

To cite this article: Sumiati and Leo Agung S. (2022). ANALYSIS OF INDONESIAN RESISTANCE TOWARD COLONIALISM AND IMPERIALISM IN THE HISTORY TEXTBOOK GRADE XI CURRICULUM 2013, International Journal of Education and Social Science Research (IJESSR) 5 (3): 382-390

ANALYSIS OF INDONESIAN RESISTANCE TOWARD COLONIALISM AND IMPERIALISM IN THE HISTORY TEXTBOOK GRADE XI CURRICULUM 2013

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ABSTRACT

This study aims to analyze the form of the Indonesian nation's resistance to colonialism and imperialism in the textbook on Indonesian History for Grade XI Curriculum 2013. The problems proposed are (1) What is the feasibility of the contents of the XI grade high school history textbook, (2) What are the advantages and disadvantages of Grade XI high school history textbooks. The research method used is content analysis. The method of analysis begins with reading and analyzing all the information already contained in the contents of the Indonesian history textbook. Data were analyzed through content analysis and presented through narration. The results showed that history textbooks were (1) suitable for use in terms of content, language, and presentation feasibility. The material presented in this book is broad and clear to understand according to its outline. The book's concepts, procedures, examples, facts, illustrations, and questions are accurate and precise. (2) The advantages of history textbooks are the presentation of material under the core skills and basic skills of the K-13 curriculum. On the other hand, the disadvantages of this history textbook for Grade XISMA are that the bibliography does not include conclusion pages and competency test exercises, the conclusions are too short, and the glossary is not included at the end of each subject.

KEYWORDS: Curriculum, Textbooks, Content analysis, Indonesia, Colonialism, Imperialism, History

A. INTRODUCTION

Education is the key to realizing the Indonesian people's dream, namely the nation's intellectual life. Education and learning are always directed at acquiring specific skills related to mental, intellectual, emotional, social, and creative intelligence development (Arraman & Hazmi, 2018). The mission in the world of education is to give birth to future generations who have high knowledge and can create a civilization with a strong character so that it is under Article 3 of Law No. 20 of 2003 concerning the National Education System (Kinanti & Sudirman, 2018). One form of effort to realize the nation's ideals is to improve the quality of education in schools (Setyawati, 2020). The improvement is through reformation in education are carried out. In this case, the government has the right to improve the quality of education, namely through the curriculum (Qodariyah & Rizaldi, 2021).

Given the importance of the curriculum for education, it can be understood that the curriculum is an essential thing for education. Every education staff must know the content and objectives of the curriculum because the goals of education are clearly stated in the curriculum. (Asri, 2017).

Hamalik (2011) defines a curriculum as a set of plans and arrangements for content and learning materials and methods used as guidelines for implementing teaching and learning activities. Curriculum content is the composition and subject matter of lessons and lessons aimed at achieving the goals of the relevant subject unit institution as part of efforts to achieve national goals. With the curriculum, the learning and learning process will be structured and systematic to achieve the desired learning objectives. The curriculum is understood as a learning medium consisting of a set of content objectives and learning materials and methods used to guide the implementation of learning activities to achieve specific educational goals. (Mardiana & Sumiyatun, 2017; Arraman & Hazmi, 2018).

Currently, the curriculum used is the 2013 curriculum, previously using the KTSP curriculum. The curriculum at the teaching unit level is an operational curriculum that is compiled and implemented in every teaching unit in Indonesia (Zaini, 2015). In Indonesia, the curriculum has undergone several successive changes, namely in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (revised curriculum in 1994), 2004, and 2006 curriculum (KTSP) (Kunandar, 2009; Arraman & Hazmi, 2018; Nuryani & Agustiningsih, 2019). The latest curriculum change was in 2013, called the 2013 curriculum (Shafa, 2014). Implementation of the 2013 Curriculum Development is part of the continued evolution of the Competency-Based Curriculum (KBK) which was launched in 2004 and includes attitude, knowledge, and skills in a single unit, as required by Law 20 of 2003 concerning National Education Systematics in the field of education. interpretation of Article 35, where graduate competence is a good level of competence of students covering attitudes, knowledge, and skills following national standards. (Wahyuni, 2001). The emphasis of the 2013 curriculum, according to Kurniasih (2014), is so that students can observe, ask questions (interviews), conclude, and communicate (present) what they have received or known after receiving learning materials better. The implementation of the curriculum in 2013 influenced the textbook development model. Every curriculum change in Indonesia must also be changed in textbooks, and each subject can fulfill its obligations and exercise its rights. (Arraman & Hazmi, 2018). Procurement of textbooks is one of the efforts to improve the quality of education because textbooks can be a source of learning to prepare quality human resources. The quality of education also depends on the quality and quantity of textbooks which are the main learning resources for students. (Nasution, 1994).

