belonging to the clergy or royal temples which became *pendharmaan* from Rajasa dynasty family members.

One of the interesting is the mention *mandala kadewaguruan* or known as *caturbhasmamandala*, which consists of Mula-Sagara, Kukub, Sukayajna and Kasturi, There is also a place for ascetics known as *Katyagan ashrama* consisting of Pacira, Bulwan, Luwanwa and Kupang (Wahyudi, 2005).

The religious community is also evident in several portraits written sources that proclaimed it. Findings *mandala kadewaguruan* is another form of educational and religious activities, it also illustrates that temples are also supported by a community of religious clergy (Noorduyn, 1982). It is precisely to provide space for us to discuss the development of *mandalas kadewaguruan* from the Singhasari-Majapahit period. Some written sources provide rich information about the existence of the centers of religious education and some manuscripts it contains information about the religious teachings that were developed in various *mandala kedewaguruan* (Hardiati, 2010).

Some records in *Nagarakretagama* show that some of these places, both temples and *mandala kadewaguruan* has been around a long time. The existence of places of this educational center was still recognizable to the end of Majapahit even to the influence of Islam Demak intensified. One of the valuable information is a record of a spiritual journey

that circled trip a prince Sunda islands of Java and Bali. He visited several educational center that became a gathering place for students and pilgrims (Noorduyn, 1982).

Interesting notes given by several hymns that describe some places *mandala kadewaguruan* it. Information provided in addition to showing keletakannya also shows the educational activities developed. One of them is *the Kidung Margasmara (Kidung as the same Java traditional song)*, a *ballad* by *setting* Singhasari end but allegedly composed in Majapahit period. The *Kidung* describes the activities of a *ajar* (spiritual teacher) who teaches religious books to his student (Wahyudi, 2005, Robson, 1979)

The information provided by these texts can give an idea us of the existence of a *mandala kadewaguruan*. There was also a picture of the religious activities undertaken in the religious education center. Many information from textual sources is more complete with news supplied by the inscription. Most of Majapahit inscriptions contain about determination and *Sima* are typically included a holy building is managed by a group of clerics. This news may help identify the names of sacred buildings and the building stand using approaches toponymy (similarity of name) a place, so it would be more complete if and it is matched to the list of sacred buildings mentioned in kakawin of *Nagarakretagama* (Wahyudi, 2005 ; Wahyudi, et.al, 2014; Hardiati, 2010).

Shivaa-Buddha in reliefs enshrinement

Hinduism and Buddhism are present in the archipelago are expected around early AD, although some foreign chronicles have alluded several centuries BC archipelago has been in contact with Hindu and Buddhist. A fascinating phenomenon occurred during the Singhasari with the advent of parallelism between Shiva with Buddha (Santiko, 1995; Kinney et al, 2003). Pararellisme shape is the opinion expressed Pigeaud and supported by Santiko. Singhasari that period there has been a mix of the religion of Shiva and Buddha's viewpoint in the equation of the concepts equivalent to the highest Shiva-Buddha (Wahyudi & Jati, 2015). It is often confused considers that it is melting in the religion of Shiva and Buddha, which was not what happened. Religion Shiva and Buddha's teachings and rituals still run their respective religions.

The temple as worship represent the sighting pararellisme because the temple was made as a manifestation of the religious concept. These elements may be apparent from the architectural, decorative and storyline from the previous reliefs. Besides the study of inscriptions and manuscripts help reconstruct phenomena.

Siwa-Buddha's appearance can be seen from the temples were abandoned Singhasari and Majapahit period. In this case it seems clear at Jago, Jawi and Panataran temples. Jago temple or known as the *Candi Tumpang* mentioned in Pararaton and Nagarakrtagama as the *pendharmaan* temple of King Wisnuwardhana (Nagarakrtagama) or Ranggawuni (Pararaton) or Narrarya Seminingrat (Mula-Malurung inscription). The name of this temple is Jajaghu which refers to the name of a village or temple stands. Jajaghu is the ancient name for the village Jago now, this place reconstruction became easy because the name of this village or toponymy is not too much different from (Wahyudi & Jati, 2016).

Siwa-Buddha Signifier and Relief in Jago, Jawi and Panataran Temples

Siva-Buddha signifier first we can see from the reports submitted both by the inscriptions and manuscripts. The depiction of religious breath can make it clear to us the function of the building. Overview inscription can be associated with Jago and Panataran temples. Mula-Malurung inscription alluded Jajaghu or Jago, while the Palah inscription describe the Panataran temple. In Pararaton and Nagarakretagama manuscripts describe the breath religion Jajaghu or Jago and Jawi temple, while Panataran illustrated two books as a royal temple which is visited by the Hayam Wuruk (Wahyudi & Jati, 2015).

The depiction of a written message about Jago is as *pendharmaan* temple of Wisnuwardhana in the form of a Buddhist king, while the shape of Siva in Weleri. The depiction of the Jawi temple script is as a *pendharmaan* of Kretanagara in the form of Siva-Buddha. Panataran described to be royal temple which always visited by Hayam Wuruk. The described of this temple as a Hindu religious center is also depicted on the Bhujangga Manik script. Parthayajna manuscript depicting the life of Arjuna identify a building that resembles this temple (Wahyudi, 2005).

The second element is an architecture that can be seen from the shape of the building and decoration that is contained in the building. Elements of the building can be seen from the body structure of the building, in this case that can be seen is the roof which has its own characteristics. The roof shape or *sikhara* usually associated with building a breath of Hinduism, while the roof of the building linked to the *stupa* of Buddhist. In addition *pradaksinapatra* or on the floor of the temple is often found at Buddhist temples as it relates to breathe around the temple or *pradaksina* ritual (Soekmono, 1974).

Jago temple of the architecture it appeared breath Hinduism. Main temple allegedly shaped temple style shelf-roofed Meru from organic materials as well as the main temple

there Panataran. There aren't hardened floor and also had not left longer possible ancillary small stupa. Jawi temple in terms of architecture can be said to be unique, revealing the temple's body shape incorporating customary Shiva temple and the niches. While the roof *stupa* show of Buddhism influence. Panataran several buildings appeared Hindu temple identity, the temple either year number, the main temple, the dragon temple and bale building and *pendapa*. But the floor at this temple hardened commonly found in the temples of Buddhist religious breath (Munandar, 2015).

The third element that can be used as a marker is contained in the narrative reliefs enshrinement. Relief is usually depict scenes in which also breathe a religious sect. These reliefs there is based on the story contained in the form of a colossal *kakawin* sort of Ramayana and Kresnayana in Panataran, stories Kresnayana and Arjunawiwaha in the Jago temple. In addition, there is also a relief that rely story-based *kidungs*, such as: Tantri Kamandaka, Ari Darma and Kunjarakarna in Jago temple and relief Sri Tangjung, Sang Satyawan, Bubuksah-Gagangaking and Panji at Panataran temple. On the other side there is a relief that is still unknown stories are essentially like those in Jawi and Panataran temples (Wahyudi & Jati, 2015).

Relief stories contained in the Jago temple is Tantri Kamandaka, Ari Darma, Kunjarakarna, Arjunawiwaha and Kresnayana. All of these stories Hinduism based. Reliefs contained in Jawi temple yet be recognizable underlying story, but the story supposedly based on religious activity in the temple and some things remarkably similar story Satyawan the Hinduism religion based as well as stories Gandyawuha Buddhist religion based. While the narrative reliefs contained in Panataran is Ramayana and Kresnayana, Sang Satyawan, Bubuksah-Gagangaking and unknown stories contained in the grand gazebo. Tantri Kamandaka story contained in *dwarapala* statue in the main temple and *patirthaan*. Sri story cape contained in grand gazebo and a small gazebo building on the third page. Last is the Panji stories in dragon temple and possibly in one part of the relief that has not been recognized in the great *pendapa* (Kempers, 1959).

The fourth element that can be used as a of Shiva-Buddha signifier is accompanying the findings, in this case the statue or iconography. Statues can show religious breath based on attributes of the signifier, the prevalence of use and functionality. Findings statues either loose or are still bound to the context of enshrinement can be used as an element of the bookmark. Amoghapasa statue his entourage in the courtyard of the Jago temple showed Tantric Mahayana Buddhism religion. This statue, although most have been

transported to the Netherlands to reinforce the religion based of this temple, which is Buddhist. Statues were found in a storage area appeared Hinduism in Jawi Temple. The findings also showed *yoni* the chamber of Hinduism based. The *dwarapala* statues in the Panataran temple strengthen Buddhist religious in this temple. But the findings of other statues that Hinduism increasingly convinced that this Shiva-Buddha temple. These statues are Ganesha, Parasurama, Laksmi and Sri.

Conclution

The depiction of Siva-Buddha in the three temples, namely Jago, Jawi and Panataran very interesting and there are still many things to be explored further. Shiva-Buddha signifier can certainly be applied also to identify buildings built during Singasari and Majapahit period. These buildings will be more easily examined when supported by written proclamation both inscriptions and manuscripts. If it is not supported by documentary evidence, it can be noted from the artifacts found.

The marriage between Ken Angrok and Ken Dedes when viewed from a religious angle can be expressed is a metaphor for a meeting between Hindu-Shiva and Mahayana Buddhism. Regarding the meeting of scholars then there are states with the term syncretism, parallelism, or the coalition. The terms are really just according to the researchers, because based on written sources contemporaries no special terms imposed deserve to blend Hinduism and Mahayana Buddhist except Shiva-Buddha.

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THE USE OF VAN DEN BOSCH FORT CULTURAL HERITAGE AS A HISTORY LEARNING RESOURCE FOR SENIOR HIGH SCHOOL STUDENTS IN NGAWI

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Abstract: Education is one of strategic media to elevate the quality of human resource. Thus, education is defined as one of the indicators of a nation's advancement. Government tries to refine education curriculum in Indonesia which causes a shift from teacher-centered learning to student-centered learning. Teacher is not the only learning resource. The role of teacher is not only as a medium for knowledge transfer but also as a facilitator and inspiring figure for the students to achieve greater self-development. To achieve good result in History learning, it needs to be supported by good historical learning resource. One of the learning resources comes from the use of cultural heritage site, like Van Den Bosch Fort. Through the use of Van Den Bosch Fort as a learning resource, it is expected that it will cultivate the awareness on historical values and the effort to preserve the existing cultural heritage.

Keywords: historical learning resource, Van Den Bosch Fort

1. INTRODUCTION

Education is a basic need for every individual since without education, people will be difficult to develop their knowledge. In education world, curriculum development requires students to be active, creative, and innovative in responding to every single subject they learn. The role of teacher is shifting from the absolute learning resource (due to teacher-oriented class) to a facilitator (because student-oriented learning).

A professional history teacher is demanded to be able to present good learning process. History must be a joyful and attractive subject so that the knowledge transfer to the students can be successful. A joyful history learning process can be achieved not only through a conventional class but also through the surrounding environment utilization since history is about human being's activities in their life. It resembles a long-life learning concept as learning process is not only in classroom but also everywhere, whenever, and forever as long as he/she lives.

To attain an optimum learning, it requires good learning resources. Learning resources are all resources in the surrounding which can facilitate someone's learning activities. Widja (1989:13) mentioned that teachers often forgot learning resources at their

surroundings. Even in a most rural and remote area, there must be at least four learning resources that exist and highly useful, like:

1. The society or population of the surrounding school area
2. Physical environment at the school
3. Scrap or used goods that were pollutants but can be recycled as teaching and learning resources.
4. Natural or social phenomena that can attract student's interest.

In Ngawi, one of the learning resources of history located away from school is a heritage site called as Van Den Bosch Fort. The use of environment as a learning resource can be done through a site visit designed for introducing the existing environment to the students. The students can directly observe, identify, and interpret those heritage matters in Van Den Bosch Fort. Learning can be more meaningful as the teacher is able to demonstrate historical fact and artifact to his/her students.

Ngawi is one of the regencies of East Java Province, Indonesia. It is located in the eastern part of East Java Province, directly before the border with Central Java Province. Ngawi is a region which has several tourism destinations, like nature tourism, cultural tourism, knowledge tourism, and heritage tourism like Van Den Bosch Fort.

One of the government's efforts to promote the beauty of Van Den Bosch Fort was by conducting Ngawi Heritage Festival in 2014. The aim of this event was to introduce the potential of *Benteng Pendem* (Van Den Bosch Fort) as a cultural and historical tourism site. The Regent said that the concept of Ngawi Heritage Festival 2014 was about a collaboration between traditional dance and theater performance art which told about human evolution. The story was chosen since Ngawi is a regent where the first completely erect ancient human fossil, namely *Pithecanthropus Erectus*, was found at Trinil site.

As the Van Den Bosch was open for public, the local government expected that the students in Ngawi were interested in visiting the site to broaden their insight. Formerly, history teaching was only about books and worksheet without any site visit. Previously, the students perceived that the fort was only an old, spooky, and abandoned building.

Partington (in Widja, 1989:95) stated that there were frequent criticisms for history teaching and learning. History learning was perceived to have several drawbacks since it was only about memorizing things and emphasizing on "chalk and talk". There was no intense participation of the students during history teaching and learning process. It was

more focused on memorizing historical event rather than an effort to develop intellectual potential which then caused the students to get bored and not active.

History learning was often judged as a flat and monotonous material. Thus, this article offers a chance to turn the perspective around by arranging a site visit to Van Den Bosch Fort as a learning resource. Through this way, it is expected to be able to encourage the senior high school students in Ngawi to be more effective in comprehending historical values as well as cultivating historical understanding critically based on recent context.

Learning through direct observation by comparing actual condition of the heritage site and its historical values can stimulate better comprehension about the struggle of this nation in achieving its independence. Based on this background, the author wants to explore the use of Van Den Bosch Fort as a learning resource.

2. DISCUSSION

2.1. The Function of Heritage

Heritage as a historical path and evidence can be utilized as history learning resource about historical value of a nation, particularly Indonesia. The existence of heritage is a historical legacy that can be used as learning resource. I Gde Widja (1989:60) explained that the existing heritage can be used as instructional medium to support the efforts of teaching and learning method. Thus, heritage has a particular function and benefit for religion, social, tourism, education, knowledge, and culture.

Uka Tjandrasasmita (1980: 101) stated the functions of cultural heritage as follow: (1) as a historical and cultural evidence or medium which reflects the creation, intention, and work of the ancestors or former generation whom the values can be the role model of a nation for the present time and for the future time to stimulate and develop nation culture based on Pancasila, (2) a tool or medium which provides inspiration, aspiration, and acceleration of nation development both for material and spiritual aspects, (3) an object of knowledge in history and heritage as well as other disciplines in general, and (4) a visual instructional medium of history, heritage, and culture for students.

The other functions of cultural heritage based on Neneng Dewi Setyowati (2004: 15) as cited in *Informasi Kepurbakalaan* (1992: 14) are (1) as a pattern and sources of technological and scientific development regarding residence, architectural, and engineering matters, (2) as an object of a research about past life which can encourage and

strengthen self-awareness, and (3) as a cultural heritage tourism destination which can elevate local population prosperity, provide more job opportunities, improve life quality, and cultivate cooperation among nations, and boost the development of other sectors.

Based on the definition and function of cultural heritage, the heritage site can be used as a learning resource for achieving better comprehension on historical values of the site. The boost on the use of cultural heritage as learning resource can be sustainably done for cultivating comprehension and awareness in cultural heritage preservation as a part of comprehension on historical nation's struggle.

2.2. VAN DEN BOSCH FORT

Van Den Bosch Fort looked like hidden as it was surrounded by pile of land as a dam to prevent the Bengawan river water for flooding the fort through its bank as well as for tough defense mechanism. The fort was surrounded by \pm 5-meter width of trench. There were some crocodiles in the trench to thread the enemy as they want to enter the fort and to prevent the hostages and forced labors from escaping out of the fort. Due to this phenomena, Van Den Bosch Fort is also called as *Benteng Pendem* (buried fort).

At the main gate, we can see that there was a bascule bridge foundation as an access to reach the first gate; the evidence also shows that there was a pulley gear to lift up the bridge. After passing through the first gate, there is the main gate to reach the inside part of the fort. The historical path demonstrates a number which explains the year of 1839 – 1845 on the upper part of the gate. The year represents the building period of Van Den Bosch Fort which its architectural style reflects European Castle with Indische pattern.

Johannes Graaf Van Den Bosch resembled the name of Van Den Bosch Fort in Ngawi Regency which was built between 1839 – 1845. This fort was intended to prevent and face militant's strike as the followers of *Pangeran Diponegoro* (Java War in 1825-1830) led by Wirotani (De Java Oorlog, written by P.J.F. Louw, Book 1 in 1984). The fort was built on a \pm 1 hectare, among Bengawan Solo River at its north and Bengawan Madiun River at its south. The wall of the fort was rectangular shape with bastion for each corner, surrounded by trench and pile of land which implied a strong defense base (<http://suryasomen.heck.in/sejarah-singkat-benteng-pendem-di-kabupa.xhtml>.)

Ngawi previously was an *Onder-Regentschap* (a district) that got a promotion to be a *Regentschap* (a regency) led by a Regent called as Bupati Raden Adipati Kertonegoro in 1834. The promotion considered its strategic geographical location with good potential

benefits. After the independence day of Indonesia, in 1962 the fort become the base and ammunition warehouse of Batalyon Armed 12. The battalion formerly was at Rampal District, Malang Regency. Also, the fort was utilized as war simulation. Next, in 1970-1980, the fort was abandoned since the ammunition warehouse was relocated to Jalan Siliwangi, Ngawi which apparently becomes *Kostrad*'s (Strategic Commando) base. Later on, in 2011, after abandoned for very long decades and restricted for public, Van Den Bosch fort was then re-opened for public. Ngawi Regency government rearranged the site and its surrounding in 2012 to be one of education and historical tourism destination of Ngawi Regency. Apparently, Van Den Bosch Fort is successful to attract more tourists as the site is frequently visited and chosen as pre-wedding photograph as the bride and groom have a heritage or colonial theme.

3. Learning resources

3.1. Learning resource Definition

One of the efforts conducted by education practitioners to improve and support learning process to be more effective and efficient is done through the utilization of learning resource. A well-managed learning resource can stimulate learning effectiveness and optimizing learning process. Commonly, learning resource is defined only as a written source (books and references) or learning medium that is able to present both good auditory and visually messages like film, video, CD, and presentation slide (Karti Soeharto, 2003:73).

Learning resource tend to hardly rely on a teacher as the main figure but ignoring the importance role of other sources in the learning process. Learning resource is not necessarily expensive, luxury, or rare source but it is a medium which is able to trigger creativity and willingness of the teacher to innovate and utilize the existing learning resource. In broader sense, learning resource is every single thing that can be utilized to assist someone in learning and demonstrating his/her competence.

Based on Directorate General of Higher Education (1983:12), learning resource is every matter that can make people learn something. Degeng (1990:83) stated that learning source are all sources that can encourage learning behavior. During the learning process, the component of learning resource can be utilized in isolation or in combination by the learners. Further, Edgar Dale (1969), an expert in education, mentioned that learning resource is every resource that can be utilized to facilitate learning. This definition is

further elaborated by AECT (Association for Education Communication and Technology) (1977: 8) as “*learning resources all of the resources (data, people, and things) which may be used by the learner in isolation or in combination, usually in a formal manner, to facilitate learning: they include messages, people, materials, devices, techniques, and settings*”. Thus, learning resources is wide and complex which is more than just instructional media. Every resource that is predicted to be able to support and can be utilized in learning success can be considered as learning resources. Through this definition, teacher is not the only learning resources. The meaning of learning resource includes message, people, media (software), tools (hardware), technique/method, and environment that are utilized to facilitate learning process. It also means that learning resources can be all resources like data, people, and particular thing that can be used in isolation or in combination by the learners as they are learning which facilitate the them to achieve learning objective or to attain particular competence.

Based on some definitions above, it concludes that learning resources are all resources in the surrounding environment which can be used to facilitate learning activities for attaining more optimum learning result. Van Den Bosch Fort is one of the learning resources which can be effectively used to facilitate the learners in comprehending the learning materials at school. Therefore, teachers should also introduce the existing learning resources at the surrounding environment of their school to their students for achieving more optimum learning.

3.2. Heritage as Learning Resource

Learning resource can be identified based on the planning and the process of learning. For regular learning objective, learning resource can be planned just directly observed at site through the visualization of the existing learning resource. Sudjana (2007:80-81) explained that the definition of learning resource may include (1) printed learning resource, (2) non-printed learning resource, (3) facilities like library, learning corner, studio, sport field, (4) activities like interview, work group, observation, simulation, and game, and (5) surrounding environment like landscape, bus station, market, store, factories, museum, and heritage site.

Another history learning resource may come from archive and heritage site. Heritage artefact and historical site needs to be observed and learned. Learning a nation history can encourage a process of value comprehension. Thus, library, archive, document,

historical site, and artefact can be learning resources that reflect written or unwritten records about historical path. Thus, learning resources is broadly defined as a process of effort that can be used to facilitate an individual during his/her good long-life learning process (Munir, 2008:131).

Regarding the existence of cultural heritage, we should also discuss about historical path. Uka Tjandrasasmita (1980:101) explained that heritage has some functions like (1) a tool or medium which reflects the creation, intention, and work of the ancestors or former generation whom the values can be the role model of a nation for the present time and for the future time to stimulate and develop nation culture based on Pancasila, (2) a tool or medium which provides inspiration, aspiration, and acceleration of nation development both for material and spiritual aspects, (3) an object of knowledge in history and heritage as well as other disciplines in general, and (4) a visual instructional medium of history, heritage, and culture for students.

