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## DISCOURSE ON RELATIONS BETWEEN INDONESIA AND AUSTRALIA: CONTENT ANALYSIS OF HISTORY TEXTBOOK OF 2013 CURRICULUM

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### ABSTRACT

Some contentious issues in Indonesian society, particularly in the country's relationship with Australia, which is still common between allies and foes, have promoted this research. This research aims to analyze the discourse of relationship between Indonesia and Australia found in History Textbook for Senior High School in class XI SMA for the 2013 curriculum. Through this research, understanding how to reconstruct relationships in History Textbook for Senior High School in class XI SMA at Semesters 1 and 2 for the 2013 curriculum is still used in Indonesia. The research method used is qualitative, which focuses on the analysis of History Textbook for Senior High School in class XI SMA. This analysis will focus on diplomatic relations between Indonesia and Australia. The design process is carried out using two concepts, namely nationalism and geopolitics. Then, both concepts are represented in three themes: national insight, diplomatic relations, and political interests. Results of research describe that knowledge of nationalism and geopolitics in discourses of national insight, diplomatic relations, and political interests is stated as a product of government policy in education that opposes imperialism and colonialism, namely: Global diversity.

**KEYWORDS:** Discourse, Relations between Indonesia and Australia, History Textbook for Senior High School in class XI SMA, 2013 Curriculum

### 1. INTRODUCTION

The ability to understand and digest students at the level of high school in Indonesia to the relationship between Indonesia and Australia is acquired from the learning process. Through history learning (Historical textbooks). Historical textbooks for high school are one of the many dominant sources in school because they contain historical events. Historical textbooks for high school have a very vital contribution as they relate to the formation of students' cognitive and affective aspects. Therefore, in the writing of history textbooks for high school, synchronization between academic history and history is required for educational purposes. This means that the integration between the internalization of the values of nationalism of a particular ideology and the critical study of national insights should not be indoctrinated but constructed with the perspective that divergen. The discourse is a construction of reality, so subjectivity and the importance of the composer of the discourse also play a role in it. Taufik Abdullah (2005: xviii) revealed that true history can be regarded as a system

of discourse, that wants to say "something about something". History is bound by its context, especially the context of time, which is one of the characteristic features of historical study. Thus, the discourse must be considered critically because it is not neutral. Historical textbooks are part of the discourse practice (Utami & Widiadi, 2016).

Several academics from various colleges in Indonesia have conducted research on the books of Indonesian national history. Research on Indonesian national history books has always been related to the ideology of nationalism. (Wirasti, 2001; Purwanta, 2012; Purwanta, 2013; Mulyana, 2013; Utami & Widiadi, 2016). Nationalism discourse is considered very dominant in the history textbooks, especially in the narrative of the formation of nations. Various studies by leading Indonesian historical education academics above have interestingly discussed various discourses in high school textbooks on the history of Indonesia from the Curriculum 1975, 1984, 1994, and 2006. However, no one specifically talked about the Indonesian-Australian relationship. The relations between Indonesia (Jakarta) and Canberra (Australia) often raise conflicts of interest and controversy in the dynamics of the Indonesian nation's struggle for national integration. Issues or various problems in the territory of the United States of the Republic of Indonesia (NKRI) in diplomatic relations of an international nature concerned the region of East Timor in the past and Papua in the present. Papua has an important and strategic significance in the dynamics of Indonesian development in the past, present, and future, because of its abundant natural wealth.

Various studies of the history books that have been conducted by the researchers above show that historical education has a great role in the formation of the character and civilization of a worthy nation as well as in the creation of Indonesian people who have a national sense of love of the homeland (Hasan, 2012: 87). Historical education has great potential for developing character education, especially for national-looking characters. Through education, the community, nation, or state strives to build national insights as part of the character of the student pancasila. Kusmayadi (2017: 2) revealed that national insight is the result of the development of a dynamic that is complex and diverse but depicted in one unity that is intact with the soul of a patriot, love of the homeland, and willingness to sacrifice as a form of obligation for each citizen. Based on this understanding, national insights can be relished in the field of education as the construction of the ability of a person or group to understand the situation of the environment and its character towards a nation and understand or see himself to behave in accordance with the rules of the philosophy of the nation in the surrounding environment.