Textbooks are textbooks used by teachers in teaching. Besides that, students also use textbooks to support learning activities inside and outside school (Zulfa & Husnita, 2015). The history textbook is one of the results of historical research for educational purposes, namely as reference material for teaching in the classroom by teachers and students. History textbooks are also a source of history learning materials (Hatmono, 2021). History textbooks are tailored to ruling government interests (Purwanta, 2012; Irshanto, 2019). High school history textbooks are one of the dominant learning

resources in schools because they present historical events (stories). History textbooks for senior high school have a vital influence because they involve the formation of students' cognitive and affective aspects (Handoko & Wasino, 2020). Although many historical sources are available today, textbooks (packaged books) are still an essential element of learning in schools (Azizah, 2018). Textbooks are not the only source that can be used to achieve competency goals, but most teachers use textbooks as a reference in their teaching (Krismawati, Wardo, & Suryani, 2018). In the context of learning, teachers and students more often use textbooks as a source of teaching materials than other media (Arraman & Hazmi, 2018). Textbooks are a means for teachers to provide material with the help of learning aids (Febriani, 2021). In history learning, textbooks also play an essential role as a center for updating new historical information. Therefore, history textbook publishers constantly develop and innovate in publishing history textbooks, so there is a need to revise history textbooks in the future. (Qodariyah & Rizaldi, 2021)

History is identical to subjects that contain moral values, especially those related to the history of the formation of this nation. History in school learning provides an understanding of patterns and thought processes in studying past events, and no less important is the naming of identity as a nation for students (Moch. Dimas Galuh Mahardika, 2020). Teaching history is a complex and challenging task for teachers because most students consider the history to be a boring subject (Bal & Bozkurt, 2021). Therefore, teachers must be able to provide materials and learning media that follow the current needs of students. Even though it has now entered the era of globalization, history textbooks remain the leading guide for teachers in classroom learning. It can be said, without history textbooks, teachers will find it challenging to convey material because history lessons contain material for events from the past, present, and future (Qodariyah & Rizaldi, 2021). The book quality standards include content feasibility, language, and book presentation components. From these problems, the researchers came up with the formulation of the problem, namely (1). What is the feasibility of the contents of the XI grade high school history textbook, (2) What are the advantages and disadvantages of Grade XI high school history textbooks? The purpose of this research is to find out and explain the feasibility of the contents as well as the advantages and disadvantages of Indonesian history textbooks for Grade XISMA.

B. METHOD

This type of research uses qualitative research, which focuses on analyzing the contents of historical textbooks. Methods Content analysis is a research technique for making replicable and valid conclusions from texts (or other meaningful material) to the context in which they are used (Krippendorff, 2022:18). As a research technique, the content analysis provides new knowledge to increase the researcher's understanding of a particular event or informs a straightforward course of action. Content analysis is a research method that sees data not as a series of events but as symbolic signs (Ghuci & Wahyu, 2019). Content analysis can be used in analyzing all forms of media, whether in the form of communication media, newspapers, radio news, television advertisements, or documents (Afifuddin, 2012). This research only focuses on one of the contents of the textbook History of

Indonesia Grade XI in Chapter 2, which discusses how the Indonesian people struggled against colonialism and imperialism in various regions by regional fighters. The book used is the Indonesian history textbook 2013 Curriculum 2017 revised edition of Grade XISMA published by the Ministry of Learning and Culture of the Republic of Indonesia. The authors are Sardiman AM, and Amuwarni Dwi Lestariningsih. The data sources were taken from the 2013 Curriculum 2017 revised edition of the Indonesian history package book for Grade XISMA and other sources from the internet that match the book's contents. The analytical method begins with reading and examining all the information in the contents of the Indonesian history textbook, then proceeds to analyze the data through content analysis and presented through narrative (Denscombe, 2010).