As there occurs a better comprehension on the meaning and the function of cultural heritage as learning resource, it can encourage an awareness on history matters so that the students can have a critical, innovative, creative, and reflective thinking. Learning resource in the form of cultural heritage contributes to the knowledge comprehension, mainly in the comprehension of historical values. Historical values comprehension from the cultural heritage site stimulates the students to be able to select and accept the role and the changes of particular phenomenon as a knowledge reflection process in their mind which drives their attitude and behavior in preserving cultural heritage site.

4. CONCLUSION

History learning apparently less attracts learners. This problem should become a pivotal attention of history teachers. Thus, to deliver more attractive learning process of history subject, history teachers can utilize heritage site at their surrounding as one of the learning resources. Particularly in Ngawi Regency, Van Den Bosch Fort can be one of the heritage learning resources. The use of environment as a learning resource can be done through arranging a site visit. During the site visit, students are expected to be able to comprehend the nationalism value, education value, ethics, culture, political values, and etc. Thus, the students can encourage their nationalism spirit, respect their national heroes, and respect the human rights.

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RECALLING COLLECTIVE MEMORIES OF THE PALEMBANG SOCIETY IN 16TH TO 17TH CENTURY: STUDY GELUMPAL MANUSCRIPT

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Abstract: Gelumpai was the representation of cultural system in the literacy tradition of Palembang society. Gelumpai manuscript contain the description the social values of Muhammad SAW. Gelumpai was produced by *ulama* of Palembang Darussalam Sultanate to *uluan* society circa 16th to 17th centuries. Gelumpai was written in *ka-ga-nga* font, which also used by South Sumatera society. *Ka-ga-nga* is the transformation of *Pallawa* font. Genealogically, *pallawa* font used by Sriwijaya society. The language in Gelumpai manuscript is *kromo inggil* (the higher level in Javanese language), usually used by king and aristocrat in Keraton. The content of Gelumpai manuscript related with *Barzanji* text, which predicted from Islam Hadramaut and came into Palembang society circa 16th to 17th centuries. Gelumpai manuscript show collective memories of Palembang society in 16th to 17th centuries, which networked with Javanese society, local society and Islam-Malay society.

Keywords: Gelumpai, *ka-ga-nga*, collective memories

I. Introduction

Gelumpai manuscript is a heritage of Palembang Darussalam Sultanate produced around 16th until 17th century in which it indicates social dynamics, politic and religion of Palembang Darussalam Sultanate society. There are *iliran* and *uluan* community in this sultanate having cultural and social difference due to geographical landscape. *Iiran* area is near with Musi while *uluan* area is an inland. Once *iliran* area receive the change, it seems highly likely be forwarded to *uluan*. Based on this circumstance, *iliran* area is identical to an arrival gate of ‘foreigner’, otherwise *uluan* area is a representation of the inferior or the *rubes* (Irwanto : 2010).

Gelumpai manuscript is produced for *uluan* society as a religious proselytizing in Java palace (Igama : 2005). This argumentation is proved by *ulu* characters within Gelumpai manuscript in which the manuscript shows the ancient Javanese language of the 16th-17th century in Demak period until Sultan Agung. The production of that text is to systematize culture from the *Iirans* to the *Uluans*. This study places Gelumpai manuscript in historical context of the 16th and 17th century. The scope of this research is to find out how far the relationship between Palembang society and communities of archipelago.

In this perspective the text is intertextuality and intercontextuality (Kristeva, 2013). The author argues that Gelumpai text networking to the Indonesians. That networking is becoming a construction of collective memories Palembang society. Collective memories is the collective experience of nations community connected by islands and sea, so it can build social cohesion of society, both ethnicity or ethnoreligious aspect (Joebagio in Krug and May, 2015).

II. Research Methodology

The analysis unit of this investigation is Gelumpai manuscript using Ulu characters (rencong/ka-ga-nga) that is on file in Balaputradewa Museum in code 07.17. It is analysed by using historical method and critical discouse analysis approach including the review of networking collective memory: 1). Review of genealogy of ka-ga-nga letter; 2). Intercontextuality of language within Gelumpai manuscript; and 3). Interdiscursivity of expression within Gelumpai manuscript.

III. Finding and Discussion

a. Gelumpai Manuscript and Local Communities in Palembang

Gelumpai manuscript consists of networking collective memory with local communities that can be seen from ka-ga-nga characters as a transformation of Pallawa. This transformation is closely related to the dynamics of Sriwijaya Kingdom in the 7th century. Sriwijaya is a transit city in Southeast Asia region on account of it produces trade commodity forest result in the form of (crystalline limestone, resin, incense and incense tree sap). In addition, the result of mine in South Sumatera producing tin is located in Bangka (Poeponegor, Marwati Djoened, 2011: 68).

Traders of Archipelago country, Tionghoa, Southeast Asia, South Asia, and Middle East conduct trading activities in Sriwijaya. Sriwijaya evolves into an egalitarian and cosmopolitan with the configuration of multiethnic and multiculture society. Language used is ancient Malay with Pallawa characters which is related to the oldest ancient inscription Kedukan Bukit. Meanwhile, it is also found Kota Kapur inscription using Pallawa character and Tamil language. Pallawa character is also used on Yupa inscription in Kutai, Tarumanegara and ancient Mataram. This networking shows that Pallawa character is a piece of lingua franca of archipelago society. In economical context Pallawa character is a bridge for communication of economy and social in this archipelago country.

Based on the inscription relics of Sriwijaya Pallawa character is used until the end of Sriwijaya Kingdom.

Consequently, Pallawa character is becoming a part of life of local society, particularly in area of Palembang huluan. Huluan area is an inland of South Sumatera region. There, local people tend to life in traditional way and also maintain traditional values in life in the form of characters expected until around the 18th century. One of the proof is the using of ka-ga-nga characters which is transforming from local letter with Java language. These characters are found in Gelumpai manuscript, Padang Ratu Charter and other manuscripts found in uluan area in which those have not been studied until now.

b. Gelumpai manuscript and networking Palembang-Java

Kota Kapur inscription contains of information about relation of Java and Palembang. It tells about Sriwijaya conquest attempt to conquer *bhumi jawa* that is not subject to them. The information is in line with the content of Karang Berahi inscription that mention of an attack on *bhumi jawa* in 686 AD. Other sources strengthen the relation of Java and Palembang is the existence of Java Syailendradi Dynasty formed by Daputa Selendra, this name is similar to Dapunta Hyang Sri Jayanasa ruling in Palembang in the 8th century. Moreover, the religion taken up by Syailendra Dynasty is Buddha Mahayana which has the similarity with Sriwijaya Kingdom. For the most part, there is an assumption that Dapunta Salendra is highly likely form Sumatera (Agus Aris Munandar and friends, 2012:96).

The existence of dynasty and relationship of Palembang Java is strengthened by the discovery of Nalanda inscription in Bihar, East India around the 9th century. It tells about the building of monastery in Nalanda by Balaputradewa, an elder who professes Buddha. Furthermore, it also mentions Balaputradewa grandfather, known as a king of Java with a honorary degree Sailendrawangsatilaka Sri Wirawairimatahana. Balaputradewa is one of the children from king of Java named Samaratungga, brother of Pramodawardhani, because he fights with his brother in law (Pikatan) and suffers a defeat in Ratu Boko hills, he finally follows his mother to Sumatera and becomes a ruler there. His authority is obtained from because his great-grandfather named Dharmatesu is a Sriwijaya elder (Agus Aris Munandar and friends, 2012: 96).

New stage of Java-Palembang relation happens in the development of Moslim period in this archipelago. The establishing of Palembang Sultanate in the 17th century gave the dynamics itself, especially the influence of Demak Sultanate in bureucratic

structure in Palembang sultanate because its influence can be seen from the leader named Kyai ing Suro, who is the son of the noble from Demak Kingdom namely Sedo ing Lautan Prince. Additionally, relation of Demak and Palembang also can be seen from supporting attack conducted Demak against Portugis in Malaka. All things considered, Palembang and Java have a tight bond, especially after the establishment of Palembang having more pattern, and the using of Java language (kromo inggil) by aristocrats and king of court (Poesponegoro, Marwati Djoened , 2011: 45).

Gelumpai manuscript produced by Palembang kingdom proves the existence of networking of Palembang-Java in the 16th-17th century. Moreover, it has the similarity to others in Java in that period. This argumentation is based on the equal language. Language used in Gelumpai script is ancient Java around the 15th-17th century.

c. Gelumpai Manuscript and Networking Palembang-Malay Islam

That intellectual network can also be found in Gelumpai manuscript. It is a product of Palembang Sultanate talking about the Prophet Muhammad SAW. Its content has similarity with Barzanji in which it is usually used on the commemoration of the Prophet's Birthday developing among Sunny Syria in the 11th century. Sultan Shalauuddin Al-Ayubbi revived the prophet's birthday ever exist in Fatimiyyah Dynasty era with the aim to revive the spirit of struggle (jihad) and unity (ittihad) of Islamic army. (Mastuti, Yani, 2014)

Palembang networking with Islam in Middle-East, Southeast Asia and its country has been formed since the 10th century. It is proved by a number of muslims in Middle-East, especially in Arab and Persia, conducting trading activities in Sriwijaya region. In addition, they are also utilized by the ruler of Sriwijaya as envoy in diplomatic missions abroad (Poesponegoro, 2011: 44-45). After the authority of Sriwijaya was weaker, Palembang sultanate in the 16th century appeared in which it was led by Kyai ing Suro, the son of Sedo ing Lautan Prince from Demak Kingdom. Islam developed in Palembang in the 17th century was influenced by Islamic thought from Middle East. Arab migrants mainly from Hadhramaut began coming and staying in Palembang in a vast number since the 17th century (Sedyawati dan Sugono, 2004: 96). Arab society played the important role in the growth of knowledge and scientific tradition of Islam in Palembang. Muslim scholars focused on the palace as a center of knowledge production. They produced text interpretation of hadith, tasawuf, fiqih and tauhid (Azra, Azumardi, 2013: 317).

Another argumentation strengthen the relation of Palembang and Islam can be seen from intelektual network Abudrahman Al-Jawi and Abd Samad bin abd al-Rahman al-Palembani. Al-Palembani has many teachers, they are Muhammad bin Abd al-Karim al-Sammani, Muhammad bin Sulayman al-Kurdi and Abd al-Mun'im al-Damanhuri. He is involved in Java community and becomes friend with Muhammad Arsyad al-banjari, Abd al-Wahhab Bugisi, Abd Al-Rahman al-Betawi, and Dawud al-Fatani. The involvement in Java community makes him having big influence in socioreligious and political aspect in this archipelago country (Azra, Azumardi, 2013: 321-325).

Networking of Java community (Jama'at al-Jawiyin) in Mecca ahead the end of the 16th century had Nurrudin al-raniri (1658), Abdurrauf bin Ali al-Jawi al-Fansuri (1615-1693) and Muhammad Yusuf al-Makassari (1629-1699). In the 17th century there were Abdussamad al-Palembani, Arshad al-Banjari (1710-1812) and Dawud al-Fatani (1847), in the 18th century and the early of the 19th century there were Nawawi al_bantani (1813-1879), Ahmad Rifa'i Kalisalak (1786-1810), Ahmad Khatib Sambas (1803-1875), in the 19th century had Ahmad Saleh Darat al-Samarani (1903), Ahmad Khatib al-Minangkabawi (1860-1916) and Muhammad Yasin al-padani (1917-1990) , and finally in the 20th century there (Faturahman, Oman : 2011).

Intelektual network among those scholars indicates that Palembang was in Islamic development networking. Based on that case, Palembang had relation with Islamic society of archipelago country, Southeast Asia and Middle East through knowledge relation. One of those networking can be seen from Gelumpai manuscript having similarity with Barzanji script that is developing in Middle East and Islam Malay. It is closely related to interpretation and localize efforts of Islamic doctrin that is universal and cosmopolitan.

IV. Conclusion

Based on the study above it can be seen that Islamic scholars have the important role in development Palembang Sultanate which is together with Islamization process in Palembang. The scholars use local wisdom in spreading Islam in Palembang, one of the ways is by using Gelumpai manuscript having similarity with Barzanji text. Pallawa character using ancient Malay is a local script of Palembang society, and it is eventually transforming into ka-ga-nga character using Java language which develops in Palembang Sultanate period. The relationship beetwen Java and Palembang is shown from the existence of geneology relation between Syailendra dynasty and Sriwijaya Kingdom in which Nalanda insription mentions that Balaputradewa grandfather as the elder of

Sriwijaya was from Syailendra dynasty. Intertextual relation between Gelumpai and Barzanji script indicates that there is a network of Islamic archipelago and Middle East. Ka-ga-nga character is a written tradition for Palembang society, which is a form of aculturation from Palembang and Java language. The final analysis of this study is existence of networking collective memory between Palembang and Java society, Islam Malay and others in archipelago country.

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ORAL HISTORY AND MASS VIOLENCE

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Abstract: The mass violence of 1965-66 is a historical event that poses the most challenging questions in Indonesian historiography. For a long time the Suharto government obscured the event by propagating its own fabricated narrative and forbade those who knew about the event from discussing it openly. Once there was a more democratic space for people, including victims and witnesses, to share their knowledge and experience, the battle for truth from the opposing sides began. To challenge the victim's narratives even the perpetrators present themselves as victims and the government as the saviour. The narrative of victimhood dominates the discussion about 1965 political genocide and other possible historical sources recede into the background. As a researcher who has coordinated oral history project of the victims, I would like to explore the complexity of dealing with oral sources in investigating mass violence. What is the significance of oral history in addressing the issue of mass violence? How do we deal with different types of oral sources, i.e. testimony, life history, or oral tradition, in substantiating truth claims?

Keywords: oral history, mass violence, witnesses

What has '1965' meant for Indonesian people?

There is one particular year that will bring back unpleasant memories to many Indonesians: 1965. When 1965 is mentioned they will be on the alert. No matter which side they were on, they will think of chaos, horror, and fear. Everyone who lived through the time has a story, but it is a story that is marked by some uncertainty as to what happened and why.³ To those who have put their faith in the army's version of history, the year is associated with a rebellion by the Communist Party of Indonesia (PKI), which kidnapped and killed six top army generals on October 1, 1965. The army leadership accused the PKI of master-minding a plan to seize state power from President Soekarno. To those who became the target of the subsequent anti-Communist army operation, 1965 brings never-ending images of raids, seizures of property, arrests, tortures, rapes, exile, forced labor, disappearance, and the killing of hundreds of thousands of people. Then,

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³ There is an abundance of materials on the context surrounding the anti-Communist mass violence of 1965-66. The Indonesian government itself has published at least three books, commonly called "white books", about the Treason of G30S/PKI (the 30th September Movement/Indonesian Communist Party). These books accuse the PKI, and to a lesser degree, President Soekarno, for masterminding the coup attempt. Otherwise, dozens of books, monographs and articles, mostly produced outside the country, have attempted to present alternative, if not more balanced, interpretations. For a detailed list of the literature analyzing the event, see Erljina (2006) or Roosa (2009).

there are bystanders who saw or heard about the mass violence but did not quite know what to make of it because what the government told them did not always correspond with what they heard by word of mouth. 1965 has become a ‘trauma time’,⁴ an inexplicable point on the timeline of national history that continues to haunt at least two generations of Indonesians.

Under the authoritarian rule of General Suharto between 1966-1998 there was almost no space to discuss what happened in 1965. The government which claimed to establish a New Order in the country imposed a mixed sense of bereavement and constant urgency about the evilness of the Communists that brought about the “national tragedy”. It manipulated the society’s memory of 1965 by forcing Indonesians to remember particular facts that suited its purposes and to forget other facts that would challenge its legitimacy. Aside from producing official history text books, year after year the New Order state organized rituals where all Indonesians were expected to watch a film on the treason of PKI, participate in a military-style flag ceremony, and to remember the “national tragedy” so that “it will never happen again”.⁵

The repetition of the basic storyline, the emphasis on certain tropes, and the threat accompanying them generated almost uniformed acts of remembrance that bordered on oblivion. People remembered, and sometimes recounted stories, without really knowing what they remembered, nor did they own their stories. The military wanted the people to remember the PKI’s “act of treason”, but they did not want them to talk about the army’s repression of the suspected Communists even though they wanted them not to forget that the army had the ability to carry out violence if people did not follow their orders. No matter what the army did, it was supposedly done to protect the nation from the danger of communist attack. So to impose their version of history, the army constructed a discourse on an other/enemy who was a threat. Their historical narrative was rooted in a discourse of danger.

Anecdote

⁴ This is a term used by political scientist Jenny Edkins to mark unexpected and traumatic political events that caused disruption to the linearity of the standard political process in a nation-state. See Edkins (2003), Preface.

⁵ Dictatorship in different parts of the world constructed similar official narratives telling the heroism of the military as the savior of the nations and in South America they also targeted left wing forces. See Jelin (2003) for brief description of the practice in the countries of the Latin America’s Southern Cone. Heimo and Peltonen’s (2003) account of the suppression of the Reds’ version of history and the use of “atrocious tales” to discredit the radical activists after the Finnish Civil War of 1918 is comparable with what happened in Indonesia.

In all the years I spent as a student under Suharto, the humanitarian tragedy of 1965 never came across to me as a complete story. As a little girl I often heard adults around me talking in frightened fragments about ‘those times’. They spoke in whispers. Occasionally I would hear the word ‘Gerwani’ or ‘PKI’ when someone swore at some irritating person. But I had no idea what those words meant. (PKI stands for Partai Komunis Indonesia, the Indonesian Communist Party, while Gerwani is an abbreviation of Gerakan Wanita Indonesia, the Indonesian Women’s Movement that was affiliated with the PKI). Even the film *Pengkhianatan G30S/PKI (Treachery of G30S/PKI)*, which I watched almost every 30 September with my school, didn’t make much sense as a story. I do recall the most dramatic scenes, such as when Ade Irma Suryani, the daughter of General Nasution, getting shot, and the screams of General Panjaitan’s daughter as she wipes her father’s blood off her face after he was shot by soldiers in front of their house. But the rest was pretty much a blur in my memory.

Under strict surveillance from the state the victims were labeled as ‘PKI’ and forbidden by law from writing and speaking in public. A law passed by an army-rigged parliament in 1966, Tap MPRS XXV, banned not just the PKI but also the propagation of Marxism-Leninism. This law was interpreted to mean that anyone categorized by the state as a “communist” had no right to speak since whatever they said could have some “communist” significance, even if coded.

The Suharto regime did not only scare people to openly talk about 1965. It also never made it easy for anyone to be interested in history. History for school children of my generation was rote learning, the flag ceremony, carnival on independence day, and war films about revolutionaries with sharpened bamboo spears fighting Dutch soldiers who always thundered ‘Kowe inlander ... Godverdomme’ (‘You darkie ... God damn you’). This explains the appeal of *This Earth of Mankind* (Bumi Manusia), Pramoedya Ananta Toer’s great historical novel, in the mid-1980s. This novel brilliantly depicts colonial atmosphere out of which Indonesia was born. History suddenly became a rich harvest of stories and an unending quest for knowledge! Yet, picking up Pramoedya’s work was a risky business. Three young men were arrested and jailed in Yogyakarta in 1989 just for

quietly distributing copies of Pramoedya's Buru tetralogy (tetralogi Buru) and organising discussions of it.

Anecdote

The mother of one of my friends would not lend me her copy of *This Earth of Mankind* until she had snipped off the top right corner of the opening page with her name on it. I couldn't believe it. If she was so scared, why did she own a copy of this banned book? And where had she obtained it?

Studying history at universities was no different. It required strategies to access sources if we wanted to investigate themes or periods considered to be 'subversive', such as history of workers movement, the Madiun Affair of 1948, or the September 30th Movement of 1965. Students had to surreptitiously tried to ferret out the bits of history that school and the mass media never told. They leafed through old newspapers that they could still find in the National Library if the papers were not kept inside a caged room. They smuggled in banned books from overseas. They photocopied forbidden reading matter from friends with similar interests (no internet yet). There were also students who dared themselves to engage with former political prisoners like Pramoedya, and learned about history from different perspectives.

Why did ISSI do oral history?

When the Suharto dictatorship came to an end in 1998 there were more spaces open to discuss 1965 publicly. Survivors began to share their stories, human rights activists demanded state accountability and justice for the victims, and historians proposed to "straighten out history". Some historians and leaders of victim's organizations proposed that the state rewrites the official history based on the story and analysis that victims have about 1965. Other historians did not support the idea of 'straightening out' history because it assumes that there is only one single truth as an alternative to the official history. This prompted further reflection on the necessity to investigate under what circumstances victims, victims groups and other social groups feel the urge to "revise" or challenge the version of history that have demonized them. Indonesian history scene had to deal with mounds of claims about people's experience in the past that had been silenced.

With historian John Roosa, I decided to organize oral history project about the experience of the victims of 1965-66 mass violence. We figured that in the interests of historical accuracy, we have to listen to more people than those who have already expressed their views. We decided that we would focus our interviews on the ex-political prisoners and their families. Our intention was to compile stories for writing up a collective biography of people who had shared the same kind of progression in their life history (the pre-1965 period, arrest, interrogation, imprisonment, release, life outside of prison). Besides, as historian Henk Schulte-Nordholt has argued, “oral histories are of crucial importance for Indonesian historiography” not just because the Suharto-era bureaucracy “left few accessible archives,” but also because they offer the opportunity to shift the focus of historians away from the state and “highlight individual experiences outside the disciplined grid of state institutions.” (2004: 18)

About fifteen people joined that first OHP team. Most of them were volunteers who had assisted victims of the 1998 May riot in Jakarta. They participated in intensive training and discussion sessions to help them do the interviews. At the end of 1999 the first teams went out to various cities in Java, Bali, Lampung and Central Sulawesi. Some of them experienced moments of discomfort. On both sides of the interview table the question arose: how far can we trust these people? Victims who had never talked about their experience were afraid of the consequences of bravely speaking out. Interviewers who only knew their history from school textbooks wondered if the victims’ stories were true and valid as historical sources. But most of them soon built a rapport with the victims and came home with incredibly rich stories full of human nuance. Their previous experience of talking with victims of May 1998 made it easier for them to win the sympathy and confidence of victims of the 1965 tragedy. They soon stopped demanding the ‘objectivity’ that had been drummed into them within the Indonesian university teaching system.