Students who have a national-looking character can understand the concepts formed from time to time from pre-historic times, ancient kingdoms, the Islamic kingdom, as well as the arrival of western nations to the territory of Nusantara to colonize the Indonesian nation, then until the end of independence, until the point at which the people of Indonesia undergo development in the old order, the new order, reform, and up to the present. In addition, national insight is a foundation and guideline for organizing national life so that national goals are achieved. Obstacles and threats will continue to

face the Indonesian nation in the process of national development, so national insights become guidelines for the implementation of the national development process towards national goals (Kaelan & Achmad, 2012: 150). Based on the opinion of Bintoro in Suhady & Sinaga (2006: 21), argued that national insights that contain the concept of historical experience oppressed by the settlers place the Indonesian nation has a nationalist attitude, appreciates free life and also condemns the existence of colonialism and imperialism. Thus, it can be concluded that students who have national insights are students who understand the concept used to realize the national goals of the Indonesian nation, Although the nation of Indonesia has claimed its independence, threats and challenges will always face the people of Indonesia, so it is important that the students understand how the concept of national insight affects the integrity, security, and fairness of the country of Indonesia.

The study aims to analyze the Indonesian-Australian relationship discourse contained in the 2013 high school history textbook. Through this research, we will gain an understanding of how the country constructs national identity and insights into the relationship between Indonesia and Australia in the history textbooks used by high school students who are still using the 2013 curriculum. Textbooks are one of the learning resources used in history learning in schools. Historical learning serves to strengthen the spirit of nationalism and construct national insights.

## 2. RESEARCH METHOD

This is a qualitative study that examines the relationship between Indonesia and Australia through the History Textbook for Senior High School in the 2013 Curriculum. The research method used in this study is the content analysis method. Content analysis is a method used to gather and analyze the content of a text. The text referred to in this study is a historical narrative contained in Indonesian history textbooks for high school students. Therefore, the source of this research data is the history of the Indonesia Curriculum 2013 for the XI class of high school, published by the Ministry of Education and Culture of the Republic of Indonesia. The choice or reason for choosing this book as a data source is because this book is an official book (Hasan, 2012: 29) published by the Indonesian government, so the policy of the government or the country in the historical narrative is clear and easy to analyze (Mulyana, 2013: 80).

In this method of analysis, the analysis technique employed by the researchers is the assimilation of the narrative contained in Indonesian history textbooks for the eleventh grade. Utilizing the concepts of nationalism and geopolitics, the digestive process is carried out. The researchers believe that both concepts contain ideologization when interpreting historical events described in textbooks. In addition, the two key concepts are represented in three themes: national insights, diplomatic relations, and political interests.

### 3. RESULT AND DISCUSSION

#### 3.1 Historical Review of The Relations Between Indonesia and Australia

The history of relations between Indonesia and Australia goes with evidence that Australia supported and helped the struggle of the Indonesian people who were seeking recognition of sovereignty in the period 1945–1949. Support comes not only from the Australian government but also from its communities, especially from labor unions. In addition to raising funds to help the Indonesian people's struggle, the workers also boycotted 559 Dutch trade and war ships that were preparing to bring the Dutch colonial government back to Indonesia. For Indonesia, the Australian attitude is perceived as quite meaningful moral support. The Indonesian side is also aware that on two occasions of Dutch multilateral aggression against Indonesia, Australia has consistently condemned the Dutch actions.

The Australian government has since taken the initiative to bring the issue of Indonesia to the United Nations Security Council (DK-PBB). In addition, the Australian government is also trying to internationalize Indonesian problems. The Australian attitude, as stated above, was what prompted our leaders to choose Australia as one of its members when the United Nations formed the Good Service Commission, better known as the Three-State Commission (KTN). Australia represented Indonesia's interests in the UN Good Services Commission, which later became the United Nations Commission on Indonesia (UNCI), along with the United States and Belgium, seeking to resolve the Indonesian-Dutch dispute. UNCI actively oversee the negotiations between Indonesia and the Netherlands, from the Renville-owned ship negotiation to the Bundar Table Conference. Their mission was finally fulfilled, namely when the Netherlands finally recognized the sovereignty of Indonesia on December 27, 1949, in The Hague, at the time of the Bundar Table Conference. Australia is one of the few countries that recognizes the sovereignty of Indonesia. De facto, Australia recognized the sovereignty of Indonesia in July 1947 and de jure in December 1949. The country was also a co-sponsor of Indonesia when it became a member of the United Nations in 1950.