C. RESULTS AND DISCUSSION

Feasibility of content, according to Muslich (2010), three indicators must be observed such as (1) the suitability of the explanation of the material with competency standards and essential competencies in the curriculum of the subject concerned; (2) the accuracy of the material; and (3) supporting materials for learning activities.

Based on these three indicators, we know the extent of the feasibility of the material's content in the textbook so that we know about the advantages and disadvantages of textbooks that will be used as a guide in learning history in high school.

In the history of Indonesia for students Grade XI semester I, written by Sardiman AM and Amurwani Dwi Lestariningsih, the researcher focus on chapter 2 about the instrument of eligibility component content of knowledge measurement (KI-3), which contains material coverage such as the completeness, breadth, depth, and accuracy of the textbook. A concept map is presented before the learning objectives in the form of the struggle against colonialism and imperialism, which explains the beginning of the colonial atrocities that occurred through discrimination and injustice. The suffering of the Indonesian people occurred, resulting in resistance by the people (Sardiman & Lestariningsih, 2017). The learning objectives of the Indonesian history textbook for SMA Grade XI are: (1) Students can analyze the war against greed and the power of trade partnerships. (2). students can analyze the war against Dutch colonialism. (3). Students can appreciate the services of heroes at the national level and heroes at the regional level.

In chapter 2, the material entitled "War Against Imperialism and Colonialism" is presented. The material already contains all the review points that support the achievement of core competencies with essential competencies that have been formulated in the 2013 curriculum in the history subject of SMA Grade XI semester 1. The material is presented with detailed and clear explanations and, of course, in words that are easily understood by students, which makes students' curiosity higher and can make students think critically about the material presented by the teacher. The material is presented entirely and systematically with continuity from one sub-chapter to another sub-chapters in sequence (Qodariyah & Rizaldi, 2021).

In chapter 2, the material presented is complete in terms of presenting concepts, definitions, principles, procedures, and supporting examples. There is a kind of description of the war against hegemony and the greed of trade partnerships to the resistance against Dutch colonialism, carried out in several regions of Indonesia. In the war against hegemony and the greed of trade partnerships, the textbooks explained the background of the Indonesian people's resistance to the VOC trading partnership and how the defeat of the people's resistance caused most of the Indonesian archipelago to be controlled by foreigners, especially the VOC. So that it is easier for students to master the actual history, they are defined objectively and subjectively and supported by evidence of the legacy of the Gowa resistance in the form of the Bongaya Agreement in 1667. In addition, there are also several Portuguese heritage forts in Ternate, such as the Tolukko Fort, built-in 1540 by Francisco Sereo, a Portuguese commander, the Oranje fort, and the Kalamata fort, which was founded in 1540. by the Portuguese commander, Francisco Sereo,

An example of the breadth of chapter 2 material in Indonesian history reading books is found in the exercise section. Before entering the material section, students are shown an illustration photo of VOC ships sailing towards the archipelago, photos of the battle of Sultan Ageng Tirtayasa against the VOC, and photo illustrations about the situation of the Aceh War. Students are invited to observe and understand the images displayed. Seeing these pictures, students can understand and know the material presented orally and thoroughly. The accuracy of the principles in this Indonesian history textbook has been formulated and arranged appropriately so that students do not have many conceptions and interpretations or interpretations.

Meanwhile, in the depths of the Indonesian history textbook material, there is a concept map that is used as a visual illustration for students about the topics discussed in Chapter 2 material and is connected to the interdependence of one event with another. For example, in a history textbook, there are fundamental reasons, the purpose of the war against hegemony and the greed of the trade partnership, which is followed by a study of the material for the war against capitalism, Dutch colonialism over the Indonesian people.