At least two male interviewers met with female victims of rape or other sexual violence. Women who would normally keep their mouths shut in meetings dominated by older men suddenly asked to speak personally with an interviewer. As these women poured out their grief and bitterness about what they had experienced, the interviewers felt confused. Shouldn’t they be doing something other than listen? Shouldn’t oral historians also be ready to help a victim overcome their problems? Such questions haunted us continually at the beginning of our journey. Those interviewers who had had experience supporting victims in other human rights violation cases felt strongly that they should act

as well as research. However, we eventually agreed we had to separate our research role from our role of victim supporter, and we could do that without sacrificing the needs of the victim. We usually referred victims to friends in other organisations that had more capacity for advocacy and support.

Our OHP also investigated violent incidents that occurred in specific locations. After at least 400 interviews we began to see that the methods that had been used to persecute alleged communists varied from area to area. Although on the whole the military, mainly the army, controlled the entire extermination operation, violent actions spearheaded by local military-supported forces claimed many victims. Paramilitary groups invaded homes, looted goods in houses, shops and offices, and killed those they regarded as enemies of the state and nation. Our local investigations revealed patterns in the persecution, and more broadly the special history, of an area. This helped strengthen the historical awareness of the researchers.

In 2003 we published a set of essays based on interviews we had conducted over the previous three years. At the same time we began to think of building an infrastructure to safely store all the interview recordings and documents we had collected. After consulting with friends who had supported us from the beginning, we decided to form the Institut Sejarah Sosial Indonesia (ISSI, Indonesian Institute of Social History), based in Jakarta. We agreed ISSI would not simply be a repository, but a research centre, a library, and an institutional archive that would look after our materials professionally and permanently.

This year ISSI enters its twelfth year, but our research into the 1965 tragedy has been going on for 16 years. We have interviewed about 500 people in towns in Sumatra, Java, Bali, Kalimantan and Sulawesi. All our interviews are recorded digitally. We have also made digital copies of many photos from personal collections, which we use to prepare high school teaching materials about the victims of the 1965 tragedy.

Through the OHP, our young researchers, who before this had never met a 1965 victim, have done far more than simply record their stories. They have resisted the demonisation the Suharto government carried out against those it persecuted. Several of them later said they discovered victims in their own wider families. Excluded people who had never said a word about their experiences sought out their young relatives who were asking questions about history. It is also important for Indonesian society as a whole to allow the process of inter-generational transmission of memories. The society has been

forced to forget the most profound parts of the nation's history. For a very long time now, the nation's memory of these things has been saturated with incomprehensible fears and vigilance, such as about 'the latent danger of communism' or 'the emergence of a new PKI'. Every step to learn about history has been a hesitant one. Our views on history are frozen. What ISSI has done bit by bit the last 16 years is to melt the ice, especially about the tragedy of 1965. At the same time it has been building a new historical awareness that the people who were shoved aside to build the Indonesia we live in today have a secret we all need to know.

What is the significance of oral history?

Since its very beginning in the 1960s oral history has been challenged for prioritizing the use of oral interviews over written sources. Conventional historians usually question the credibility of oral sources because of their reliance on memory and the subjective nature of personal narratives. The myth of permanent reliability of the *text* has overshadowed the fact that many written documents are based on oral sources and memory. Responding to the reservation scholars have about credibility of oral sources, prominent oral historian Alessandro Portelli argues that written document is not free from fallacies, just like any form of historical sources. "It [the written document] is often the result of processes which have no scientific credibility and are frequently heavy with class bias."⁶

All forms of historical sources potentially have problems with distortion and factual validity. Hence, matter of credibility should not be raised only when we deal with oral sources. As anthropologist Julie Cruikshank clearly states, "Events are always made into a story by suppressing some aspects and highlighting others, so it should not be surprising that both written and oral histories are based on a selective reading of the past, especially when they are retold to make meaningful connections in the present."⁷

It is the historian's goal in her research and her approach to each form of the sources that would determine the difference between working solely with written documents or oral interviews, or a combination of both. While using either written and oral resources will require established procedures for factual verification, historians working

⁶ Alessandro Portelli, *The Death of Luigi Trastuli and Other Stories: Form and Meaning in Oral History* (Albany: State University of New York Press, 1991), p. 51.

⁷ Julie Cruikshank, *The Social Life of Stories: Narrative and Knowledge in the Yukon Territory* (Lincoln: University of Nebraska Press, 1998), p. 4.

with personal narratives will not particularly pursue the most accurate information about certain persons or events within the narratives. What is important in a narrator's story is not so much the thoroughness of her historical knowledge, but her subjectivity in remembering her experiences and in perceiving her life today as having been shaped by the past. "The importance of oral testimony may lie not in its adherence to fact, but rather in its departure from it, as imagination, symbolism, and desire emerge."⁸ For oral historians, if a narrator misremembers the exact date or place of certain events, it will not make the source less credible because of her "faulty" memory. Even if the narrator provides "false" information, it is not a reason to discredit her. The ensuing task would not be to correct the "wrongs", but to examine further why the narrator remembered facts differently -- whether she intentionally lied to cover up something or she learned about the fact wrong from other sources, or whether social and political constructions of the popular memory have affected the way she remembered past events.

With this new paradigm shift in oral history, memory became the subject of oral history, not just the method or the source. Putting memory at the center stage of the research opened the way for oral historians to engage with a variety of approaches in analyzing oral interviews.⁹ The expansion of areas of inquiry was not limited to locating narrators with diverse socio-economic and cultural backgrounds, but also in the study of historical memory itself and of the narratives it produces. In the use of oral history for reconstructing violent events, there was also a shift from the large-scale testimony projects which focused on the massive gathering of thousands of personal testimonies, such as the one on the Holocaust organized by Shoah Visual History Foundation, to a more individual approach to life story. If in the large-scale projects each testimony is compared with the others to assess its historical veracity, the latter kind of oral history research pays more attention to the perception of the narrators about what they thought to be true to their experience. "[T]he focus becomes the person rather than the event and the perspective changes from an outward act of witness to an inward reflection on the meanings derived from one's own life journey."¹⁰

In doing oral history, we have to realize that "memory is not a passive depository of facts but an active process of creation of meanings". Hence, a good rapport between

⁸ Portelli, *The Death of Luigi Trastulli*, p. 51.

⁹ Michael Frisch, as cited in Robert Perks and Alistair Thomson, "Introduction," in *The Oral History Reader*, p. 3-4.

¹⁰ High, *Oral History at the Crossroads*, 40.

interviewer and interviewee becomes vital to oral history research.¹¹ Even if historians play a leading role in determining the selection of people to interviews, topics to discuss, list of questions to ask, and format of publication, they would have to constantly negotiate their positionality with the narrators until they achieve the most conducive environment for the narrating process. It is only through such a cooperation that we could, as historians, expose the limitations of the old-school historical practices, while at the same time bring out history's liberating potential. As veteran oral historian Paul Thompson states about the impact of oral history, "History becomes, to put it simply, more democratic. ... [I]t makes for a fuller human being. ... It provides a means for radical transformation of the social meaning of history."¹²

¹¹ Portelli, *The Death of Luigi Trastulli*, p. 52.

¹² Paul Thompson, "The Voice of the Past: Oral History," in *The Oral History Reader*, pp. 29, 31.

99 CAHAYA DI LANGIT EROPA THE MOVIE A REVIEW OF HISTORICAL PERSPECTIVE AND IT'S USED AS A MEDIUM OF TEACHING HISTORY FOR XI GRADE

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Abstract: Film is a medium of communication that is the visual audio aims to convey a specific message. The media is a tool used to facilitate the learning process. There are many different types of media learning is visual, audio, and audio visual. The film is categorized as one of the media are audio visual. 99 Cahaya di Langit Eropa The Movie can be used as one of the medium of instruction for students of XI grade in the materials of civilizations of Europe. Through this film we can know the development of Islam in Europe in the past. Through this film students can be directed to critical thinking by historical perspective on 99 Cahaya di Langit Eropa with the actual historical reality. This research uses method literature review using a variety of relevant sources. Suggestions for the next researcher can discuss more in depth on the development of Islam in Europe at the present time.

Keywords: Film, historical perspective, medium of instruction

Backgroud of the Study

Film is a medium of communication that is the visual audio aims to convey a specific message. The media is a tool used to facilitate the learning process. There are many different types of media learning is visual, audio, and audio visual. The film is media of learning that is an audio visual. According to Dale Egdar (Sani, 2013:60-61) States that memory learners at a time when the process of learning which is done as follows: learners can remember about 20% of what is read or hear, and learners can remember about 30% of what is seen. The process of learning to use media movies can make learners recall in percentage that is more than merely read or heard it.

Method

Research methods used in the writing of this article is a review of the literature. literature review conducted by collecting reading materials that are specifically related to the objects research, namely about the influence of Islamic civilization in Europe based on the movie 99 Cahaya di Langit Eropa reviewed from the perspective of historical.

Finding and Disussion

99 Cahaya Di Langit Eropa The Movie was a film which tells a travel doing by Hanum Salsabila Rais. A muslim from Indonesia living in Europe. A search of the light of Islam in Europe which is currently closed due to the cloud of mutual suspicion and misunderstanding. This film tells how Islam is thriving in a country where Islam became a minority. The real Europe is also saving a million mysteries about Islam. Europe and Islam was once a single entity and each other side by side. Now the relationship between Islam and Europe is full of prejudices. The film recounts the journey undertaken by Hanum Salsabila Rais which describing traces of Islam from the West to East-Europe. From Andalusia Spain to Istanbul Turkey. The first trip was to Paris, the Centre of the capital of European civilization. In Paris she met a converted, Marion Latimer who worked as a scientist at the Arab World Institute in Paris. Marion showed me that Europe is also reflected light the greatness of Islam. Europe store treasure trove of precious Islamic history. Marion shows that Islam as a source of basic knowledge which is full of peace and love.

Islam used to be the source of the light ablaze when Europe is covered with the dark ages. Islam has also become the most advanced civilizations in the world, when the Da'wah can unite with the knowledge and peace, not by terror or violence. The journey of exploring Europe is a search 99 light ever emitted by the perfection of Islam on the continent. Cordoba, Granada, Toledo, Sicilia and Istanbul are places that became evidence of Islamic civilization in Europe. When looking at sunset in the Cathedral of Cordoba's Mezquita Al Hambra Palace, Granada, Istanbul, Hagia Sophia or the Sun be witness that Islam never touched Europe, expanding it by spreading knowledge, and foster peace with compassion and religious tolerance.

When the Muslims conquered Spain and Sicily during the 8th century, it turns out it's very giving influence of Islamic culture in Europe. Therefore, the Islamic civilization finally spread in different places such as Granada, Cordoba, Toledo and Seville. At that time the native of Andalusia, most adhere to the teachings of the ad, but when arab civilization started to go end up being split asunder. They even replace frequently used common language into Arabic. People began to recognize Arab civilizations often know the term Mozabarabes which if in Arabic it is called musta'rib. Therefore, many pastors nasrani translate Gospel into Arabic. According to history, Sicily had been the one part of the territory of the Islamic civilization. This region becomes one of the main connecting door of the Islamic world with Europe because it is adjacent to Tunisia in North Africa.

While under Muslim rule Sicily evolving so rapidly and transform into a centre of civilization and commerce.

One of the main factors and positions that open opportunities for introduction of the Balkan peoples to Islam is the Balkan strategic geographical position. Overall, the introduction of Islam via Albania. According Carrie (1962:12) explain that the bulk of the European possessions of the Turks-roughly the Balkan peninsula was inhabited by Christians, mainly of the Greek Orthodox persuasion. Religion playing the central role that it did among moeslem, by contrast with the secular West, the Sultan was also Caplish of Islam. Had The fact of Christianity had been the chief agency in preserving the distinct identity of the Balkan peoples.

When the 12th century a.d., the influence of science and civilization of Islam in Europe very fast growing movement which caused the revival of Greece in Europe in the 14th century. development of Greece in Europe thought it a blessing through the translation of Arabic script which was learned then translated back in latin. The discovery of various books of translation from Arabic to Hebrew, Latin and Thalia. At the time of early European books that meet the existing libraries. the famous books at that time was by Ibn Sina and Al-razi which include bouquet of books on philosophy and medicine. The idea of this is that Ibnu Rush giving inspiration to the European academic world ilmun free from the powers of the Crurch (Sudrajat, 2015:232-233}.

Ibn Rush (*averros*) was a muslim philosopher who has a great contribution in the development of philosophy and medicine in Europe. The thought of Ibn Rush rasioanl is regarded as an intermediary of Arab culture and Islam to the West. According to Ibn Rush's thinking there are two lines of truth or the truth of the position of the double sense of the same height and with the glorious Revelation (Church). If the truth can be reached through the agents of Revelation (Church), it can also be achieved through the independent agencies (common sense). Ibn Rush advocating freedom of thought. He discusses Aristotle's thinking in a way that invites all those free-thinking and regardless of the absolute truth of the Church.

The development of Islam in Spain is divided into six periods:

The first period (713-755 M)

During this period, Spain was under the rule of the trustees appointed by the Bani Umayyad Caliph centered in Damascus. During this period the political stability of the country Spain have not achieved perfectly, disturbances are still going on, both from

within and from outside. Interference from, among others, in the form of disputes among the elite population *guasa*, mainly due to ethnic differences and divisions. In addition, there is a difference of views between the Caliph of Damascus and the Governor of North Africa, centered on Kairawan. Each admitted that they're the ones most entitled to master this area of Spain. Therefore, occur twenty times the turnover of wali (Governor) of Spain in a very short period of time. The difference in political views that led to the civil war occur frequently. This has to do with ethnic differences, particularly between the barbarian origin *ma* of North Africa and Arabia. In the ethnic Arab itself there are two group that constantly compete tribe Qaisy (North) and Arabic Yamani (Saudi). These ethnic differences often cause political conflict.

Second period (760-912 M)

During this period, Spain was under the rule of a man who had the title of Emir (Commander or Governor) but are not subject to the administrative center of Islam, who was held by the Abbasid Caliph in Baghdad. Amir Abd I first entered Spain year 138 H/755 M and was given the title of Al-Dākhil (that goes to Spain). He successfully founded the Umayyad dynasty in Spain. Rulers of Spain in this period was Abd al-Rahman al-Dākhil, Hisham I, Hakam I, Abd al-Rahman al-Awsat, Muhammad ibn Abd al-Rahman, Al-Mundhir ibn Muhammad, and Abdullah ibn Muhammad.

During this period, Muslims Spain began acquiring the good progress in the field of politics as well as in the field of civilization. Abd al-Rahman al-Dākhil founded the mosque of Cordoba and the schools in the major cities of Spain. Hisham known as reformer in the military field. It was he who initiated the mercenaries in Spain. While Abd al-Rahman al-Awsat is known as the master of the science of love. Philosophical thinking also began in this period, especially in the time of Abd al-Awsat. In the middle-9th century stability the country plagued by Kristen movement zealots who seek *kesahidan* (Martyrdom). The most serious political disturbances during this period came from Muslims themselves. The rebels in Toledo in the year 852 M form the City State in over the past 80 years. In addition to a number of people who are not satisfied evokes the revolution. The most important of them is the rebellion led by Hafshun and his son, who is based in the mountains near Malaga. Meanwhile, the dispute between the barbarians and

Arabs is still often the case (Badri, 2003:95). However it is argued in this period was divided into two time Emirates (755-773) and time to Khalifahan (912-925).

The third period (912-925 M)

This period takes place starting from the reign of Abd al-Rahman III the title of "An-Nasir" until the appearance of the "Kings" of the group known as al-Muluk Thawaif. During this period, Spain was ruled by a ruler with the title of Caliph, the use of the Caliph began from the news that up to Abdurrahman III, that even the Caliph, MuktaDir Bani Abbas in Baghdad died was killed by his own bodyguards. According to this situation shows that the atmosphere of the Abbasid Government was in chaos. He argued that at this time is a good time to wear the title of Caliph which had been missing from the Umayyad power as long as 150 years. This title was used because that's the start of the year 929 M. Caliphs who ruled large during this period there were three people i.e. Abd al-Rahman al-Nasir (912-961 M), Hakam II (961-976 M), and Hisham II (976-1009 M). During this period, Muslims Spain reached a peak of progress and triumph of the rival Abbasid sovereignty triumph in Baghdad. Abd al-Rahman al-Nasir founded the University of Cordoba. Finally in the year 1013 M, the Council of Ministers who ruled Cordoba abolished the Caliphate. When that Spain already fragmented in myriad small State centered in certain cities.

The fourth period (1013-1086 M)

During this period, Spain was split into more than thirty small country under the rule of the King or Al-Mulukuth-Thawaif, based in a city like Seville, Córdoba, Toledo and so on. The largest of them is Ab-badiyah in Seville. During this period the Muslims entered a period of internal disputes. Ironically, if it happens, there is a civil war between the warring parties were requesting ban-master to the Christian Kings. See the weakness and the chaos that hit the State of political Islam that, for the first time the Christians in this period began the assault took the initiative. Despite the unstable political life, but to intellectual life-continued to develop during this period. The castles encouraged the bachelor and prominent writers to get protection from one Castle to other Castle.

Fifth period (1086-1248 M)

During this period of Islamic Spain although still fragmented in some countries, but there is one dominant power, that power the Murabithun dynasty (1087-1143 M) and dynasty Muwahhidun (1146-1235 M). Murabithun dynasty in the beginning was a religious movement founded by Yusuf ibn Tashfin in North Africa. In the year 1062 M he successfully established a Kingdom centered at Marakesy. At the time of Mu-rabithun, Christian fell into the hands of Zaragoza, precisely the year 1118 a.d. The dynasty was founded by Muhammad Muwahhidun ibn Tumazi (d. 1128). This dynasty came to Spain under Abd al-Mun'im. In 1212 a.d, the Christian militia soldiers earn big victory at Las Navas de Tolesa. The defeat experienced by Muwahhhidun cause its rulers chose to leave Spain and return to North Africa the year 1235 M Year 1238 M Cordoba fell into the hands of the Christian rulers and Seville fell in the year 1248 a.d. the whole of Spain except Granada off from power Islam.

Sixth period (1237-1492 M)

On this 1st time between years (1232-1492) when the Muslim Andalus survive in Granada under the power of the dynasty of the bani Amar was the Sultan of the dynasty founder Muham-mad son of Joseph titled Al-Nasr, therefore it is also called Nasriyyah. (Musyrifah, 2003: 119) during this period, only Islamic power in the area of Granada, under the dynasty of the Bani Ahmar (1232-1492). Civilization back progress like in the time of Abdurrahman an-Nasir. The power of Islam which is the last defense in Spain ended because people dispute Palace in a power struggle. Abu Abdullah Muhammad don't think it pleased his father because his other pointing as replacement King. He rebelled and attempted to usurp her power. In the rebellion, his father was assassinated and was succeeded by Muhammad ibn Sa'd. Abu Abdullah and then ask for assistance to Ferdinand and Isabella to drop it. The two Christian rulers, it can defeat the legitimate ruler and Abu Abdullah ascended to the throne. Of course, Ferdinand and Isabella that unites these two great Kingdom Kristen through marriage was not quite satisfied. Both of them wanted to seize power last Muslims in Spain. Abu Abdullah is not the power of holding attacks people Kristen and ultimately admitted to losing. He handed power to Ferdinand and Isabella, then migrated to North Africa. Thus ended Muslim rule in Spain the year 1492a.d. Muslims after it faced two choices, Christianity or leave Spain. In the year 1609 M, arguably no more Muslims in the area.

The history of the development of Islam in Europe portrayed in the movie *99 Cahaya di Langit Eropa* invite students to know how Islam ever succeeded and was very influential in Europe. Through this film students can find out the traces of the history of Islam in Europe from the existing relics in various places in Europe for example the Cathedral of Cordoba's Mezquita Al Hambra Palace, Granada, Istanbul, Wien Museum, and Lugre Museum In Paris. This film can encourage students to think critically about how Islam once had a great influence in Europe in the past. Learning media using film are invited students to learn about the history of the world with regard to the Islamic civilization in Europe in accordance with the subject matter of XI grades on the history of Islamic civilization in Europe.

After seeing this film can also teach the students about the importance of peace education beetwen Islam and Chiristiany. (Saleh, 2012:77) explain that peace education is education which is done by providing knowledge about the issue of violence, and strategies for peace, peace education providing knowledge about problems of violence and strategies for peace.

Conclusions and Suggestions

Through this film students can be directed to critical thinking by historical perspective on *99 Cahaya di Langit Eropa* with the actual historical reality. *99 Cahaya di Langit Eropa* the movie invite students to know how Islam ever succeeded and was very influential in Europe. Through this film students can find out the traces of the history of Islam in Europe from the existing relics. Suggestions for the next researcher can discuss more depth on the development of Islam in Europe at the present time.

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HISTORICAL SOURCES – VOICE OF THE PAST

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Abstract: History is based on the use of sources and evidence. In history a source is anything that can be used to investigate the past. It can be an object – artifact that remains from the past, as a tool, coin, letter, gravestone, photograph or building. It can be an account or interpretation of the past, such as an online bibliography, a book or film about an individual from the past.

Keywords: sources, evidence, information

There are two types of sources that we can distinguish. Sources that come from the time being investigated are called primary sources. That can be a document, records, and other evidence that are original to the time period, culture, or event under study and that are not derived from another source. They were created as a part of historical event.

Sources produced after the times being investigated which is called secondary source. Such as documents, records, and other evidence that are derived from original sources and that analyze or interpret a time period culture or event. It is simply created by someone who did not experience the event or situation firsthand. Both primary and secondary sources are vital to the study of history.