The relationship that was good at first, ironically, did not last long. During the 1950s and 1960s, relations between the two countries deteriorated. In the early 1950s, Australia began to appear as a country opposed to Indonesia. This was due to the Indonesian policy under President Sukarno, who sought to recapture Western Irian (1957–1963) and the confrontation with Malaysia (1963–1966). In addition, the change of government in Australia, from the Labour Party with Prime Minister Joseph Benedict Chifley to the Liberal-Country Coalition Party under Robert Menzies on December 10, 1949, also had a significant impact on Australia-Indonesia relations from the 1950s to the mid-1960s. This is due to the ideological differences between the Labour Party and the Liberal-Country Coalition, which in turn changed Australia's view of Indonesia. The new government opposed Indonesia's sovereignty over Western Ireland and was more pleased with the Dutch presence in Western Ireland. In this connection, there are several reasons that Australia has put forward. First, Australia is concerned about Indonesia's ability as a new independent country to bear the additional

burden of building a primitive Western Irian territory. Second, Australia is concerned about the seeds of communism in Indonesia.

### **3.2 The Approach Used In The Textbook**

Textbooks are the resources and media used to convey teaching materials to students. Historical textbooks are a source and medium for teachers to provide articles related to events that occurred in the past (Budiono & Awaludin, 2017: 36). Historical subjects are one of the dominant media that can inculcate discourse about the ideology of the state and the identity of the nation. One of the tools used in this practice is a history textbook. History textbooks are structured according to a curriculum established by the state and are part of official history. The curriculum is based on the political foundation of government policy. One of the many influences given by textbooks is ideology. The textbook represents various national ideologies. The forms of ideology in the national history textbooks are nationalism, constitutionalism, militarism, anti-communism, anti-New Order, democracy, stability, development, and economic globalization (Mulyana, 2013: 78; Purwanta, 2013: 88).

One form of idealization in the Indonesian National History textbook is nationalism (Indonesiaan), which is a political concept. According to Gardiner in Mulyana (2013: 81), the political approach (political history) has a dominant feature in the study of the activity of power (organization) in society in the past. An example is the power that took place in the Hindu-Buddhist and Islamic kingdoms during the pre-independence period of Indonesia. The description of the material is very clear and solid in the 2013 curriculum. The 2013 curriculum is designed to strengthen the competence of learners in all aspects of knowledge in a complete and comprehensive manner. Indonesian history subjects for high school students are designed following this formula.

One of the subjects that all students must learn is Indonesian history. the structure of Indonesian history textbooks adopts the more popular regressive approach (Sardiman & Lestariningsih, 2017a & 2017b: iii). According to the textbook, students are invited to observe historical phenomena in everyday life in the surrounding environment that contain socio-cultural aspects and historical legacy, which are then associated with past events from various perspectives. Indonesian history subjects equip students with knowledge of the dimensions of space and time dynamics of Indonesia's history, the skills in presenting the experiences they master abstractly and concretely, as well as an attitude of appreciation for the struggle of heroes, so that the student's mindset is conscious of history (Abdurakhman et al., 2018: iii). By studying history, students are expected to be able to take the values of each historical event that occurs and strengthen their sense of patriotism and self-esteem, as well as their sense of nationalism.

### **3.3 Indonesian-ness and Australian-ness in History Textbook of 2013 Curriculum for Senior High School Students**

A book is used as a handbook to facilitate the implementation of learning. Reinforced by Nasution (2008: 103), book teaching is the most widely used teaching tool among other teaching tools. According to Mintowati (2003), teaching books are one of the means of a successful teaching process. A teaching book is a unit of learning that contains information, discussion, and evaluation. Related to historical subjects, textbooks are used to provide historical education (Mulyana, 2013: 78-79). In this study, the researchers established the limitation that the teaching books used are Indonesian history learning books for students of class XI High School Curriculum 2013 edition of Kemendikbud, the Republic of Indonesia. The selection of the textbooks is based on the official books published by the government, so that the government's mission in interpreting the historical narrative is expected to be visible and easy to analyze.