In history textbooks, chapter 2 presents concepts and definitions of appropriate subjects, avoiding conceptual errors for students. Concepts and definitions build on the attainment of basic skills. The concepts and definitions presented in history textbooks have supported the achievement of KI and KD in the 2013 curriculum. The materials presented in the textbooks enable students to express ideas and opinions and provide opportunities for students to understand the material they have learned on their own and presented in history textbooks (Husna, 2016). In Chapter 2, the definition and accuracy of the concepts presented are the same as the struggle against colonialism and imperialism. In the procedural part of chapter 2, the presentation of the material has been consistent, starting with the war against hegemony and greed of commercial partnerships carried out by the Acehnese against the Portuguese and the VOC, Maluku Brings Arms, Sultan Against JP Coen, Banten resistance, Goha resistance, Riau

takes up arms, the Chinese rebellion, the resistance of Prince Mangkubumi and Mas Said, resistance to Dutch colonialism was launched in several areas such as the Tondano War, Pattimura War, Padri War, Diponegoro War, Bali Resistance, Banjar War, Aceh War, and Batak War. Furthermore, the description of the material also contains the relationship between one event and the next event that occurred in several regions in Indonesia.

To state the strengths and weaknesses of the history textbooks for Grade XISMA, the authors took the history textbooks from chapter 2 and other contents related to the subject. The advantage of history textbooks is the presentation of material following the core competencies and essential competencies of curriculum programs, especially the K-13 curriculum for high school students. The accuracy of history textbooks is compiled and designed to avoid misunderstanding and multiple interpretations by students, and these history textbooks are a good reference for teachers and students. History textbooks are helpful for students as a place to find initial complementary information from other sources before they work on worksheets; students can learn history subjects through history textbooks very quickly. (Qodariyah and Rizaldi, 2021). In addition, another advantage of the National History textbook is that it can develop social, spiritual, diverse, national, and state insight under the items of the high school history textbook. Textbooks, teaching materials, and worksheets containing historical events can make students think about cause and effect/causality and think more comparatively (Febriani, 2021). Various Competency Test Exercises (LUK) enable students to think critically, creating a work that causes independence in learning. At the end of each core chapter, there is always a pearl sentence, as in chapter 2, which deals with the struggle against colonialism and imperialism. "The Indonesian people do not like to be hostile but must continue to fight to uphold sovereignty which must be done" is the last sentence in chapter 2.

History textbooks are in line with the development of science and technology. It can be seen from one of the materials (including examples, exercises, and bibliography) contained in textbooks that are relevant to the development of science and technology, for example, in one of the questions in chapter 2, a case discussion about "passports" or residence permits for people China. Cases related to the lives of Indonesian people today. Questions show that science and technology development requires students to discuss the truth honestly.

This history textbook can increase the attitude of fighting spirit in everyday life for students, and students can appreciate the struggle of national and regional heroes against the colonial nation. The drawback of this Grade XISMA history textbook is that the bibliography does not include conclusions and competency test exercises. The conclusion is too short, so there are parts of the material that are not in conclusion. In this textbook, the glossary is made into one and placed at the end of the page of all the chapters in the history textbook. A glossary not loaded at the end of each subject will make it difficult for students to understand some of the terms contained in the material.

CONCLUSION

The history textbook is one of the results of historical research for educational purposes, namely as reference material for teaching in the classroom by teachers and students. History textbooks have a significant role as a medium for recording past events and learning history for a better future for the nation. This 2013 Revised Version of the 2013 Grade XI History textbook published by the Ministry of Education and Culture of the Republic of Indonesia is suitable for the feasibility of content, language, and presentation. The material presented in this book is broad and clear to understand, following its outline and the Core Competencies and Basics Competencies contained in curriculum 13. The book's concepts, procedures, examples, facts, illustrations, and questions are accurate and precise. The existence of textbooks makes teaching and learning activities much more manageable for teachers and students to gain knowledge and information more effectively—using teacher handbooks as guidelines and aids in delivering subject matter to be taught in class. The textbook includes several elements of feasibility and is consistent with core competencies and essential competencies formulated into the 2013 curriculum.

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