Evidence is relevant information obtained from sources that is useful for a particular inquiry. We can find evidence by analyzing sources and asking a series of questions. Evidence can be used to refute or support a claim, construct a narrative or explanation or support an argument or interpretation.

In order to fully understand and appreciate the education in history that gives us a chance to develop our thoughts and way of thinking. It is very important to have an insight into decisions and influences that have happened in the past during the years.

Insight into the past gives us opportunity to understand an event to observe and to learn.

Primary sources give us an interesting first hand look. That is a great value and advantage of these primary tools to give us simple understanding of an event. Primary sources serve the evidence of an issue. It develops an interpretation and building an argument to support our statement. Using primary sources it is not only to better understand what went on, but also as evidence to find simple answers.

Study background presents that historians not often agree on interoperations. Sources of interpretation might be various. Among the materials and sources we can distinguish written documents and records, books, artifacts, buildings, structures, maps, artworks, photographs, film and audio recordings, narratives, oral histories and believes, legends, music, dance, folkway, people, etc.

To analyze the puzzles from the past, we need evidence of historical sources.

We need to remember that primary source have to be understood and interpreted in the correct way. To obtain this process we need additional information and background of the studies. Especially historical knowledge might be very helpful and additional information about the source. It does not speak for itself. Primary source cannot be immediately understood and interpreted. It needs time. Mainly sources are significantly different from time we live in. To help understand that source picture, text, photography, we would need simple process of several steps to exanimate and understand the information:

1. Place the source in it`s history context
2. Classify the source
3. Understand the source
4. Evaluate the source as a source of historical information/events.

On the other hand there are also secondary sources. Most of secondary sources are written in the textbooks. The biggest problem of this source is lack of connection or participation in the event. In the matter of fact we are just passive recipients of knowledge. To better understand that source we would need to approach it with a pattern of several steps.

1. As a collection of facts
2. As a source of background material
3. As an interpretation

Photographic images are very specific and the most interesting puzzles of the past. Images serve as powerful records of people, events, and places. They evoke ideas or emotions in ways that words alone cannot. We need to look at this in a very critical way. We need to remember that old saying `camera never lies` should have some impact on our approach. Although I will focus our attention on photography as one representative among many visual media forms, we need to remember that to consider and to explore other images such as paintings and wood engravings is a very much valuable in terms of historical view as well.

During our investigation of the potential photography source I would like to point out that we should focus on several ways to investigate a source in a certain patten. We need to follow steps below:

- notice the viewing perspective
- look into what is seen, and think about what is not seen
- carefully read any text describing the image
- consider who took or made the image
- historical context matters – always think about when the image was produced
- how other people interpret
- examine how the image is read among different social group
- what is the different context of that image
- image analysis

Conclusions and Suggestions:

It would be unrealistic to expect one source to provide the answer to every question. However we can assume that photography is a great way to receive information from a very first hand on the certain historical event. Any single historical source – picture or image can be read on it`s own way. Pictures have their own stories to tell, their own emotions and certainly their own interpretation that comes with it. History can be written in different ways that why images are so valuable for our own sake.

I would personally suggest spending a little bit more time on this matter. Especially in analyzing certain pictures and images from the past that represent the time we are interested in. To analyze these images we need more information about the matter of it`s times and the background. We need to establish what source is, when and why who produced it, and what form it takes. Basic content and the meaning is a core to give you platform for the following commentary.

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TEACHER REFLECTION ACCORDING TO THE USE OF KOTES TEMPLE AS A HISTORY LEARNING SOURCE

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Abstract : This research is describe teachers reflection according to the use of candi Kotes as a learning reasource. Candi Kotes as a beneficial learning source should be use maximaly to develope student knowledge about the past and ancient technology. But in the fact most of history teacher at Gandusari Blitar regency does not use candi Kotes as a history learning source maximaly. Most of teacher never use candi Kotes as a history learning resource by many reason. Only 40 % history teacher in Gandusari that usinng candi Kotes as a history learning source. There is a various reason depend by teacher them self. But in other side, candi Kotes i a really potential history learning reasource esspecialy for the study of cultural artefact from Hindu Budha tradition. This research purpose is to know and describe the reflection of the history teachers in using candi Kotes as a history learning source.

Keywords: Teacher Reflection. Kotes Temple, History Learning Source.

Blitar is one of special city in Indonesia. Because this city content a lot of historical places and figure where is very potential to use as a hstorical learning resource. One of the most valuable history learning resource is Kotes Temple that located in Gandusari Blitar. this temple is really potential to use as history learning resource. This temple also the biggest temple in Gandusari Blitar, it can be maximalize to become history learning resource for students and also for the common people.

Kotes Temple is a beautiful Hindu temple. It lted at Papuh village Gandusari Blitar regency. This temple is loacted near by Kelud Mountain, it is about eight kilometers from Kelud Mountain. Easy enought to find this templ, because there is a lot of board sign to find thiss temple. This temple was build in the era of Majapahir as a karesian temple. Karesian is a kind og religious clan of the kingdom. There is no a lot of relief in this temple, but it was not decrease the beauty of this temple.

This temple is separated by to part. First parf is located in the west and the second part is behind the first part. This temple is face the west side, it was build on 1223 Saka (1301 M). This number it shows at the part of temple wall. The roof of this temple is uniq, it is cubus. This temple is made from an andesit. Andesit is one of the most popular material to build a temple at the era.

There is a lot meaning that we can learn from this temple. The religion of an our ancient. The tradition, an architecture and also the spirit of our ancient. It is cause Kotes temple is a really potential historical learning source as a students of common peoples. Kotes temple is a valuable things that we have to keep up until the next geeration.

But there is an ironic fact. The visitor of Kotes temple is low. We can see it on the guess book at the receptionist of Kotes temple. Schools around Kotes temple is not maximal using Kotes temple as historical learning source. According to the temple guard, this tmple is use as learning source buut it was not maximal. Only one or two times in a year. This statement is also support by the number of the guess book. Only 40 % visitor come from students and 60 % for ritual of one religion wich is Hindu.

According to the temple guard, there is a lot of purpose in using Kotes temple. But the most favourite purpose is for holiday or recreation, not for an academic purpose suchas study or research. The visitor of Kotes temple is fluctuable, sometimes there is no visitor at all. The visitor animo is too low. One of the indicator of a good learning resource is the learning resource is cheap, close, easy to reach, all of the indicator is available if we are using Kotes temple as history learning source. Kotes Temple is close and also save to all of the school arround Gandusari. to enter Kotes temple is also free so the students will not have to worry abiut the cost, because it is free.

There is five school that located near by Kotes temple. The distance is not until 5 kilometers. So Kotes temple should be potential to use as history learning source. Accroding to one of social science teacher at SMP PGRI Gandusari, history learning procees is usig a konservative metode, discussion an never use Kotes temple as learning resource. Teacher using book and also internet to become learning source. The student will not have an experience in using the real history learning resource, esspecially Kotes temple. Because of they have no experience in using the real resource they will have no feeling or sense of belonging to the ancient culture.

Subdistrict Gandusari is one area in Blitar district is rich in historical relics such as temples as a form of cultural heritage objects. The existence of objects of cultural heritage are scattered in the district Gandusari. There are four temples scattered in the districts of Gandusari ie Kotes temple, Wringin Bajang, Hair Monte and Serah Kencong. In addition, there are several sites scattered in the district Gandusari as Sukosewu site located not far from the temple Kotes, Stone mattresses were located in the village of the District Butun

Gandusari and Sumberagung sites located in the village of the District Sumberagung Gandusari.

Historical relics scattered in the districts Gandusari potential as a tourist venue history as well as a learning resource for students and general history, one of which is the temple Kotes. Kotes temple is the largest temple in the district Gandusari are still very well maintained, although the condition of the temple is not intact. Besides being a place of recreation and execution of religious rituals, temples Kotes also has potential as a learning resource for students of history and the general public in and outside the district region Gandusari Gandusari district area.

The existence of the temple Kotes potential to deepen the social sciences and humanities as well as to generate awareness of participants learners to have a love of nature so that it can participate in maintaining and preserving nature. According Macbeath and Mortimore, learning resources are a good source of learning that is easy to obtain, either because it is close to the distance between the place of learning resources with users but also the number of learning resources is quite a lot (MacBeath, 2001: 85). In the field of learning, the use of the temple Kotes as a learning resource has the practical advantage economically. Practical advantages because it is easy to obtain, while the economic benefits because it is cheap and can be reached by all students. The use of learning resources are also getting maximum media if the materials are taken or are in the local environment (Hill, 1956: 80).

Utilization temple Kotes provide opportunities for students to develop the knowledge of the love of the environment and a sense of history in their neighborhoods. This is consistent with one of the learning objectives expressed by the IPS Suhanaji and Waspodo (2007: 7) is to provide an understanding and appreciation of cultural values and traditions inherited by his people. Relating to the environment as a learning resource Depoter and Herracki (2001: 81) states that the interaction with the environment, the students will be more adept overcome challenging situations and increasingly easy to learn a new information. Kotes temple utilization as a source of learning history is expected to make the teaching of history in social studies is not merely verbalitas but rather lead to the goal that is more affective.

That is, sete lah gain experience learned directly and interact with the historical heritage, the students had an attitude and was able to take lessons from the existence of objects of cultural heritage, both from the aspect of time, passion, technology and

manufacturing process. In terms of manufacturing technology, for example, learners will be able to compare the ability of human resources and technological advances in the past with the present. In fact the presence of the temple in the district Kotes Gandusari not fully utilized as a source of learning history in social studies for the students in Gandusari. Candi Kotes rarely used as a learning resource for the history of schools in the vicinity. Whereas Kotes temple is a shining example for the students to learn more in order to recognize the character of the Indonesian nation directly instead of using learning resources history in text form. On average only about 40% of visitors come from the temple Kotes among students in districts Gandusari environment, while 60% came from the general public with various interests, including recreation and rituals of the temple keagamaan.

Kotes visitor per day pertained not necessarily, and often no visitors alike all who visited the temple Kotes when to enter the temple area Kotes no charge at all. According to Percival and Elington that in learning to conventional models, of the many learning resources that exist, only textbooks that are a source of learning are used in addition to the faculty itself. As for the diverse learning resources are generally not fully utilized (Elington, 1993: 71-72).

The majority of teachers in schools around the temple Kotes applying conventional learning, using the learning resources in the form of history textbooks. Of the eight teachers of history in social studies who became an informant, only two teachers who have used the temple as a learning resource Kotes history. The use of teaching materials and textbooks in learning is very dominant when compared to learning resources such as libraries, laboratories, field studies, slides, internet, computers and other (Abdullah, 2012: 2).

Learning history in social studies at schools around the temple Kotes still tend to be conventional as based only on the use of textbooks and student worksheets. Soteh use source of learning history in social studies is still not optimal. Learning resources that exist in the environment should be best utilized in the learning process (Morrison, 2004: 23-26). While in reality the majority of teachers made little use of the environment as a source of learning history. Thus it is possible the teaching of history becomes less than the maximum given the lack of fulfillment of one of the aspects in learning the history of the use of learning resources as possible. Utilization of the environment as a learning resource is highly dependent on the willingness and ability of teachers (Miarso, 2004: 177-178).

There are two important points that become the background of teachers to utilize Kotes temple as a source of learning history, the willingness and ability of teachers. The focus of this study was to determine the ability of teachers to utilize Kotes temple as a source of learning history. The ability of teachers is closely related to knowledge held by teachers. Teacher knowledge is closely related to the educational background of teachers. Thus it is possible to appear a strong link between the two. Research on the history of learning resources has also been performed by Dewi Setiawati Neng (2013). The results obtained from these studies is one of the background factors lack of use of learning resources by using objects of cultural heritage as a source of learning is cost constraints. Methods This study used a qualitative approach with descriptive research.

This study uses in-depth interview techniques for teachers of history in social studies at the six schools that are in a radius of 5 km from the temple Kotes. Teachers who become informants are eight social studies teacher for Class V SD and class VII. Master class V SD IPS and class VII selected as an informer because of the historical material with the theme of the relics of the Hindu kingdom in Indonesia are taught in these classes.

The data in this study consisted of in-depth interviews of eight teachers as informants include the educational background of the teacher, the teacher's knowledge and connection with the temple Kotes utilization as a source of learning history. The educational background of teachers who become informants quite diverse. Most teachers who become informants do not have the educational background of history. There is only one teacher who has an educational background in history.

Mis match educational background of teachers with subjects taught is a negative factor against the temple Kotes utilization as a source of learning history in social studies. This will impact on teachers' lack of knowledge about the history of the temple Kotes material. Lack of knowledge about the history of the temple Kotes teachers will have an impact on the actions of the teacher is to not utilize Kotes temple as a source of learning history in social studies. If teachers do not take advantage of the temple Kotes as a source of learning history then it means that teachers do not take advantage of learning resources that exist in the school environment. Such actions are not in accordance with one of the elements of social studies learning, that take advantage of all the learning resources that exist in the environment.

It is possible to make the purpose of teaching history in social studies will not be achieved with the maximum. Knowledge Master mengeni History Teacher categorized

Kotes temple has a good knowledge about the history of the temple Kotes when teachers are able to explain the history of the temple Kotes includes the construction of the temple when Kotes, who built the temples Kotes and what the purpose of the temple Kotes. While teachers are categorized lack of knowledge about the history of the temple Kotes when teachers are not able to explain the history of the temple Kotes includes the construction of the temple when Kotes, who built the temples Kotes and what the purpose of the temple Kotes. Knowledge of IPS teachers at schools around the temple to temple history Kotes Kotes relatively less.

Less ReferensiTabel history indicate that the teacher's knowledge of the history of the temple Kotes relatively very less. Ignorance about the history of the temple Kotes teachers due to the educational background of teachers and inadequate availability of reference. Social studies teacher who became an informant for the majority have non-historical background (Economic and PGSD), only one teacher who has the educational background of history. It has an impact on teachers' lack of knowledge about the history of the temple Kotes. Besides, teachers do not have enough references relating to the history of the temple Kotes. So difficult for teachers to learn how Kotes the history of the temple. Lack of teacher knowledge about the history of the temple Kotes teachers are internal factors that are negative. Because teachers who become informants did not know the history of the temple Kotes. Thus the teacher is not able to take advantage of the temple as a learning history in social studies. This will have an impact on the lack of utilization of the temple Kotes as a source of learning history.

The lack of utilization of the temple Kotes will affect the less possible maximum of teaching history in social studies because they do not take advantage of the learning resources that exist on the environmental history of the temple sekitar. It is seen through the lack of intensity Kotes Teachers using the temple as a learning resource. Of the eight teachers who become informants, only two teachers who have ever used the temple as a history learning resource. Most of teachers do not take advantage of the temple Kotes due to insufficient understanding of the history of the temple Kotes material. This resulted in teachers lack the ability to utilize Kotes temple as a source of learning history. Besides the lack of understanding of the historical material Kotes temple, busyness factor is also one of the reasons the teachers not to take advantage Kotes temple as a learning resource. Factors property also became one of the obstacles teachers in utilizing Kotes temple as a learning resource. The Factors that background knowledge a person has, among others, education,

information, social, cultural and economic, environmental, experience and age (Notoadmojo, 2007: 35).

The teacher's knowledge of the history of the temple Kotes tend to be less because of one important factor in shaping knowledge, namely education. Teachers who become informants almost all of them have non-historical background which could be the teacher is not getting enough material about the history. Various factors that may affect the business use of the natural surroundings as a learning resource, namely (1) the willingness of teaching staff (2) the ability of the faculty to be able to see the natural surroundings that can be used for teaching (3) the ability of the faculty to be able to use the natural resources around to learning (Miarso, 2004: 177-178).

Use of learning resources rely heavily on the ability of teachers. The ability of the teacher in this case is the ability of teachers to master the historical material that relates to the history of the temple Kotes. If teachers do not have the ability in the learning resources that teachers tend to not take advantage of these learning resources. Of the eight teachers who become informants there are six teachers who have never used the temple as a learning resource Kotes history. the majority of the reasons given is the lack of understanding the material history of the temple Kotes.

Teachers that informers will be minimal knowledge about the history of the temple Kotes so teachers are less able to use Kotes temple as a learning resource. Thus, they do not take advantage of Kotes temple as a learning resource. The two teachers who use the temple as a learning resource Kotes that use the services of the temple guard Kotes in explaining the history of the temple kotes to students. In utilizing Kotes temple as a source of learning history, the role of the temple guard Kotes apparently very helpful for teachers. Teachers lack the knowledge about the history of the temple Kotes, but finally decided to take advantage of the temple Kotes cooperation with Kotes temple guards. On the implementation of the visit, the teacher only assist students and provide direction, while the explanation of the history of the temple Kotes taken over by the temple guards Kotes.

Informan factor also plays an important role in shaping the knowledge of teachers. Reference is one form of information to increase knowledge about the temple Kotes teachers. However, the steel materrial references that discuss mengeni Kotes temple is still very minimal. So that the teacher's knowledge of the history of the temple Kotes can not develop to the maximum.

The presence of reference for the information of the teacher is very important to support the teachers' understanding of the material. In simple terms be interpreted as reference information used as a basis to act or do something. Reference may be journals, books, papers, thesis and dissertation. If teachers do not have the references relating to the temple Kotes the teacher's knowledge of the temple Kotes relatively less. Information or references obtained relating to the temple Kotes teachers will have an impact on increasing teacher knowledge Kotes temple. While in reality references or information about the temple Kotes still very minimal, so the teachers difficulties in developing knowledge about Kotes temple. Then this may impact a lack of knowledge about the temple Kotes.

Conclusion : teacher knowledge is very influential on the utilization of the temple Kotes as a learning resource. The teacher's knowledge of the history of the temple Kotes strongly associated with the educational background of teachers. The majority of social studies teachers who teach in schools around the temple Kotes no background history education so that teachers do not have enough knowledge about the historical material Kotes main temple history. It is impacting the lack of intensity of use Kotes temple as a learning resource. Teacher knowledge about the temple Kotes also underdeveloped due to lack of references held by teachers.

This reasearch is using qualitative approach by using descriptive expplanation. This reseacrh using a depth in inteview to collect data. The data is collect from history teachers at six school near by candi Kotes Gandusari, it is about 5 kilometers from Gandusari. there is an eight teacher that become a participants. Deept interview teqnique is usefull to know the teacher education background, teacher knowledge about candi Kotes and about teacher experience in using candi Kotes as a history learning reasource.

The result of this research are (1) teacher knowledge about the location of candi Kotes is quite good but the teacher knowledge about the meaning of candi Kotes is not good (2) there is two reason that cause teacher knowlede about the meaning of candi Kotes is low, once, the reference about candi Kotes is still not enough, second, teacher education background. Most of the education background of history teacher is not from history department so teacher must be feel difficulty to master materi about candi Kotes. (3) tecaher knowlede about candi Kotes in influence teacher in using candi Kotes as a history learning reasouce. Theacher with low knowledege about candi Kotes will not use candi Kotes as a history learning resource.

From this research we can suggest a view things. First, to complete the reference about candi Kotes so teachers with no history education background can understand and also master the meaning and all of thing about candi Kotes. Second, suggest for the government to create a workshop about using an environment as a history learning resource so historical place like candi Kotes can use maximally as a history learning source.

The educational background of teachers is one of the factors inhibiting teachers in the use of Kotes temple as a source of learning history. The lack of utilization of the temple Kotes as a learning resource will impact the achievement of learning goals less history, because the teacher is less utilize learning resources that exist in the surrounding environment. Less achieve the goal of teaching history will also affect the maximum less social studies learning, because learning is part of the history of social studies. Suggestion Given that not all teachers have a historical background, it is necessary to reference the temple Kotes enough so that teachers who do not have a historical background are able to develop their knowledge. Need advice on training or workshops held for teachers in order to better utilize the resources of history-based environment one of which is the temple Kotes. Keberadaan reference yang sufficient and appropriate training for teachers expected to develop a social studies teacher knowledge about the historical material, especially material related to Kotes temple. With a good knowledge of the temple Kotes it is possible teachers will have the ability to utilize Kotes temple as a source of learning so that learning history will be maximized again.

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THE USE OF MULTIPLE HISTORICAL SOURCES ON SOCIAL HISTORY LEARNING

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Abstract: Sourcing is an important part of historical thinking. This study concern on the use of multiple historical sources, i.e. primary and secondary resources, on social history learning. A case study design was employed on this study. This research found that student's attitudes toward historical sources are not similar. Combining with Kolb's experiential learning, the use of multiple historical resources on social history learning helped students to gain better understanding about the past. In addition, students learned the important of historical resources on the historical writing.

Keywords: sourcing, historical resources, historical thinking, experiential learning, historical writing.

Historical sources play important role as evidences on the reconstruction of history. However, only several educators use it on their instruction (Widiadi, 2013). The idea of using historical sources on education could be traced back at 1904 by M.S. Barnes and at 1910 by Keatinge (Garvey & Krug, 2015). Keatinge not only suggest to use primary sources to engage student on learning, but also argued also that it was important that pupils had a sound grasp of the methodology of historians (Philips, 2002). Therefore, students should be introduced to the evidential methodological techniques used by historians.

Schimlt (in Philips, 2002) argued that pupils underwent certain 'stages' as far as their knowledge and understanding of historical evidence was concerned. First, knowledge of the past is taken for granted. Students didn't distinguish between knowledge and evidence. They taught that all of the historical source are credible and reliable so that all the information on the sources are taken for granted. They read historical sources as textbook. Second, students recognized that there are some methodological problematics of history. They aware that they need to understand how to know, how do we know about the past, etc. They aware that history must based on evidence. On the other hand, they find it difficult for them to understand crediblity of evidence, they simpli believe that all primary sources are credible because it come from the same time with the event. Third, students start to become aware that evidences or historical sources are different from the informations or facts about the past. They aslo start to recognize that there are some problematic issues about the evidences such as subjectivity or bias. They become aware that all the historical sources or evidences

must be evaluated to reveal what happened in the past. Fourth, students start to recognize the nature and methodology of history. They also recognize that the conclusions drawn by historians are dependent upon the use of evidence and that what they produce is a reconstruction of the past.