The researchers narrated Indonesian history textbooks used by XI high school students. The digestion is done using two main concepts, namely nationalism and geopolitics. The researchers estimate that both concepts contain ideologization in giving meaning to historical events set out in historical textbooks. These two concepts were subsequently translated into three themes represented in the Indonesian historical textbook on the relations between Indonesia and Australia: questions of national insights, diplomatic relations, and political interests.

The sentence in the 2013 Curriculum for Senior High School Students' history textbook that reads as follows supports the claim that Indonesia's relationship with Australia started before Indonesia gained its independence: "...Setelah pemerintah Raffles berakhir, diganti dengan pemerintahan Hindia Belanda ekonomi uang terus berkembang, dan kegiatan perdagangan pun semakin luas. Perkembangan ini didukung oleh perkembangan di bidang perbankan. Sejak tahun 1828 era perbankan modern masuk ke Hindia Belanda. Pada masa itu De Javasche Bank, didirikan di Batavia pada tanggal 24 Januari 1828. Kemudian menyusul berdiri bank-bank lainnya seperti Nederlands Handels Maatschappij, De Nationale Handels Bank dan Escompto Bank. Selain itu juga berkembang bank-bank lain yang berasal dari Inggris, Australia dan Cina....." (Sardiman & Lestariningsih, 2017a: 164).

In the above paragraph, private banks originating from the Australian state were involved in the Indonesian economy during Dutch East Indies rule. The relationship creates economic interactions between the two countries that will subsequently limit the interactions in other fields. In addition, Indonesian and Australian relations were limited to the invasion of Indonesia as a country in the military field, until finally Indonesia was taken over by the military junta government of Japan, fully written as follows: "... Pada Januari 1942, Jepang mendarat dan memasuki Indonesia. Tentara Jepang ini masuk ke Indonesia melalui Ambon dan menguasai seluruh Maluku. Meskipun pasukan KNIL (Koninklijk Nederlandsch Indisch Leger) dan pasukan Australia berusaha menghalangi, tapi kekuatan Jepang tidak dapat dibendung.....Untuk menghadapi gerak invasi tentara Jepang, blok



sekutu yang terdiri atas Belanda, Amerika Serikat, Australia, dan Inggris membentuk Komando Gabungan Tentara Serikat yang disebut ABDACOM (American British Dutch Australian Command) yang bermarkas di Lembang.....Dalam pertempuran di Laut Jawa, Angkatan Laut Jepang berhasil menghancurkan pasukan gabungan Belanda-Inggris yang dipimpin oleh Laksamana Karel Doorman. Sisa-sisa pasukan dan kapal Belanda yang berhasil lolos terus melarikan diri menuju Australia.....adanya Kapitulasi Kalijati. Dengan demikian, berakhirlah penjajahan Belanda di Indonesia. Kemudian Indonesia berada di bawah pendudukan tentara Jepang. Gubernur Jenderal Tjarda ditawan. Namun, Belanda segera mendirikan pemerintahan pelarian (exile government) di Australia di bawah pimpinan H.J. Van Mook....” (Sardiman & Lestariningsih, 2017b: 8, 9 & 10).