Those skills to analyze and evaluate historical sources are important for student. Those skills are part of historical thinking, particularly sourcing. Sourcing is about identifying and asking questions about the origin of the sources, about the author's purposes and perspective, when the source was created and for whom, about its trustworthiness (teaching history.org, 2016). Therefore, students must have critical thinking when they face historical sources since not all of the source are credible. They must compare a source with the other source and also infer about the past based on those sources. Sourcing skill not only important for the student to deal with the past but also to deal with today's huge information wave. Therefore, it is important to use historical source in the historical learning.

The key of successful use of historical source on learning that educator must believe that his or her students can learn by themselves. Therefore, educator must let the students to reconstruct their own historical knowledge by analyze and interpret historical source (Widiadi, 2013). That is important that student also understand that there are various ways to analyze historical sources since there are many types of historical sources, especially when dealing with social history.

Social history deals with many aspects of human life, including history of social interaction, social movement, peasant, culinary, movies, daily life, etc. This kind of history born as reaction to the domination of political history which dominated by great men. In order to reconstruct those kind of history, multiple historical sources are needed whether primary sources (document, photograph, diary, etc) or secondary sources (books, journal articles, etc).

The use of multiple historical sources on social history learning will be meaningless unless student could reflect from the past. John Dewey (in Tilaar, 2015: 236) defines reflection as "*active, and careful consideration of any belief or supposed form of knowledge in light of the ground that support it in the further conclusion toward which it tends*". Furthermore, Dewey (1933) states that reflection is important part of learning. Students won't learn anything from their experiences unless they reflect

it. Those experiences become their basis of knowledge and always move in dialogic state within prior knowledge or experiences in their mind (Utami, 2015).

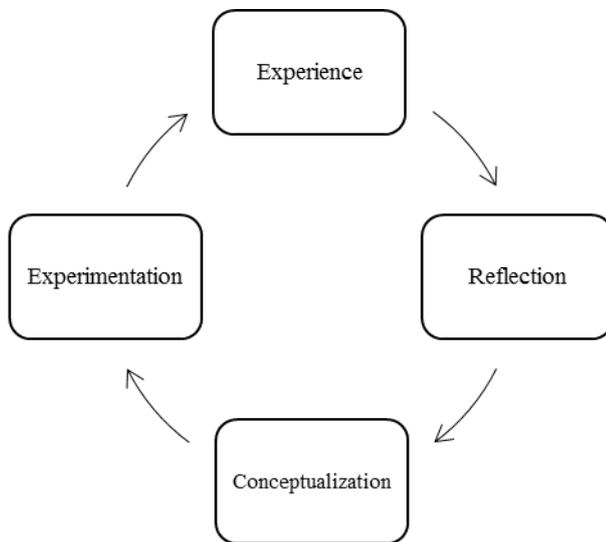


Figure 1. Dewey's Model of Reflective Learning

In addition, David A. Kolb (1984) develops *experiential learning* based on Dewey's model. Learning, for Kolb, is a continuous process based on experiences and learning is the process that construct and transform those experiences into knowledge.

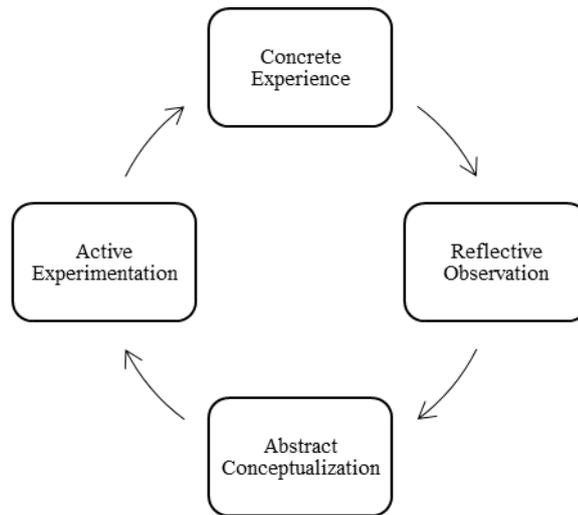


Figure 2. Kolb's Experiential Learning Model

Method

This research involves a case study of the use of multiple historical sources on the social history learning. This study was done to a class involving 40 students who took Social History course at History Department State University of Malang at 2014/2015 academic year. Researcher collected several data such as students attitude toward historical sources, the recording of learning, student's worksheet, students perception, etc. The multiple data source stated above were used to triangulate the findings which analyzed using Miles and Huberman's interactive analyses model.

The Use of Multiple Historical Sources on Social History Learning

The use of multiple historical source on social history learning divided into four cycle stage: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Within the first stage, student were asked to find interesting problem in social history. Then at the second stage, student write an essay or reading report about that problem based on historical sources. Those essay and reading report then presented on the group discussion. Students gather and exchange information from

different historical source as a basis for inference about the past event as their abstract conceptualization. At the last stage, students were asked by lecturer to write their reflection on a worksheet.

The example of the use of multiple historical sources on social history learning is in topic of culinary history. In this topic, students were asked to write essay and reading report about history of Indonesian culinary. Most of student used secondary source to do those assignment. Those sources are come from journal article or books about history on Indonesian culinary.

During the learning process in the class, the lecturer invited Chef Anom from Harris Hotel Malang to give lecture about history of culinary, particularly about the Dutch influence into Indonesian culinary. Chef Anom gave explanation and bring some examples of the continuity of culinary from the Dutch period. Students seem enthusiastic with his guest lecture.

On the next step, students were asked to present their own essay and reading report. They shared their opinions and arguments based on the historical sources in groups. There are four groups during this sessions. In each group there is one student who present his or her essay while the other discuss it based on their reading report. The reading report provided valuable material for each member to involve in the group discussion.

On the next stage, lecturer gave several copy of primary historical sources to the students. Those sources are transcript copy of Linggasutan inscription (929 AD), Gulunglung inscription (929 AD) and Jrujru inscription (930 AD), and Serat Centhini (1814 AD). Those inscriptions represent the Hindu period of Java while Serat Centhini represent the Islamic period of Java. Students were asked to analyze those sources in groups.

After analyzed those sources, students were asked to identify and write 10 unique culinary from Hindu and Islamic period which last until now, identify and write 10 culinary which already perish. They were also asked to analyze why those culinary last until now while the other already perish. While did that, they were also asked to write down which historical sources that they used. Those activity are part of active experimentation on Kolb's experiential learning cycle.

Three groups (A,B, C) did this assignment well. They could identify and analyze those multiple historical source. On the other hand, students attitude on the historical source in the last group (D) are different with the other. They read those sources and simpli

identify without making any analyzes. They also did not write which sources that they use to did that assignment. So, when the lectures asked all the groups to verify their findings, group D learned that they already made a great mistake on sourcing and dealing with historical sources. However, Ivan, the leader of group D, stated that she and the other group member get a valuable lesson about sourcing from the mistake that they made.

Conclusion

The use of historical source in social history helped students learn how to use historical source to reconstruct historical event. Despite the fact that students attitude toward historical source which are not similar, the use of historical source in social history learning also helped students to gain better understanding about the past. In addition, students learned the important of historical resources on the historical writing.

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INTERNET AS HISTORICAL LEARNING SOURCE

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Abstract: a development and discovery in the field of skills, knowledge, and technology has affected to the field of education. Internet is a form of invention in the field of technology that can be utilized in education. Through the Internet, educators and learners can obtain the desired information to support learning activities, therefore the Internet can be used as a source of learning, especially learning historical source. Learning history at high school and college requires lots of learning resources to enrich the material and knowledge of events and to train students in the process of analysis and interpretation of texts from various sources. This article discusses the potential of the Internet as a source of historical learning as well as its advantages and disadvantages. Thus, it's expected to contribute into teaching of history for both educators and learners.

Keywords : internet, technology, historical learning source.

Advances in technology creates to the Internet that makes it easy for users to obtain information. The use of Internet as an information source has an impact on many areas of life, one of them in education. The ability of Internet to provide up-to-date information is the essence of learning process. This is in line with the opinion given by Purnama (2016: 53) stating that the success of up-to-date information is essential for the success of education. Through the Internet, educators and learners can obtain information related to the material being studied so that in this case the Internet can be used as a learning source. Oetomo (2002: 12) describes that the pattern of traditional education gradually meet the challenges of technological change since the internet is created. Many learning sources based on internet has been created, such as e-books, e-Government, and e-Library.

Internet is a source of information that cannot be separated from the existence of computer equipment to support the connectivity between internet users. The development of the Internet network technology has changed the paradigm in communication and information. Through the existence of the Internet, everyone can get the necessary information, wherever and whenever they want. As a source of information is almost unlimited, the Internet network meet the capacity used as a source of learning in education.

Adri (2008: 15) describes that internet is a global network. Therefore, Internet makes the boundaries of space and time dwindling. The basic condition of internet

technology and applications running is allowed to be used in the process of education, especially as a means of carrying educational content (educational delivery medium). Thus, the bonding location and time of learning that have often become a "prison" for learners is to be lost and provides flexibility for them to get the source of teaching material anywhere and anytime. This makes the Internet having various potential to be used as a source of learning history.

Internet

Bride (1997: 1) explains that internet is a network of open global communication and connects to thousands of computer networks, through a public or private telephone line (public or private). Individually, network components are managed by government agencies, universities, commercial organization, and other volunteers. According Oetomo (2002: 52), international network (Internet) is a very large computer network that consists of small networks of interconnected that span the globe.

Moreover, UPT Computer Centre, State University of Malang (2007: 1) explains that Internet is the number of computers in the world (now numbering millions) connected in a network using TCP / IP (Transmission Control Protocol / Internet Protocol) applying the concept of client-server (client = computer which is serviced; server = computer that serves per client's request). TCP / IP is a great asset for the creation of an integrated relationship of all computers connected to the internet. TCP / IP brings together various computer languages and codes in the world to become a major standard computer networks where TCP / IP applications generate four important facility that is E-mail, News, Remote Login and File Transfer.

The concept of client-server computer network is used by the Internet because of giving a lot of convenience for Internet users to search for information or data in the internet. Server computers around the world on-line 24 hours and which is connected to the Internet can be accessed by client computers (which is also connected to the internet) to request services. Munir (2008: 188) describes that the main factors appeal of the internet is the ability of the Internet to access text information, audio, images, estimates, illustrations and other of 320 million web in the internet easier and faster when compared to other media of communication or information.

History Learning Source

Learning sources are all good sources in the form of data, people, and a particular form that can be used by learners in learning, either separately or as a combined making it easier for learners to achieve the learning objectives or achieve a certain competence.

Ibrahim (1994: 65) briefly describes that the meaning of learning source is all the power that can be utilized to facilitate the students' learning activities. Thus the historical learning sources cover all sources that may be used by students to create learning activities. In the process of learning, the learning source component may be used singly or in combination, either planned learning source or utilized learning source.

History learning source in its use must meet the certain requirements. Parcival and Ellington in Sudjarwo (1989: 124) describe that some requirements that must be met by learning sources, as follows:

- a. Learning sources in accordance with the objectives to be achieved.
- b. Learning sources attract to the attention of students.
- c. Learning sources such as natural events and natural phenomena.
- d. Learning sources can make more varied teaching and learning situation.
- e. Learning sources should be easy to use.
- f. Source of learning has multiple functions and can enrich the learning experience of students.

Sudjono (1989: 93) explains that some functions of learning sources are:

- a. Increasing productivity of teaching with the accelerating pace of learning and helping teachers to use their time better, reducing the burden of teachers in presenting information, in order to more foster and develop a passion.
- b. Providing the possibility of learning that is more individual, by reducing the control of rigid and traditional teachers, providing an opportunity for students to develop their ability.
- c. Providing a more scientific basis to learn how to design a more systematic learning program, development of teaching materials based on the research.
- d. More solidify learning, by improving the ability of learning sources, the presentation of information and materials in a more concrete.
- e. Allowing learning immediately because reducing the gap between the learning that is both verbal and abstract with the concrete reality of nature, providing direct knowledge of nature.

- f. Allowing the widespread learning presentation, especially in the presence of mass media with the use of shared more widely on a rare event.

The above functions also describe the reasons for and the importance of learning sources for the benefit of the process and the learning outcomes achievement. In the use of learning sources, educators have a responsibility to help learners to learn easily and smoothly. Therefore, educators are required to have special skills related to use the learning sources. According to Ministry of Higher Education (1983: 38-39), in the use of learning educators should be able to:

- a. Using of learning sources in the activities of daily lessons.
- b. Introducing and presenting learning sources.
- c. Explaining the role of a variety of learning sources in the learning.
- d. Developing tasks of using learning source in the form of behaviour.
- e. Searching for his own material from various sources.
- f. Choosing materials in accordance with the principles and theories of learning.
- g. Assessing the effectiveness of the use of learning sources as a part of learning material.
- h. Planning the use of sources to learn effectively.

In addition to the above capabilities, an educator was also required to:

- a. Knowing the process of communication in the learning process, which the material is obtained from communication theory and educational psychology.
- b. Knowing the nature of each learning sources, both physical and properties which are caused by other factors that affect the learning sources.
- c. Obtaining the knowledge of source location and how to provide services. Ability is intended to give an idea that teachers need to be aware of the importance of special abilities that is developed when wanting to learn the process of achieving goals.

Kusuma (2008) describes that there are two types of learning sources. Those are:

- a. Learning sources by design, the learning sources that are specifically designed or developed as a component of instructional systems to provide learning facilities were targeted and formal.
- b. Learning sources by utilization, the learning sources that are not designed specifically for learning purposes and its existence can be found, applied and used for learning purposes.

Of the two kinds of learning sources at the top, learning sources can be:

- a. Messages in the form of information, materials, folklore, fairy tales, tales, and so forth.
- b. People such as teachers, instructors, students, experts, resource persons, community leaders, leaders of institutions, career figures and so on.
- c. Materials such as books, transparencies, films, slides, images, design graphics for learning, relief, temples, statues, comics, and so on.
- d. Tools / equipment such as hardware, computers, radios, televisions, VCD / DVD, camera, blackboard, generators, machinery, automobiles, motorcycles, power tools, screwdriver and so on.
- e. Approach / methods / techniques such as discussions, seminars, problem solving, simulations, games, gatherings, casual conversations, discussions, debates, and talk shows.
- f. Environment such as classrooms, studios, libraries, halls, friends, gardens, markets, shops, museums, offices and so on.

History learning sources are all good sources in the form of data, people, and a particular form that can be used by learners in learning history, either separately or as a combined in order to make it easier for learners to achieve the learning objectives or achieving competence in learning history. In connection with a source of learning, Munir (2008: 132-133) mentions several types of learning resources include:

- a. Curriculum Book. Curriculum Book is required as a guideline to determine the standard of competence, basic competence and learning materials.
- b. Textbook. Textbooks are used as learning materials.
- c. Learning source of electronic media. The electronic media is a computer (like the Internet), television, VCD / DVD, radio, cassette, and so forth. These electronic media are utilized with regard to a subject for learning materials.
- d. Internet. Internet with its network (network) is the source for getting all kinds of learning materials, which can be printed or copied.
- e. Periodical Publishing. Periodical publishing such as newspapers or magazines are published weekly or monthly. This publication contains a lot of information pertaining to learning materials and presentation by the popular language that is easily understood so it is good if it is used as learning materials.
- f. Research Report. Usually issued by research institutes, universities or researchers. The research report can be used as learning material and the up to date.

- g. Journals. The journal is a publishing of research result and scientific thinking. It is contained the results of the study or the result of thinking which is very useful to be used as a source of learning materials. The results of this study have been tested and reviewed truth.
- h. Informant (human source). Those who have expertise in a field. The use of informant can be presented in a class or a visit to the professional workplace.
- i. Environment. This environment such as environment, economic, social, artistic, cultural, technological or industrial. The environment can be a source of learning on the subject associated with explanation of certain topics that requires the use of environment.

Various types of learning sources above can be used as sources of history learning source. In studying history, the more sources that are used are better, therefore the knowledge of students about a particular event more widely. Source of learning history is not confined to a textbook or reference book, but more than that, learners can use the museum, sites of historical relics as a history learning source.

Internet as History Learning Source

The rapid of Internet development has changed many aspects of communication process of computer data, after the Internet network turns into a global network, many new applications evolve to support the effectiveness and flexibility of data traffic in the Internet network, and the Internet turns into a topic that is always up to date to be discussed.

In the world of education, development of the Internet which is very rapidly brings enormous benefits. Rahardjo (2001), broadly describes three benefits of the Internet in education, especially in teaching history, among others:

1. Access to sources

Prior to the internet, the main problems are faced by education (worldwide), including the teaching of history is access to sources. Conventional library is a source of information that is not cheap. Books and journals must be purchased at high prices. Good management is not easy. As a result, many places are in various locations in the world (including in the western world) who do not have a complete library. Internet can enable their access to the sources that are available lots. In other words, the issue of access should not be a problem anymore. Internet can be regarded as a huge source of information. Whatever field you are interested in, there is information on the Internet. Examples of sources are available online,

among others, libraries, online journal, online courses. In Indonesia, the problem of scarcity of conventional sources (library) is more severe than elsewhere. Internet is a solution to overcome this problem.

2. Access to experts

Internet removes the boundaries of space and time so as to allow a student to communicate with experts in other places.

3. Cooperative media

Collaboration or cooperation between the parties involved in the field of education can occur more easily, efficiently, and cheaper.

Hefdzallah in Adri (2008: 15) reveals that several unique characteristics are owned by Internet applications and potential applications to be implemented in education, including the teaching of history, namely:

"The unique characteristic of the internet system from its global nature as information system. The internet has its root in connecting people to share ideas and information and in connecting people with sites that store information. These are the reason for existence and tremendous growth" ".

Furthermore, Hefdzallah reveals that the unique features possessed by internet is very useful for education, among others:

1. Universal access that allows people to get information from and around the world without being limited by the physical boundaries of the country.
2. Various multimedia sources that make the Internet as an active information.
3. Media publishing that lets anyone can seek, obtain, and add items to it.
4. The interactive media that allows users to interact with the entire content and other users entities either in real time or asynchronously.

The explanation above shows that the internet through all four features in-possessed could be used as a form of alternative media in delivering the learning materials in education, especially the teaching of history so of giving opportunity for learners to access them anywhere and anytime. In addition, the content mastery is owned by internet. Wright in Adri (2008: 16) allows a developer of personalized e-learning models utilizing one of the applications that run over the Internet through the use of multiple media in online courses are developed. Thus, the course will be more interactive and informative.

McNaught et.al in Adri (2008: 16) reveals that technology information and information literacy is a technology that can be utilized as supporting the educational process, with the aim that learners can build knowledge. It is defined as "accessing, evaluating, managing, and communicating information, and as a pre-requisite for constructive learning".

Adri (2008: 18-24) states that the use of the internet as a source of learning. Students can do to collaborate in e-learning with traditional teaching and learning in the classroom. That is, the Internet network in-use as a source and a means of learning, and the learning process is still being done in the classroom. In this case, the Internet serve as a source and means of distribution of information to be conveyed to students in the learning process. System related to the topic of classroom learning, the utilization of the internet as a source of learning, especially history learning means it can be implemented into four patterns, namely:

1. *Browsing*

Browsing or surfing is a general term that is used if you want to explore cyberspace downloading or web. Web interface is very artistic display text, images, and animations that always make visitors feel at home. To do this we use a browsing facility named browser. Whatever type of Internet application that we will do almost regardless of the browser because it is a medium of communication between users and internet service.

2. *Resourcing*

Resourcing is to make the Internet as a teaching source. Internet serves as a source of information that is used to get information and data relating to the teaching material submitted. In this case, information related to the address of the site that will be visited as a source of teaching material has been known in advance through information given in the handbook of teaching as well as other information.

3. *Searching*

Searching is the most frequent activities performed by a user of Internet services. With this facility, so many sources that are not found in the browsing stage and resourcing will be searchable. Thus searching the facility can be used for the search process of learning resources in order to complete the material to be conveyed to students.

4. *Consulting and Communicating*

E-mail is the most popular applications since the first internet is introduced. In the world of education, e-mail can be implemented as a media of consultation and communication between educators with learners. With the help of e-mail, process guidance and consultation can be done anywhere and anytime. For this purpose a lot of free e-mail service available on the internet.

An explanation of the use of the Internet as a learning resource that shows us that the internet has a huge potential to be utilized in education, especially as a source of history learning. Information which is obtained especially by learners via the Internet can be used to supplement the information which is obtained from text books and other learning media.

The benefits of internet are so fruitful however in the world of education, in fact, it is not fully utilized. According Rahardjo (2001), some reasons becoming the background are not able to maxime the utilization of internet in education, especially in Indonesia, among others:

1. Lack of mastery of the English language

Most of the information on the Internet is available in English. Mastery English language becomes one of the benefits. The lack of mastery of the English language is one of the inhibiting factors in accessing information through the Internet.

2. Lack of sources in Indonesian

Currently, many educational sources are not available on the internet in Indonesian. The concept of sharing, for example by making educational materials on the Internet by using Indonesian still lacking a lot.

3. Internet access is still expensive

Although it is already available, access to the Internet is still expensive. However this is expected to be cheaper in the future. The expected acceleration of the decline in prices become the main focus of the government. Another mechanism is the existence of governmental subsidies for educational institutions.

4. Internet access is still difficult to obtain

Some areas in Indonesia do not have a phone line that can be used to access the internet

5. Teachers are not ready

Teachers in Indonesia are still not ready to use the Internet as part of his teaching.

Though the teacher is one who can take advantage of the Internet as well as possible.

CONCLUSION

Internet-based learning can be used as one way to meet the need for resources in studying history. Through the Internet, learners can access various sites that contain sources or source of learning for the sake of updating knowledge. There are many facilities on the Internet that can be used by students as a source to learn, among the articles that are written by various groups about the history, photographs or maps of history, historical documentaries which can be used as a history learning source.

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POTENTIAL FOR LOCAL WISDOM SIDOARJO DISTRICT AS A SOURCE OF LEARNING AND THE YOUNG GENERATION FORMING CHARACTER

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Abstract: Every region in Indonesia have different cultural characteristics. This difference of cultural treasures that enrich the nation of Indonesia. Among these are the characteristics of local wisdom. The term local wisdom is referred to as local policies (local wisdom), local knowledge or local genius. The current potential of local wisdom in Sidoarjo Regency, focused more on the tourism sector. On the other hand the potential of local wisdom can be utilized as a source of learning and the creation of the character of the young generation. As a source of learning local wisdom will give you an idea of culture and tradition of an area for learners. As for the method used is the study of librarianship, whereas the scope of the study includes the local wisdom in Sidoarjo in the form of a local tradition. The hope is the young generation can recognize and safeguard the local wisdom of his country as a valuable asset and identity of the area.

Keywords : Local Wisdom , Learning Resources and Character Youths

Introduction

Every region in Indonesia have different cultural characteristics. This difference of cultural treasures that enrich the nation of Indonesia. Among these are the characteristics of local wisdom. The term local wisdom is referred to as local policies (local wisdom), local knowledge (local knowledge) or local intelligence (local genius). Until whenever we'll never tired of asserting that our beloved country Indonesia is an extraordinary country. Rich in all things desirable in this earth. Studded beauty and a million charm has always fascinated us to observed, enjoyed and we appreciate it. Our fatherland is storing a myriad of magnet. Diverse cultural potentials here. Culture spread from Sabang to Merauke, and from Miangas to Rote Island store allure respectively. Cultures that converge in the heart to a true Indonesiaan-must be embedded firmly in life and the lives of the citizens of the nation. Not only is rich in culture such as dance, music, crafts, clothing, custom homes, food, even to local wisdom (local wisdom).

Local wisdom owned Indonesia really is very rich indeed. There will be no in other countries we find the local wisdom as powerful as in indonesia. Even many of the countries that are trying to find the local wisdom is characterized by that country. The local wisdom is able to form a character value. Japan is one country that cultured is incredible. After his country's bomb, not long after Japan was able to defeat the United States in terms of the economy. It shows that Japan has a culture that is able to give the country a power to rise up and forward to indicate an existence.

Local wisdom is getting eroded due to our current Central is at the time of the third wave. Waves that are traditional in the past initially and then continues on the wave of industrialization. The current wave of hit we are the wave of information technology. Tourism is an area packed in such a way but sometimes like to violate the content and context of the premises in the area. We can empower and perform accompaniment to culture in areas in Indonesia. We select a segment and then we develop potential of the area. It takes an attitude of consciously know and understand the potential of the area and then also know and realize how to cultivate that potential match existing local wisdom. The ancestors we have been trying to create local wisdom that contain values that are so incredible. Their purpose was that of local wisdom to us is that we can live and interpret each of the journey in accordance with the nature and does not interfere with the continuity of life let alone goes against the human race. For that it is necessary for us to always preserve and *menghidupakan* local wisdom values for learning resources and the creation of the character of the young generation.

Discussion

Culture is the whole system of ideas, actions and results of the work of human learning. It's not just limited to cultural traditions, customs, *kesenian* but rather encompasses all aspects of life that produced from the results of the process of experience, action, *perasaan* skills, thought of the idea as well as human action in meeting the necessities of life and harmony of life with the environment. Existence of cultural *terlihat* on local wisdom.

Value is the value of local wisdom, views of the local community that is both wise and full of understanding. As for the function of the local wisdom is

- 1) For the conservation and preservation of natural resources
- 2) For the development of human resources
- 3) For the development of culture and science
- 4) As a tip, trust, and abstinence
- 5) Meaningful social ceremony is seen in a community or relatives.
- 6) Meaningful ethics and morals
- 7) Meaningful political

Local wisdom carries the message to the community in the process of ceasing of problems in the environment so that the spirit raised the local wisdom as as one solution in solving *permasalahan* and give emphasis that the local wisdom is the product of a culture that can blend into the order of life to be more harmonious and *jedidah* important emphasis will be public participation in civic life wisdom wisdom of creation ought to be appreciated and necessary multiplication *digalakan* multiplication-local wisdom that is widely scattered archipelago on Earth.

Revitalization of local values need to be maintained at the present time is in the order of *kebelanjutan* of human civilization and the local wisdom is also useful in *keangka* the establishment of the nation's children character poses. In addition to educational institutions as agents of the reformer also produces local wisdom or cultural values and

social capital in the community. For that's the process of learning activities based on local wisdom became tuntutuan that needs to be cultivated and this can be a learning resource for the world of education..

Development of the educational world lately focusing more upon the cultivation of the values and attitudes of the nation. The values and attitudes of the people cannot escape from the influence of local mentality and values of each ethnic group that existed in Indonesia. The cultivation of the values and mentality of the nation inevitably demand more teachers to be wise in choosing the right learning resource to build mental learners, for it pays attention to the mental and local wisdom the local area into an important objective as stated in the National Education System in the Constitution of national education No. 20 in 2003. The purpose of national education is to develop the potential of students in order to become a man of faith and piety to God Almighty, precious, healthy, have learned, accomplished, creative, independent and become citizens of a democratic and accountable.

Formation of mental learners became an important part of our national education goals, because education is a part of existing subjects in the curriculum of primary and secondary education has an important role and lies in the formation of attitudes and identity of the nation. On learning the value of local wisdom self development is also important for learners.

With its attention to tradition is a must in order to maintain the nation's heritage values and harmony of society, for the good of the community stakeholders, Governments, community leaders discuss have a responsibility to maintain the tradition that has local wisdom. It is also a responsibility on the shoulders of teachers as people who give understanding and instilling mental or character for the next generation of the nation which is derived from the local wisdom of society itself.

The value of local wisdom contained is social capital in the development of the country. In public life pretty much there is a system of values, the value of the menjafi system of the philosophy of life and community guidelines in carrying out the activities of daily life. The meaning and value of local wisdom that exists within the community has the objective to develop the learners are able to develop knowledge on the local community, local wisdom has skills in understanding society in the process of life and has the attitude and behaviour of the aligned the value of local wisdom.

Learning that is sourced on local wisdom is the Foundation behave students to discover its problems and the crisis of the life that exists around them. Local wisdom to build an identity of the nation and the top foreign culture inclusion filter to Indonesia. To be able to do the learning that is sourced on the value of local wisdom from the community for learners required an understanding of the meaning that there is behind the local wisdom values and required a more participatory approach to learners. The existence of an understanding about the value of local wisdom for learners to become the foundations of sustainability in the order of the life to come.

Speaking of local wisdom in Sidoarjo certainly religious. Among the local wisdom that developed in the area of Sidoarjo are the arts. The arts in Sidoarjo region are influenced by cultural elements Arek. Elements of culture such as including Arek Ludruk,

Tayub, used Varuna, East Java Wayang Kulit and Islamic style art like graffiti picture, Hadrah, Terbang and so on. The language is any language which is the language of everyday life. Arek citizens Sidoarjo and Surabaya are also used by the public, Mojokerto and Gresik

Traditional art Sidoarjo is almost the same with the arts that existed in the area of Surabaya and surrounding areas. Traditional art is usually passed down from one generation to the next without any change in meaning. The static nature of this traditional art led to less developed. While the modern art that developed in Sidoarjo developed through workshops or art group.

Some local wisdom contained in Sidoarjo is

1. Shadow puppets

Types of wayang kulit Sidoarjo that existed in most of the wayang kulit is East of Java style (Wetanan style) and a small part of the Kulonan style. Almost all of the subdistrict has a wayang kulit dalang Wetanan, such as: drag, Balungbendo, Krian areas, Prambon, Porong, Reinforcement, Sukodono, Sidoarjo Gedangan, Temple, and hibiscus Tiliaceus.

This Wetanan style can be further divided in classification pecantrikan, namely:

- a. Ki Soewoto Ghozali (RIP) of Reno Kenongo, Porong
- b. Ki Sutomo (RIP) of Waru
- c. Ki Suleman (RIP) from Karangbangkal, Gempol

In terms of music, slendro gamelan instrument use, similar to that used in ludruk. In contrast to the Kulonan style using gamelan slendro and pelog volumes at once. But then the puppet Wetanan style gamelan pelog, also used primarily to accompany certain scenes. Follow the tastes of consumers, fewer kulitpun eventual puppet comes with music dangdut even ware. In fact it's been a long time Wetanan puppet dance opening accompanied by Remo, where all visitors are required to provide saweran once inserted into the chest.

The existence of wayang kulit Sidoarjo in declining because no cadre recruitment. There is only one child, son Subiyantoro mastermind who was also the mastermind. Nor is there any formal or informal institutions that teach the puppet Wetanan style as a whole, not just touched it. Not to mention the limitations of the script is ready to be staged.

2. The Reog Cemandi

Reog Cemandi was the original art of Sidoarjo. The art that emerged in 1926. Reog Ponorogo Reog is different with Cemandi. The difference is the absence of warok, and topengnya are not decorated with peacock feathers as the hallmark of reog Ponorogo. The rhythm of the music used was a small drum and the angklung. The number of players the Reog Cemandi about 13 people. Two dancers who wear masks Baronang Lanang (male) and Baronang Wadon (female), six musicians drums and four players angklung.

When playing the dance it, two dancers Baronang Lanang and Baronang Wadon accompanying musicians drums that are in the Center. Six musicians drums it forms a circular formation while following the rhythm. Formerly, the reog Cemandi is used, the Cemandi villagers to drive out the invaders Sedati Netherlands. At that time, one of kyai Sidoresmo Surabaya, Cottage from instructed the local community to create a mask from the wood of a tree randu. The mask was molded to resemble the face of buto cakil with two fangs. After that, local people do dance to repel invaders who will enter the village of Cemandi.

In addition to ward off invaders at the time, such dances as well as himbuan to the local community to always remember God Almighty. The suggestion that implied in the sair pangelingan (reminder) that are chanted to his players before the start of the show.

Now, the show that changed Cemandi reog function. The community around the usual invites arts celebration that's for Cemandi Reog mantenan, circumcision or other events. In addition, the surrounding communities believe that dance can Cemandi to reject the reog balak (throw away bad luck).

3. *Jaran Kepang*

Art group used Varuna tradition almost extinct in Sidoarjo, just to count the fingers next to the hand. Before the 1980s, it was pretty much a group used Varuna entertainment attraction which showcases in kampongs. Art groups used Varuna or Jaran Kepang which exists in Sidoarjo is arguably not original or domiciled in Sidoarjo. They are from out of town, such as the intentionally Tulungagung ngamen in Sidoarjo in some time. It is estimated there are about 10 groups. But there is one group of Jaran Kepang version Sidoarjo, a somewhat different with Jaran Kepang in General. I.e., when in his trance, players climb coconut trees with the head facing down. This group exists only in the village of Segorobancang, district of pull.

4. The Dance Tip

In other areas it is called Art Tiban. This form of dance and performances intended to ask for rain. Performances of two men or two groups of men shirtless, whipping each other with rattan interchangeably. Can be classified as performing arts because it is shown as a spectacle. Sometimes played on stage but still there is also the use of open space. In many areas, the tip is a ritual to bring rain, but the ends of Sidoarjo has a historical background as relics of the period of the Majapahit Kingdom, where residents prepared to train kanuragan against the enemy. Art Group Ends there in drag.

Learning resources are all sources either in the form of data, people and a specific form that can be used by learners in learning, either separately or are combined so as to facilitate learners achieve learning objectives or reach certain competencies. Generally, there are two types of learning resources:

1. the learning resources that are designed (learning resources by design), i.e. the learning resources that are specifically designed or developed as an instructional system components to provide directional and learning facilities are formal.
2. Learning resources are utilized (learning resources by utilization), i.e. the learning resources that are not designed specifically for the purposes of learning and its existence can be found, applied and used for purposes of learning.

Of the two kinds of learning resources, learning resources may take the form of:

1. Message: information, learning materials, folk tales, fairy tales, saga, and so on.
2. People: teachers, instructors, students, experts, resource, community leaders, the leadership Institute, a character's career and so on.
3. Material: books, film, transparencies, slides, pictures, graphics, designed for learning, reliefs, temples, statues, comics, and so on.
4. Tools/equipment: hardware, computers, radios, televisions, VCD/DVD, camera, whiteboard, generators, engines, cars, motors, electrical tools, screwdrivers and the like.
5. The approach, method, or technique: discussion, seminar, problem solving, simulations, games, gatherings, ordinary conversations, discussions, debates, talk shows and the like.
6. The environment: classroom, studio, library, Auditorium, friends, gardens, markets, shops, museums, offices and so on.

Teachers can make use of learning resources such as the library, the magazine wall, props. In addition teachers can benefit from learning resources contained in their environment such as:

- a. visit the museum in accordance with the material (money museum, history museum or the museum of animals).
- b. Study tour to visit geological buildings, correctional facility or Government institutions.
- c. Visit a place of worship and a market.
- d. The Elicit character for discussion (police and doctors discussed the drugs, House members discuss local governance and others).
- e. Various alternatives in other learning resources which is certainly still a lot.

The characters are typical values, good character, morals or the personality of the person who is formed from the results of the internalization of various policy and is believed to be used as a way of looking, thinking, being, spoke up and behave in everyday life. Character education is a planned and conscious effort to embody the atmosphere as well as the process of empowering potential and pembudayaan learners to build personal character and unique groups or both as citizens.

National character is the quality of the collective behavior of a typical good anthem that is reflected in the awareness, understanding, flavor, karsa, a nation and a country's behavior and as a result though thought, though the heart, though the flavor, karsa and behaviors came from Indonesia and a country that is based on the values of Pancasila, the 1945 Constitution, norms of diversity with the principle Bhineka Tunggal Ika, and commitment to the unitary State of the Republic of Indonesia.

Implied in law RI No 20 of 2003 on the national education system; formulate the function and purpose of national education should be used in developing

educational efforts in Indonesia article 3 National education system ACT mentions "national education serves to develop and help the nation's civilization and character dignity in order to educate the nation. Aiming to the development of potential, learners in order to become a man of faith who are cautious to God Almighty, precious, healthy, have learned, accomplished, creative, independent and become citizens of a democratic and responsible".

There are 17 assessment of in character education, namely:

- 1) Religious
- 2) Be honest
- 3) Tolerance
- 4) Discipline
- 5) Hard work
- 6) Creative
- 7) Self help
- 8) Democratic
- 9) Curiosity
- 10) The spirit of nationality
- 11) love of the fatherland
- 12) Cherish the achievements
- 13) Friendly/communicate
- 14) love peace
- 15) An avid reader
- 16) Care social
- 17) Care for the environment

Summary

With the utilization of the potential of local wisdom in Sidoarjo. The expectation of the younger generation in Sidoarjo can preserve the values of the noble ancestors. In addition the Government of Sidoarjo can utilize the potential of the local wisdom to the development of tourism in Sidoarjo. Thus its impact can be felt by the community. In learning the history of course it is very useful. Learning history based local wisdom values can shape the character of the young generation of Sidoarjo that love and care for local wisdom in its territory. And the future of learning can use the potential of the local wisdom as learning resources for students in the classroom, and became the driving force of the tourism sector.

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USING *CABLAKA* AS CHARACTER EDUCATIONAL RESOURCE ON SENIOR HIGH SCHOOL IN BANYUMAS

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Abstract :Globalization has led the young generation lost its original identity as more fascinated by foreign cultures. To regrow pride in his culture, education in schools should explore more local wisdom. Local wisdom be one way to counteract the moral crisis in the young generation. One of the local wisdom that can be extracted is *cablaka*, which became the cultural value systems of local communities in Banyumas since Hundreds of years ago. *Cablaka* contained five conceptions of cultural value system that is about the meaning of human life, concerning the meaning of work, work and human deeds, the human perception of time, the meaning of man's relationship with the surrounding nature and human relationships with fellow human beings. Internalization *cablaka* for the students should be Able to produce independent youth, be able to overcome, and live in harmony with nature.

Keyword: *cablaka, character educational resource.*

Introduction

Globalization not only by increasing the production and distribution of goods and services but also an increase in both the cultural form influx of foreign culture in the form of films, music and publications. Expansion of trade in cultural products allows the opening of the community against foreign culture. And foreign culture is often brought about changes in the local cultures, values, and traditions. This is the impact of globalization on national culture, many people believe that the opening of society to foreign cultures undermine its own cultural identity.

One of the principles of globalization that is not only an impact on the world cultural homogenization, but slowly eliminating the local culture that embraced the community. Culture is not static, but constantly evolving with the times. In Webster's Dictionary describes culture as a whole pattern of human behavior and the results of his work in words, actions and goods and depending on a person's capacity to learn and transform knowledge to the next generation.

Despite homogenizing effects, some people would argue that globalization can also reinforce local cultures. In India, for example, satellite TV permits an increase of in the number of regional channels, many of the which can and do telecast Indian content. This Gives an Indian individual new opportunity to identify with his regional ties.

Similarly global companies have to take into account the culture of all the countries where they conduct operations or sell products. This can also Enhance cultural awareness.

Many observers have speculated that the homogenizing effect of globalization on national cultures in fact tends to produce a reaction among indigenous peoples, which leads those cultures are threatened to want to reaffirm their own local traditions. Author Benjamin Barber, in particular, has made the case that the sometimes-violent reactions against the West by elements within Islamic society may be seen in this light. Barber argues that these rebellious movements may be seen as negative manifestations of a broader desire to reaffirm their traditional values, against the disruptive onslaught of Western beliefs (Maude Barlow, 2001: 6).

If cultural character that reflects the birth place is loss it will be very fatal consequences, namely the loss of identity in the form of cultural identity and the identity of local and global cultural flows easily carried. Therefore, it is important we infuse the local culture in order to preserve and strengthen local identity. This local identity as the value of individual characters in the mix at the local and global community. The value of these characters can be applied and taught in education as an important means of implantation on the character.

Lately, the issues of the importance of character education in the national education system often raised in public discourse. Discourse was generally at once contains a critique of education, who is better prioritize academic development of intellectual abilities and give less attention on a very fundamental aspect, namely the development of the character (character). As has been widely understood, the character is a very important aspect of the quality of human resources. Someone with high intellectual capability can become useless or even harmful to society if the character is low. The importance of character expressed in the classic adage, if the wealth is lost, nothing is lost. If the health is lost, something is lost, if the character is lost, everything is lost.

Various cases are not in line with the ethics, morality, manners or behavior that indicates a low character has become so rampant in society. More sadness again, it does little behavior shown by people who are educated, such as high school students. This proves that education is less successful in forming good character. In such conditions, it seems relevant enough to be disclosed back in the old paradigm of education, namely education as inheritance values. Heritage cultural values of the past was not a bit that contains the values of character education.

Basically reflects the personality of the characters related to morality. Morality or moral relating to morals, manners or decency (Indonesian Dictionary, 1989: 592). Poesprodjo (1986: 102) states that morality is in the quality of human actions with which we say that the action was right or wrong, good or bad. Thus the values of decency or morality derived from the human conscience are universal.

Research Methodology

The Theory of Constructivism

Theories about goals and how to construct knowledge developed by Plato and Aristotle, subsequent developments in the twentieth century John Dewey can be regarded as an expert constructivism veteran, as well as Lev Vigotky, psychologists from Russia was also known as an expert is keen to discuss the theories of constructivism (Joyce, Weil & Calhoun, 2011: 13).

Bruning argued that constructivism is a psychological perspective and philosophical view that each individual form or built most of what they learn and understand (Schunk, 2012: 320). In line with the above opinion, Piaget emphasizes that children learn more well if they are actively looking for solutions themselves (Santrock, 2010: 61). Thus that constructivism is a learning theory that emphasizes that individuals can construct their own knowledge by learning actively to find solutions to its problems.

Constructivism is not a single viewpoint, this understanding has different perspective. There are three forms of constructivism constructivism namely exogenous, endogenous constructivism and constructivism dialectically. Constructivism exogenous refers to the idea that mastery of knowledge represents a re-construction of structures that are in the external world. While endogenous constructivism formulating knowledge gained from previously learned knowledge, does not directly interact with the environment. Among these two opposing points dialectical constructivism are of the view that the knowledge gained from interactions between people and their environment (Schunk, 2012: 325-326).

Of the three forms of constructivism above, the authors tend to use dialectical constructivism model, because the model of learning that will be applied using values cablaka which are the values of local wisdom as the source of the teaching of history in order to increase local identity.

The Theory of Values

Value has a broad definition, almost every person who engaged in the social world can provide a definition of value. According to Ralph Perry said that value as any object of any interest. While John Dewey declared that the value is any object of social interest. Further Kupperman defines value as the normative benchmark that affect humans in determining the choice between alternative ways of action. Gordon Allport defines value as a belief that makes a person acting on the basis of his choice. From the above it can be concluded that the value is something that is important in acting as well as in determining the choice.

In connection with the foregoing cablaka as a system of local cultural values Banyumas have values that are important to local communities in acting as well as the foundation and guidelines in the act.

Values Education Approach

Value is a guideline or ideational conception that exert habits and decisions and to help an individual or a community in determining whether good or bad things in the category monadic (good, bad, very bad) or dyadic (better, worse and balanced) (Hansson, 2004: 15). Value is a benchmark in the meaning of life that give a reference, the starting point and purpose of life. Thus the value is something. Values education should be able to make learners master the knowledge that is rooted in traditional values were able to deal with modern values. The value of education for learners in turn can encourage learners to commit to the community and its citizens.

In the context of historical learning, the individual or the public towards the sage or wise can be through making aspects of the value and wisdom of the events that occurred in the past (Rowse, 2014: 168). Therefore, the teaching of history should ideally emphasize the value of education. The values obtained are not only used to analyze and assess the events that occurred in the past. Rate past with benchmark and measure of value today would be difficult for learners to understand the historical context (Barton & Levitik, 2004: 101). Due to the Dair errors understanding and use of the measure of value today to assess an event or phenomenon that happened the past will raises historical errors. Thus, the ideal value is used to construct the present and the future.

Method

The research method employed in the Research and Development (R & D) which is a method used to produce a particular product, and test the effectiveness of these products (Sugiyono, 2012: 407).

This type of research is the Research and Development (R & D). R & D is based on pragmatic paradigm that sees pemecahan problems as the primary goal of the study. Pragmatism provides an opportunity to apply the methods, perspectives, assumptions, strategies and forms of data collection and analysis are diverse. All the approaches, processes and stages in the study were solely aimed at understanding and solving problems. Based on the pragmatic paradigm of the research R & D focuses on three elements, namely: (1) problems or needs, (2) a solution or product research, and (3) application or evaluation solutions (Cresswell, 2010: 15-17).

These three elements are in the process of building construction and R & D phase. R & D is a research method to produce or develop a product based on need, theoretical studies and evaluative aspects of the application of these products. R & D emphasizes the relationship between process development and process a systematic evaluation. Thus, evaluation of product applications become an important part of R & D approach. The resulting product must go through a validation process that includes testing the effectiveness of the product where the measure in determining the effectiveness of the emphasis on the element of expediency of such products. Thus, R & D will have usefulness in the application field (Borg & Gall, 1983: 569-570).

Discussion

Babad Pasir text is not only a cultural document Banyumas community, but also monuments of the past that may not be released from various assessments of Banyumas. The chronicle continues the great tradition of reviving the spirit of the past to be presented in a different atmosphere when they are created. There is a time gap, socio-cultural conditions, the authors chronicle by now. However, it is precisely these two texts kehadiaran a reading activity against the monument Banyumas society loaded with values that may have relevance to the present (Sugeng Priyadi, 2008: 158).

Babad Pasir is a legacy of the struggle of human thought Banyumas who apparently tends to be controversial or paradoxical. In these positions has enabled humans Banyumas indeed justify the lain party, which was followed by a justification to yourself or even no justification, but there is only an element of balance between community values

Banyumas. Values that paradoxically it seems to be a characteristic that is important to assess the behavior of Banyumas society, both in the perspective of the past and present (Sugeng Priyadi, 2008: 158).

The collision between the values paradoxically has produced a synthesis, which is quite steady in the life of human culture Banyumas, namely *cablaka*. Presumably, *cablaka* not only be the center of Banyumas human character, but also the axis of these values. However a value will underlie human behavior or character. *Cablaka* has established itself as a result of the synthesis between the thesis to antithesis so that there is a balance of values. Value *cablaka* be the focal point system that interacts with other components. The balance value and synthesis of Banyumas society that actually aims to maintain the harmony of the cosmos. The situation shaky, chaotic, not in the form it does not have to be removed with a synthesis of values paradoxical (Sugeng Priyadi, 2008: 158).

The harmony of the cosmos has become the main objective is to be achieved because somehow something paradoxical not always honed in the form of a physical crash too hard. Conflict of thinking even more crucial because the experiences are passed together as a community will establish a value that is generally accepted or rejected. Value *cablaka* a focal point of cultural system. That is, *cablaka* synonymous with local cultural value system of society Banyumas (Sugeng Priyadi, 2008: 159).

To develop an understanding of cultural value system Banyumas Babad sand impossible to ignore. Both have documented the values that are considered significant in the life of the past and further documentation that does not just stop there, tetapi needs to be built monument values have relevance to the present and perhaps the future (Sugeng Priyadi, 2008: 159).

The values of past human Banyumas had experienced a cultural transformation that could not be circumvented because man is always interacting with one another on an ongoing basis so that there is no purely static phenomenon in the cultural life. Culture always are changed along with the development of human thought. Thought a barometer of whether a culture is advanced or not can be seen the phenomenon in the form of cultural thinking. Thinking is a problem that shows keeksistensian people in general. Not all people do not think, that sets it apart is the speed tingkkat humans think. These factors led to a culture will thrive or not (Sugeng Priyadi, 2008: 159).

Banyumas human beings can be regarded as so-called *homo sapiens* through the results of thought into the document and at the same monument. Language is an important

factor as a communication tool for people who think. Dialect Banyumas has come to give a large contribution to sustaining life values paradoxical that up to the present. Dialect Banyumas is a very effective tool for animating human characters Banyumas in everyday life which is based on the cultural value system cablaka. Cablaka is a tool for mengoreksikan that humans Banyumas always declared with undisguised although it also has undergone a transformation of value into figures as set out in the text of the chronicle of a great tradition in the community Banyumas (Sugeng Priyadi, 2008: 159).

An example is the value cablaka. Values are characterized into figures Panakawan or knight who rated not have the will to speak smooth as Werkudara, lingsanggeni, or Antasena. These figures are considered not to have ethics in the association, but they are a people who exhibit the use of language in the sense artificially. So, dialect banyumasan is the nature or character that is so typical for certain figures in the puppet gagrag banyumasan (Sugeng Priyadi, 2008: 159).

In general, texts chronicle the phenomenon more thrusting a personification of those values. That is, the values are considered to be very significant in later life by supporting community strived for continued and sustainable, then the way that is often taken is that diorangkan values, or considered to be humanized in order to live life. Thus, the personification of the values that are essentially humanizing values so that the values that have a spirit that issue in public. The values will be live so that people today are very difficult to distinguish whether it is a person's name value humanized (personification) or human-assessed (depersonifikasi) (Sugeng Priyadi, 2008: 160).

However, the person's name is a word yan not only have a meaning, but also meaningful. Giving a name to someone is the way people pray or at least expect good things in life. For example, the Banyumas named her son by the name of Stumps. This word can be interpreted as an important milestone in life. Stumps can also be interpreted as a felled tree trunk. In short stump same as the rest. However, the rest of it was to show the existence of the past. The proof is a lot of place names or toponyms bearing the name of a certain tree (Sugeng Priyadi, 2008: 160).

Stumps name seemingly insignificant can load the meaning and significance of the unexpected. It seems that the word has a meaning, it seemed simple, even seems to be just a mere playfulness in the process of naming. That's called depersonifikasi process. Human or human being assessed value of such Stumps oran earlier as the successor of his life, so says nunggak semi embodies the continuation of inheritance or tradition or in

kinship means that the kingdom has been passed down from generation to generation (Sugeng Priyadi, 2008: 160).

Tug of war between the personification of the depersonifikasi in presenting a true value is the same objective, namely a statement to declare that certain values have a function in the life of society at a particular time. If the personification taking human form to preserve the values, then depersonifikasi an effort to preserve the behavior or the human characters in the form of values. So, in essence the two phenomena are complementary of each function and so on will become monuments and documents at once (Sugeng Priyadi, 2008: 160).

The purpose of this study revolves around the history of the values included in the area of the history of ideas. Therefore, in step interpretation of historical phenomena, especially mentifact necessary depth knowledge of the socio-cultural background of the community because of the work of traditional historiography Banyumas often tends to obscure the historical reality of two kinds, namely the objective reality and the reality that the real happening inside. The first is the fact that an actual experience, Sedangkan second is the fact that the form of the collective cultural appreciation by the public support or the heir to the work of the Chronicle (Abdullah, 1985: 22-23).

Appreciation of the cultural collective becomes important when researchers seek to understand the meaning of the old texts because each event is always interpreted by the public as a tribute to their ancestors so intertwined into a world view intact (Abdullah, 1985: 24). Meaning of an event that is understandable and understood by the public as a new reality that can change the shape of reality (metamorphosis) to the events, values, and figures (Van Peursen, 1990: 58).

Here, it can be a process of personification, the change of ideas, and norms become a historical figure (Abdullah, 1985: 26) or as happens depersonifikasi characterizations of historical figures into the ideas, values and norms. The first shape change is intended to preserve the values that apply in certain periods subsequent to the period mentioned how idolize individuals cited as a leader. However, in the later period may be values that recognized very significant in the life shift. The second form changes intended to continue past human achievement for the human future. Here, however, sought to avoid the symptoms of the cult of the individual against the assessed figure. Furthermore, the interpretation of the results presented at the last step in the form of work history as the history of ideas Banyumas.

Cablaka as Character Values

Cablaka as local cultural value systems regarding matters of the greatest value in life (Koentjaraningrat, 1987: 25) Banyumas society that has lasted hundreds of years ago. The questions are in fact universal is always there in all cultures in the world, including Banyumas, which contains a minimum of five terms as stated by Kluckhohn and Strodtbeck (1961: 12), namely (1) the meaning of human life, (2) about the meaning of work, work, and human deeds, (3) the human perception of time, (4) about the meaning of human relationships with the natural surroundings, (5) the human relationship with fellow human beings. Five conception beyond the content of cultural value systems that provide solutions to problems that give solution to the problem of value in life (Koentjaraningrat, 1990: 78).

The meaning of human life associated with people Banyumas view that life is full of concern, are determined by fate, and people should be aware of him so the tendency to do penance or asceticism as practiced by Kamandaka (Banyak Catra). In addition to the traditional view, modern society Banyumas also of the view that life is a source of enjoyment, beautiful, and meaningful so that man should seek their own hard. This view was expressed that Kamandaka starts to look for a bride that is similar to the birth mother by being a thief julig, imprisoned, changed form the Lutung Kesarung, and planning to assassinate King Pulebahas of reclaiming. Those efforts achieved success by seizing and married the daughter Pasirluhur, Dewi Ciptarasa. Although success was a factor in the failure to embrace the throne Pajajaran, but Kamandaka or Banyak Catra used as a replacement of his position as Duke Pasirluhur. So, on the one hand the efforts that led to the failure in the land. What is gained Banyak Catra is something of value for a dream or aspiration edit girl who looks like her mother was successful despite the failure is accompanied by an heir to the throne Pajajaran. However, when a lot of Catra lost throne Pajajaran it has been replaced with another throne, the throne Pasirluhur (Sugeng Priyadi, 2008: 162-163).

The values of the true character of a lot of which can form the character of students. Determination of the values of this character is strongly influenced by cultural conditions and developments in the community around the school. This is done because the cultivation of character values are luarannya is that the students are able to apply the values of characters in public life who undergo continuous change.

In education of students' independence is indispensable for the progress and development of learners. The hard work will be in the study will produce the desired achievement. So that students are required to work hard by learning in earnest. Without working hard, it's hard to be a proud achievement.

Banyak Catra as outsiders looking for a woman who looks like her mother was not found in Pajajaran, but it is found in Pasirluhur. It turned out that love Banyak Catra was not unrequited because the duke Kandha Daha youngest daughter was also not passive, it can even be quite aggressive with inviting Banyak Catra disguised under the name of Kamandakan it to Taman Sari. What was done by Ciptarasa a way that graze danger of becoming an accused thief Kamandaka julig, the thieves did not steal the property, but the heart of the princess. As a result, human Kamandakan become a fugitive who experience repeated assassination attempts (Sugeng Priyadi, 2008: 163).

When human life on earth, he would always look at the sky as a unity. Heaven and earth are a couple that can not be ignored because humans depend on the situation of the two, even rizki humans can be obtained from the Almighty through the intermediary of the heavens and the earth. Earth is a foot rests, and the sky is the hope and ideals, as well as directions to get back to the origin. These two views must be recorded in human reason. Earth and sky are the key people to understand the Creator through the three phases of understanding, namely (1) the natural environment, (2) the social environment, (3) the cultural environment. The first is the understanding of the heavens and the earth as the forerunner of what we call nature. An understanding of the universe means finding ways how humans can adapt to nature. Here, people are not trying to fight nature as aware of the factors weaknesses. The other way is to look for the causes that arise, resulting in natural event that occurs as a natural phenomenon (Sugeng Priyadi, 2008: 165).

Understanding by seeking harmony and harmony between humans and nature conducted by the DAS Logawa Kamandaka-Koran. Understanding of asceticism do both show that nature will continue to grasp the second, which is understanding the social environment. Community or society is always interacting with the universe so that it will be understood that the human being has characters that are affected by the surrounding nature. Men are created equal by the Almighty, but when he was born in various places around the world, it would appear unique human being according to his residence. When human beings then interact to deal with the natural surroundings, created a distinctive culture of each community was so understanding the social environment will continue into

the third understanding, the cultural environment that much more unique (Sugeng Priyadi, 2008: 165).

When a man's search for harmony and harmony with nature, a third understanding that must be achieved in spite of our knowledge at the new adjusted rate or on the surface. Here, human activity is more likely to passively as stunned by the natural phenomena that can not be resisted humans. Humans are able to submit and seek harmony or harmony with nature so that natural events seen as meaningful. For people who are forward thinking activities for tundak and harmonize themselves with nature is not something that is satisfying. Knowledge is only around on the surface to be forwarded to explore the secrets embodied in the three environments above (Sugeng Priyadi, 2008: 165).

Explanations of human relationships amongst people Banyumas various periods referred to senior figures and social groups of different heights. In the period Pasirluhur, Prabu Siliwangi a significant figure because his son became Duke Pasirluhur Banyak Catra. Banyak Catra edit Pasirluhur daughter Dewi Ciptarasa so that their offspring are considered as a crossbreed between tribes and between cultures (Sugeng Priyadi, 2008: 165).

In the period of Demak, the kings who had converted to Islam to be a reference to the duke Pasirluhur Banyak Belanak and his governor named Wirakencana, namely the Sultan Patah and Trenggana. It seems seniority and high social class is a reference for Banyumas in particular human or Java man in general. It is one of the characteristics of people who still uphold patronage (Legg, 1983: 42-47).

Values independence Many people Banyumas highlighted by Thole and Yudanegara IV. They are trying hard to break away from the corridors of power the king Demak and Surakarta. Banyak Thole may want to restore the independence of Kandha Daha Pasirluhur of age up to the time before his father, who is not bound as a subordinate. His father named Banyak Belanak is duke Pasirluhur which states as conquered Demak when Islam came to Java (De Graaf, 1985: 73). For Thole, what was done for his father was regarded as a shameful act so Thole respond with actions that seemed very severe and cruel, that burying alive of his father. His funeral by Thole as manifestations of disapproval over his predecessor's decision to eliminate or mentetralkan error. Thole also returns him to the Buddha nature as a form of contradiction or paradoxical existence of the Islamic Demak. Thole independence did not get a warm welcome uncle named Wirakencana which tend accommodating to Demak. Thole separatist movements have failed so Thole

domiciled as lost in the history and driven from their homeland (De Graaf & Pigeud, 1985: 64).

Conclusion

Cultural value orientation Banyumas Banyumas shows that people can adapt, both as a traditional society and modern society. There are five human relationship with the meaning of life, work, time, nature, and human beings. First, the human relationship with the meaning of life as a traditional society, people tend to live with concern Banyumas, while as an advanced human society Banyumas view life is meaningful and should seek their own. Second, the human relationship with labor, human Banyumas on one side of the view that work to foraging and reproduction (traditional), while on the other hand create great works and satisfaction with the quality of the work (forward). Third, the human relationship with time, human Banyumas as more traditional society refers to the glories of the past, but it also refers to the future (forward). Fourth, the human relationship with nature, human Banyuas in addition to seeking harmony with nature (traditional), also tried to fathom the secrets of nature (forward). And fifth, the human relationship with each other, man Banyumas refers to a high social class and work together (traditional), but also be independent and developed.

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DEVELOPING HISTORICAL THINKING SKILL ON HISTORY LEARNING PROCESS AT SENIOR HIGH SCHOOLS BASED ON CURRICULUM 2013

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Abstract: Nowadays, there are various problems in the teaching and learning history; for instance, the lack of historical thinking skill. Thus, it deeply affects the teaching and learning process during class which is apt to be old-fashioned, uninteresting and walled-off. This hampers the students' skill to learn creatively and innovatively. They cannot well-fully dig the meaning and values from historic events. To solve this problematic issue, teachers of history become the essential component. In fact, they are frontiers facing the students in the process of learning. The teachers should start to employ a new paradigm of teaching and learning which is based on constructivist, scientific and cooperative model of learning. These kinds of approach can help the students to develop their curiosity, critical thinking, and sense of inquiry so that they can think historically. The teachers also are supposed to assess the students closely in line with the basic competence.

Keywords: historical thinking, learning strategies, assessment.

The problems of teaching history always become the interesting matters to discuss in order to improve the quality and outcomes of the learning process. Those problems include the teachers' lack of abilities to develop historical thinking. Thinking historically implies the state of being critical in the teaching history. Thinking historically is a kind of high level order thinking that includes courses to analyse, evaluate and create. It is the demand of basic competence that should be implemented in the learning and assessment process. However, the reality reflects otherwise; not all history teachers are able to develop the skill to think historically in the learning process and in the assessment of learning outcomes.

Although Curriculum 2013 has been applied, not all history teachers have the willingness and skill to change their habitual actions to carry out the teaching of history as desired in the new curriculum. They are likely to maintain a "comfort zone" by applying the teaching of history in the conventional way of learning which is dominated by teacher-centred activities, doing speech and recounting. In the conventional style the learning process is excessively teacher-centred in which history teachers plant themselves as the main source of learning and tend to act dominantly, while learners are passively (banking learning) lead to monotonous learning process. The conventional learning, according to Haikal (Umamah, 2006), was not pleasant but dull and unattractive. Conventional learning gives less space to students for active learning, being creative and innovative, and does not provide opportunities for learners to explore the meaning of a historical event, or to develop the skill to think historically as well. It is as described by Parrington in his book *The Idea of a Historical Education* (1980); the teacher still dominates the rote process which emphasizes the "chalk and talk" and the memorizing, which tends to ignore the intellectuality and high-order thinking (in Mulyana & Gunawan, 2007; 1-9).

History teachers who carry conventional learning tend to be performing poorly in preparing the learning administration which includes the lesson plan. If they happen to have a complete lesson plan, it is usually obtained by shortcuts or copy and paste. Further, the assessment is not well adapted to the conditions of learners and schools. Lesson Plan is

a mere formality as the completeness of the administrative tool. All competencies outlined in Basic Competences and Indicators of Achievement, which refer to the dimension of knowledge (factual, conceptual, procedural, and meta-cognitive) and cognitive process (remembering, understanding, applying, analysing, evaluating and creating), are to be neglected.

Scientific approach which becomes one of the approaches in constructivist learning is not well implemented in conventional teaching, whereas scientific approach is important to develop learning skills and skill to think. Similarly, cooperative learning model will provide space for students to improve thinking skills, arousing curiosity, developing critical attitude and sense of inquiry. In this matter, developing historical will be left out if the history teachers apply conventional style.

Therefore, in conventional learning, which positions learners just to listen and record, is clearly against the new learning concept referring to improvements in learning mind-set that becomes the foundation of constructivism in curriculum 2013. In carrying out the process of learning, the history teacher should have skills in selecting and using problem based learning. By applying the stages of cooperative learning model, the scientific approach and constructivist learning will be automatically reflected in each step of the implementation of the cooperative model. Hence, learning can be more effective and learners will get used to actively participating in formulating and solving a variety of problems (Sardiman, 2005: 113). In the cooperative model, the teacher plays as a facilitator who provides students with an ample opportunity for active, creative and innovative learning and explore the meaning of a historical event. In carrying out the process of learning, the history teacher should also refer to the Basic Competences supposed to achieve, demanding high order thinking level as well as historical thinking skill (Hasan, 2014: 1), and the Basic Competences-corresponding assessment of learning outcomes.

THE SKILL OF HISTORICALLY THOUGHT

Thinking is the development of ideas and concepts (Bochenski in Suriasumantri (ed), 1983: 52). Historical is synonymous to history, which means the depiction' shape of collective experience in the past (Kartodirdjo, 1992: 59). From those two definitions, it can be said that historical thinking is the thinking of history, or the development of ideas and concepts about the shape of collective depiction of the past. The development of ideas and concepts serve to critically respond the depiction form of collective experience in the past. Thus, historical thinking is synonymous to critical thinking which is applied to history.

Thinking historically is a way of thinking that is contrary to the way of everyday thinking (Wineburg, 2007: 10) on the history. In historical thinking, the study of history is seen with a multidimensional approach, with the help of the social sciences insights (inter and multidisciplinary). Such a historical study is popularized by a US historian James Harvey Robinson with his movement "the new history". This new historical movement left the conventional historical study that mainly uses a speech manner pertaining to politics, the great people, the heroes and kings as depicted by "the old history" (in Yulifar, <https://www.yumpu.com/id/document/view/47,965,268>).

Asvi Warman Adam stated history is not as claimed by Rush Limbaugh "The history is simple. You know what is called history? What happened, that's history. "History is not that simple, and not just names and dates, but concerns about the assessment, care and vigilance (in Wineburg, 2007; vii). According to Winerburg, learning history brings many benefits: to expand the horizons of thought, meanings, and achieve the highest goals, which provide priceless mental skill called assessment (2007: 5). It shows that the study of history, if it refers to Bloom's Taxonomy, forces us to go up at the final level of high-level thinking, it is evaluation.

Bloom's Taxonomy classifies the human thinking process into six thinking process levels: knowledge, comprehension, application, analysis, synthesis, and evaluation. La Costa groups it into two, namely (1) low-level thinking skills including knowledge, comprehension, application and (2) high-level thinking skills including activities such as analysis, synthesis and evaluation (in Ahyani, 2013; 100). Bloom's opinion, later revised by Anderson, is known as Bloom's Taxonomy-Anderson undergoing a little change and still classifying the thought process into six levels, namely memorizing, comprehending, applying, analysing, evaluating and creating. These 6 levels remain classified into two general categories; (1) low-level thinking skills including memorizing, comprehending, applying and (2) high-level thinking skills including analysing, evaluating and creating. In connection with this, learning history should not only reach the level of evaluating but the level of creating as well.

Critical thinking on history or thinking historically is a high-level thinking process. Nash distinguishes historical thinking into several categories; chronological, comprehensive, interpretative and analytical thinking and research-based thinking (in Kamarga, 2002; 74). Critical thinking has some characteristics such as the "provision of a cautious and in no hurry to whether we should accept, reject, or suspend judgment on a claim, and the skill to measure the level of confidence to be accepted or rejected" (Moore and Parker in Ahyani, 2013; 100). Indeed, Ferrett states that the characteristics of critical thinking can fall into some attitudes such as asking, delivering a statement and arguments, having curiosity, being interested in finding new solutions, having wishes to test and analyse the facts, able to listen carefully and give feedback, searching for evidence, able to reject information considered not relevant and not true (in Ahyani, 2013; 100-101). It shows that the use of the sharp mind (higher level thinking) is an absolute requirement in historical thinking. The sharpness of the minds is decisive in the exploration, interpretation, association and communication. Every decision is affirmed as a truth if it makes sense. Ennis claims critical thinking is to think reflectively and reasonably directed at a decision that will be credible or can be carried out (in Ahyani, 2013: 100).

Historical thinking skill in teaching history leads to historical skills. Dimiyati and Mudjiono state that thinking skills are the skills related to the use of the mind to observe, classify, interpret, implement, communicate and conclude (2006; 141). Thinking skills include (1) the skill to learn such as observing, asking, gathering information, reasoning / associating and communicating, (2) the skill to think such as remembering, understanding, applying, analysing, evaluating, and creating (*Direktur Pembinaan SMA*, 2014; 10). Historical skills refer more to the high-level thinking skills or HOTS (high order thinking skills) which include analysis, evaluation and creation.

Historical thinking skill in the teaching of history also produces historical contemplation (Hasan, 2014: 10). Historical values are obtained through contemplating upon the historical learning process. Ankersmit states that the meaning of history relates to the interpretation of questions about the purpose and use of assessment on history (1987: 369). Furthermore, the study of history can teach us about how we have to act in certain situation, and that is the underlying value of the proverb "historiamagistra vitae" meaning the history is a teacher of life.

Wineburg states, "Past becomes clay in our hands." We are not required to expand our understanding to learn from the past. In the contrary, we can bend the past as our heart desires to fit the meaning set for it ". Each of past events and no matter how dark their meanings to human life at present; and, the meaning derived from the past is up to us. History courses have the potential to make human beings more humane; it is not found in other subjects and a source of security for us in this rapidly changing modern world (2007: 8-9).

Related to the making meaning out of history, Joebadio states history is the process of internalizing the values of past events, such as the origin, genealogy, collective experience and historical actors as a paragon (in Garvey & Krug, 2015; ix). Here, the history teaching process will bear wise attitude, wisdom, and character-shaping. Imitation of the values and attitudes of the sage are obtained through the deepening our understanding of historical events, including the relations of socio-cultural, socio-economic, and socio-political in the community groups. This attitude will encourage learners to understand the concepts of self-respects, human brotherhoods, social equalities, security of life and justice, and encourage people to value education (in Garvey & Krug, 2015; ix).

LEARNING STRATEGIES IN DEVELOPING HISTORICAL THINKING SKILLS

Skill to think critically about history has a strong relevance to the curriculum 2013 achieved in the teaching of history. The evidence is clearly stated in Appendix *Permendikbud* number. 24 year 2016. All Basic Competences stated on Core Competence, Knowledge (KI-3), of the subject of History (Minor for Social Dept) and History of Indonesia focuses on the high level of cognitive process, particularly analysing and evaluating. Historical thinking skill employs high-level thinking (analyse, evaluate and create / creation). An effort to develop the skill to think historically is aligned with the new paradigm in learning that is constructivism, changing a teacher-centred learning model to a student-centred; there is also use of a scientific approach and problem-based learning model.

Teaching history in the curriculum 2013 encourages a learner-active learning, known as scientific or science-based approach. The scientific approach is a learning framework based on evidence found of the object observable, empirical and measurable, encouraging reasoning skill. This approach is intended to develop learning skills and thinking skill. The learning skill includes developing factual, conceptual, procedural knowledge and meta-cognition; while the skill to think, particularly for high school, includes analysing, evaluating and creating. The learning process in the scientific approach has several steps: observing, asking, exploring / gathering information, reasoning or associating and communicating. Each step bears specific skills for further study that can be implemented gradually by learners. These five steps should not necessarily be accomplished in one meeting, but they can be achieved in several meetings (*Permendikbud* 103 2014: 9).

The scientific approach highly promotes cooperative learning. Cooperative learning is a learning model based on the theory of constructivism (PPPP BP HR, 2014: 36). According to Lie (2002: 12), cooperative learning is a learning system that provides opportunities for learners to cooperate with fellow learners while completing structured-tasks. Cooperative learning model aims to encourage learners to improve their academic achievement at their best and understanding of individuals and groups (Johnson & Johnson, in Pathuddin, 2005: 35). Ibrahim states the characteristics of cooperative learning are as follows: (1) the students work in cooperative groups, (2) a group formed of learners who have the thinking skill of high, medium and low, (3) where possible, members of the group are from different racial, cultural, ethnic and gender background and (4) the award given is more group-oriented than individual (2000: 6-7).

Cooperative learning is in line with the thought of Brian Garvey and Mary Krug stating that learning history includes imagining historical events, interpreting, making extrapolation and analysing, reconstructing, and building arguments. This learning model is well-known as a connected opera glass that addresses the learning material based on thematic-scientific activities including exploring, narrowing, analysing, creating

(reconstruction), and teaching dubbed as enacts. The stages of enact learning model are as follows; (1) create a hypothesis, (2) collect and organize data both from primary and secondary sources, (3) respond to the data with the teacher, (4) provide interpretation through analogies to produce historical facts, and (5) present the explanation and conclusion to the class for a groups discussion (2015: xi).

Cooperative learning provides space for habituation to improve skills, awaken curiosity, critical attitude, and skill to find a sense of inquiry so as to foster the skill to think historically. In this context, the government recommends these kinds of learning models to be implemented in the school; the curriculum 2013 imposes learning models such as discovery learning, project-based learning, problem-based learning and inquiry learning (Appendix *Permendikbud No. 103 of 2014*). One of the models that will be used in implementing historical thinking is a model of inquiry learning.

Inquiry learning is a process for obtaining and gathering information to find answers to the question or for solving a problem or an issue with a formula using the skill of thinking critically and logically (Directorate of School, 2014; 31). This model is able to train students' courage in asking questions and putting forward ideas to others. Application of inquiry learning models encourages learners to be mentally and physically involved to solve the problems or issues relating to historical facts provided by the teacher. The stages of inquiry learning includes; (1) observing a variety of historical facts, (2) asking questions about the historical facts (3) proposing a hypothesis (4) collecting data related to the facts in question and predicting hypothesis as a basis to formulate a conclusion, and (5) formulating conclusions based on the data analysed so that learners can present findings (Directorate of School, 2014; 31).

For example, students learn the History of Indonesia for 11 graders at Basic Competence 3.7 (knowledge) and Basic Competence 4.7 (skills) as contained in Appendix *Permendikbud No. 24, 2016*. Basic Competence 3.7 refers to analyse the proclamation of Indonesian independence and its importance for Indonesian social life, cultural, economic, political, and educational spheres. On the other hand, Basic Competence 4.7 refers to making sense of the proclamation of Indonesian independence and its importance for the social, cultural, economic, political, and educational spheres, and presenting it in the form of narrative history.

The Competence of Indicators of Achievements of Basic Competence of Core Competence-3 are as follows; (1) to analyse the relationship of Japan's defeat in efforts to achieve independence, (2) analyse conflicted opinions and views between groups of youth and the elderly on the proclamation of Indonesian independence, (3) explain the role of leaders in formulating the text of the proclamation, preparing and carrying out the proclamation of Indonesian independence, (4) reconstruct the process of spreading news of the independence, and (5) reconstruct the meaning of the independence on August 17, 1945. On the other hand, the competence of indicators of achievement of Basic Competence of Core Competence-4 are as follows; (1) to collect and process information (reasoning), and present it in accordance with the learning materials which are the responsibility of each group discussion; (2) to present in the form of historical narrative about the events of the proclamation and its significance in various areas of life.

In carrying out this learning, students are divided into several groups. The number of groups and the number of problems or issues or facts of history given to each group should adjust with classroom conditions. Wiriaatmadja states issues or historical facts offered at least contain (1) two or more concepts, (2) many alternatives, and (3) invite decision-making (2002: 140-141). The problem or issues or historical facts offered to the group are:

1. Was there any relation between Japan's defeats against the proclamation of Indonesian independence? Give an explanation clearly.
2. Why were there any conflicted opinions between the youth and the elderly in response to the plan for proclaiming the independence?
3. Who had the most fundamental role in formulating the text of Indonesian independence? The youth or the elderly generation?
4. Why did the elderly prefer Sukarno's compound while the youth prefer Ikada as the place to proclaim the independence?
5. Who played a significant role in preparing or proclaiming the independence? Please explain their roles clearly.
6. How important was the use of radio compared to other means in spreading the news of Indonesian independence?
7. What does the proclamation of Indonesian independence mean politically, economically and socio-cultural?

THE ASSESSMENT PROCESS OF THE HISTORY LEARNING

Assessment is the process of collecting and processing information to measure the achievement of learning outcomes (*Permendikbud No. 23 year 2016*). The process of collecting and processing the information should be done both on the process of learning and its outcomes (Wiyanarti, 2016: 15). On-going assessment is carried out during the learning process while the final assessment is carried out after the end of the learning process. Daliman (in Aman, 2009: 83) states that the assessment process includes learning technique, initiative, skill to argue, motivation, attitude, participation, and accuracy in the assignment. Indeed, the assessment of the results includes the truth and the breadth of the concept, critical analysis, reconstructive skill, historiography, and capabilities to respond to important issues. Assessment process and learning outcomes are beneficial to (1) measure and know the achievement of competence of learners; (2) improve the learning process; (3) develop learning outcomes on daily progress reports, mid-semester, semester, and year-end (*Permendikbud No. 23 year 2016*). Realizing the importance of the assessment, the teachers shall design appropriate assessment, which refers to the assessment principles in order to obtain objective results.

Assessment imposed on Curriculum 2013 is authentic assessment which is a comprehensive assessment conducted to assess the input, process, and output of study (Appendix, *Permendikbud No. 66, 2013*). Authentic assessment covers aspects of attitude, knowledge and skills. The attitude aspects relate to attitude and personality development obtained through the activity known as "accept, do, respect, appreciate, and practice". The knowledge aspects relate to the skill to think as a human being obtained through the activity known as "remember, understand, apply, analyse, evaluate and create". The skill aspects relate to psychological maturity, and include the realm of the concrete and the abstract concepts. These skill aspects can be acquired through activity known as "observe, ask, try, reason, present, and create" (Appendix *Permendikbud No. 22 year 2016*).

In the assessment guideline 2015, the assessment for subjects other than Religion and PPKn (Civil Education) states that Basic Competences on Core Competence-1 and Basic Competence on Core Competence-2 formulated in general terms and accumulated into one in the Core Competence of Basic Competence-1 and one in the Core Competence of Basic Competence-2. This assessment of attitude should be done continuously by teachers, counsellors, and academic advisors by using observation and other valid and relevant information from a variety of sources. This assessment is a part of training and establishment of learners' attitudes. To elicit this attitude information, observation is used

and the data is recorded in the journal of students' behaviour, particularly both positive and negative attitudes. Self-assessment and peer assessment can also be used as a support to confirm the data (Assessment Guide, 2015; 7-11)

Meanwhile, assessment of knowledge is used to measure the students' skill of factual, conceptual, procedural knowledge, and metacognition comprising either low or high level thinking. This assessment of knowledge can use some techniques such as written tests, oral tests, assignments and other techniques such as portfolios or observation (Assessment Guide, 2015; 14). In connection with the written test, Garvey and Krug (2015; 171-194) states that the appropriate assessment techniques for the assessment of history are; (1) an objective test that includes short answer test, sentence completion test, true-false, matching, multiple choice; and (2) a subjective test includes interpretive tests and descriptive test. It shows, to obtain the complete data to measure the students' achievements, the teacher needs to implement a wide variety of assessment techniques.

Assessment of skill is used to measure the achievement of students' competence on Basic Competences of Core Competence-4. The assessment of skill requires learners to demonstrate competence achieved. It is intended to determine the competence students have mastered that can be used in solving real-life problems. This assessment can use a variety of techniques such as (1) performance-based observing the activities of learners, (2) project-based assessment investigating activities that include planning, implementing, and reporting project results in a particular deadline, (3) portfolio that records the final work of students and strengthens the progress and quality of students' work, (4) product requiring learners to make products, technology, and art and (5) other writing techniques (Assessment Guideline, 2015; 22-23).

The use of various techniques of assessment is aimed at measuring all aspects of students comprising attitude and knowledge and skills. In the aspect of knowledge and skills, all Basic Competences on CC-3 and CC-4, particularly in the subject History of Indonesia (general) and History (Minor for Social Dept) are to be measured as stated on *Permendikbud No. 24 year 2016*. The type of assessment techniques used should adjust with the Basic Competence to be achieved. For example, if in the aspect of knowledge the Basic Competence demands the cognitive process employing high-level thinking, particularly analysing stage, written test will be appropriate. Similarly, if the Basic Competence for the aspect of skill demands students' competence to create, the assessment should meet this objective.

What is required by the Basic Competence ideally should go in line with the learning process and the assessment. In the teaching of history aimed to develop critical and historical thinking (analysing, evaluating and creating), written test items employ high order thinking skills will be highly appropriate. It is one type of authentic assessment (Wiyanarti, 2016: 29).

HOTS test items demand critical thinking skills, logical, reflective, meta-cognitive, and creative thinking. Adi Saputra states that HOTS should be implemented in the activities that cover analysing, evaluating and creating. Analysing is the skill to think in specific aspects or elements of a particular context; evaluating is the skill to think based on facts or information to make decisions; creating is the skill to think how to establish concrete ideas (<http://www.oasepembelajaran.com/> 2015/09). Meanwhile, according to Heong et al (2011), there are 13 skills regarded as thinking critically: comparing, classifying, inducing, deducing, analysing error, constructing support, analysing perspective, abstracting, making decision, solving problems, inquiring experiment, and inventing the concept within the dimensions of learning framework) (in Saipudin, wawasan edukasi, 2015). These stages can be used to develop indicators of HOTS items.

HOTS items are actually similar to low level items using multiple choice items, but they use another type commonly known as complex multiple choice questions. Each item should have basic questions as stimulus. They can be in the form of a map, reading, paragraphs, cases, pictures, graphics, images, formulas, tables, lists of words or symbols and even movies or recorded voice. These basic questions serve as an introduction to make it easier to understand the stem that requires higher-level thinking.

Adi Saputra states there are several ways that can be used as guidelines for writing HOTS items. The items should prevent the students to recall information only, but they should give them stimulus to meet the high level thinking. They should measure abilities like (1) transferring one concept to other concepts, (2) processing and applying information, (3) seeking links from a various and different source of information, (4) using information to solve problems, and examining ideas and information critically (<http://www.oasepembelajaran.com/> 2015/09).

The following are examples of multiple choice items and short essays corresponding to the dimensions of the cognitive process including both low level and high level thinking. The materials are taken from and are adjusted with Basic Competence 3.7 of History of Indonesia for 11 graders.

No	Cognitive Process	Soal Pilihan Ganda dan uraian
1.	Remembering	01. The formidable figures from the elderly having significant roles to prepare the text of proclamation are ... A. Soekarno, Hatta, dan Sukarni B. Soekarno, Hatta, dan Syafrudin Prawiranegara C. Hatta, Sukarni dan Sayuti Melik D. Ahmad Soebarjo, Soekarno dan Sayuti Melik E. Soekarno, Hatta , dan Ahmad Soebardjo
2.	Understanding	02. After the agreement in Rengasdengklok, the youth and the elderly headed back to Jakarta. Since the meeting with General Nishimura gave no significant outcomes, Sukarno-Hatta headed to the house of Admiral Tadashi Maeda to hold a meeting and to formulate the independence text. The private residence of the Japanese top-notch leader was considered as the place to do so because... A. it was under the permit of Japanese Army B. the house could accommodate the crowds C. it was free from any intervention D. Japan had fulfilled its promise of independence E. It was strategically located in Imam Bonjol street, Jakarta
3.	Applying	03. The application of the values of the proclamation of independence among the educated people in relation to the establishment of the spirit of nationalism is....

			<p>A. by following the tug war in the RI Anniversary.</p> <p>B. by following the flag-raising ceremony every Monday.</p> <p>C. by diligently learn to be the best</p> <p>D. by developing sympathy, tolerance and social empathy</p> <p>E. by actively participate in the activities of Student Organization (OSIS).</p>
4.	High Level Thinking	Analysing	<p>04. After the agreement in Rengasdengklok, Sukarno-Hatta and the youth together headed to Jakarta to hold a meeting to prepare a plan for declaring the independence. Before the meeting began, Sukarno and Hatta met General Nishimura as an attempt to explore the Japanese attitude. Soekarno-Hata asked him a question, "What if tomorrow morning we give the freedom of my people?" General Nishimura replied, "We will be maintaining the status quo".</p> <p>Consider the following statements related to the passage above.</p> <p>(1) Japan would hand over Indonesia to Dutch</p> <p>(2) Japan would fulfil its promise of Independence</p> <p>(3) Japan would surrender its power over Indonesia to the ally</p> <p>(4) Japan would prevent Indonesia from declaring the independence</p> <p>(5) Japan would maintain its power until the ally came</p> <p>(6) Japan would help declare the independence through Maeda</p> <p>Based on above claims, the most likely implications of Nishimura's statement is shown on numbers... .</p> <p>A. (1), (2), and (3)</p> <p>B. (1), (3), and (5)</p> <p>C. (2), (3), and (4)</p> <p>D. (2), (4), and (6)</p> <p>E. (4), (5), and (6)</p>
5.		Evaluating	<p>05. Submission of Japan to the Allies was deliberately obscured by the Japanese. This was intended to maintain the status quo until the allies came to Indonesia. However, the youth group could realize the hidden plan of</p>

		<p>this fact. In the afternoon, August 14, 1945, the youth group went to Sukarno-Hatta when both just returned to Jakarta from Saigon. The youth group urged Sukarno-Hatta to immediately declare the independence without the involvement of foreign powers, but Sukarno-Hatta rejected it. Sukarno-Hatta remained to stand to examine the attitude of Japan, and wanted to involve BPUPKI in preparing the independence. On August 15, 1945 the youth group alienated Soekarno-Hatta to Rengasdengklok. However, after being mediated by Ahmad Subarjo, there was finally an agreement between the Sukarno-Hatta (the elderly) with youth groups to get together soon to prepare the independence of Indonesia.</p> <p>Question. Explain clearly your judgment on the Rengasdengklok event.</p>
6.	Creating	<p>06. Indonesia achieved independence on August 17, 1945. It was the right moment because at that time the Japanese had surrendered, and while the allies had not come to Indonesia. Some said that at the time it was a vacuum of power. The precise moment was utilized by the founding fathers to proclaim the independence of Indonesia. This salient event occurred 3 days after Japan surrendered, and Indonesia was the first nation in Asia and Africa that achieved independence after World War II.</p> <p>Instructions. Based on the above descriptions, write at least 5 pages about the meaning of the independence of Indonesia in various fields of life. Use; A4 paper, font Times New Roman size 12, spacing 1.5 left margin 3 cm, 2.5 cm top, right and bottom 2.5 cm to 2.5 cm.</p>

CONCLUSION.

Thinking historically is synonymous with thinking critically about history. Historical thinking is a way of thinking that is contrary to the conventional way of thinking about history. In historical thinking, studying history is no longer using the style of politics manner, adoring the great people, the heroes and kings, but studying history is by using a multidimensional approach, the approach supported with the help of the social sciences (inter and multidisciplinary). Critical historical study bears historical skills which are related to the use of the mind which includes the skill to think and learn. Critical historical study also implies that the learning activities should make meaning out of history. When

referring to the Bloom-Anderson Taxonomy, historical thinking is a thinking process at high-level thinking (analyze, evaluate and create).

Appropriate learning strategies to develop the skill to think historically is the learning that is based on the theory of constructivism promoted in the curriculum 2013. The learning is no longer teacher-centred but student-centred. The scientific approach is a science-based approach to be one of the alternatives in the learning which develops the skill to think historically. Teachers' skills in applying the learning model and learning media is key to success in developing the skill to think historically. In this context, cooperative learning model is the right choice in developing historical thinking skills, since this model provides an ample space for improving habits not only to explore skills and awaken curiosity, critical attitude, but also skill to find a sense of inquiry. Some types of cooperative learning model recommended in Curriculum 2013 are such as discovery learning, project-based learning, problem-based learning and inquiry learning.

Learning developing the skill to think historically is basically a learning to meet the demands of the basic competence of "history" of which cognitive process dimensions are at the level of high-level thinking (analyze, evaluate and create / creation). Therefore, a tool for measuring the success of learning basic competences of high thinking level is called the assessment using the hots questions (higer order of thingking skills). The actual problem of hots questions is it requires critical thinking skills, logical, reflective, metacognitive and creative thinking, or high-level thinking skills (analyze, evaluate and create / creation). Average hots questions is of course not rule out the assessment process of thinking on the low level, as well as aspects of assessment and other assessment techniques.

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