The explanation above explains that Australia placed itself as part of the colonists; the placement could be obtained when Australia, together with its allies, attempted to defend Indonesia as a colonised country until eventually having to provide political asylum assistance to the Dutch East Indies and British governments in Australian territory because of the collapse of Allied military forces against Japan in Southeast Asia, in Indonesia. Furthermore, the explanation of the relationship between Indonesia and Australia has been further heated, as follows: “.... Saat itu tentara Sekutu dengan cepat dapat menguasai Indonesia bagian Timur, termasuk Sulawesi. Upaya Sam Ratulangi untuk menyampaikan berita proklamasi ke penjuru Sulawesi mendapat halangan dari tentara Sekutu. Para pemuda mulai mengorganisasi diri dan merencanakan untuk merebut gedung-gedung vital. Pada tanggal 28 Oktober 1945, kelompok pemuda yang terdiri dari bekas Kaigun, Heiho dan pelajar SMP, bergerak menuju sasarannya dan mendudukinya. Akibat peristiwa itu pasukan Australia yang telah ada, bergerak dan melucuti para pemuda....peristiwa itu dimulai dengan kedatangan Belanda dengan membonceng Sekutu, mendarat di Bali dengan jumlah pasukan yang cukup besar, tanggal 3 Maret 1946. Hal ini dimaksudkan Bali sebagai batu loncatan untuk menyerbu Jawa Timur yang dinilai sebagai lumbung pangan untuk kemudian mengepung pusat kekuasaan RI. Bali juga dapat dijadikan penghubung ke arah Australia.....Komisi Tiga Negara (KTN) itu terdiri atas Australia, yang diwakili oleh Richard C Kirby yang dipilih oleh RI. Belanda memilih Belgia yang diwakili oleh Paul van Zeeland. Amerika diwakili oleh Frank P. Graham yang dipilih oleh Belgia dan Australia. Hasil dari KTN itu adalah perundingan diadakan kembali oleh Indonesia dan Belanda. Pihak Belanda mengusulkan agar diadakan perundingan di tempat yang netral. Atas jasa Amerika Serikat, maka digunakannya kapal yang mengangkut tentaranya, dengan nama USS Renville didatangkan ke Teluk Jakarta dari Jepang. Tentang perjanjian Renville ini akan dibahas lebih lanjut di bagian berikutnya.... Dalam situasi politik yang tidak menentu di Indonesia, Belanda melakukan tekanan politik dan militer di Indonesia. Tekanan politik dilakukan dengan menyelenggarakan Konferensi Malino. Penyelenggaraan konferensi ini bertujuan untuk membentuk negara-negara federal di daerah yang baru diserahterimakan oleh Inggris dan Australia kepada Belanda....” (Sardiman & Lestariningsih, 2017b: 163, 164, 177 & 178).

The explanation of the above sentence explained at the beginning the position of Australia as part of the allied army that supported the surrender of Indonesia from Japan to the Dutch East Indies

government. However, as time went on, Australian resentment emerged against political and military pressure carried out by the Dutch East Indies government that wanted its entire colonial territory, or, in other words, without giving Australia colonial land in Indonesia. Further information on the relationship between Indonesia and Australia is provided in the XI class package book on the curriculum 2013, as follows: “.....Pada tanggal 30 Juli 1947, pemerintah India dan Australia mengajukan permintaan resmi agar masalah Indonesia-Belanda dimasukkan dalam agenda Dewan Keamanan PBB. Permintaan itu diterima baik dan dimasukkan dalam agenda sidang Dewan Keamanan PBB” ..... Keamanan PBB memerintahkan penghentian permusuhan kedua belah pihak dan mulai berlaku sejak tanggal 4 Agustus 1947. Sementara itu untuk mengawasi pelaksanaan gencatan senjata, Dewan Keamanan PBB membentuk Komisi Konsuler dengan anggota-anggotanya yang terdiri atas para Konsul Jenderal yang berada di wilayah Indonesia. Komisi Konsuler diketuai oleh Konsul Jenderal Amerika Serikat Dr. Walter Foote dengan beranggotakan Konsul Jenderal Cina, Belgia, Perancis, Inggris dan Australia...Pada tanggal 25 Agustus 1947, DK PBB menerima usul Amerika Serikat tentang pembentukan suatu Committee of Good Offices (Komisi Jasa-jasa Baik) atau yang lebih dikenal dengan Komisi Tiga Negara (KTN). Belanda menunjuk Belgia sebagai anggota, sedangkan Indonesia memilih Australia. Kemudian Belanda dan Indonesia memilih negara pihak ketiga, yakni Amerika. Komisi resmi terbentuk tanggal 18 September 1947. Australia dipimpin oleh Richard Kirby, Belgia dipimpin oleh Paul Van Zeeland dan Amerika Serikat dipimpin oleh Dr. Frank Graham.....Atas usul Amerika Serikat DK PBB membentuk Komisi Tiga Negara (KTN) yang beranggotakan Amerika Serikat, Australia, dan Belgia. KTN berperan aktif dalam penyelenggaraan Perjanjian Renville Serangan Belanda pada Agresi Militer II dilancarkan di depan mata KTN sebagai wakil DK PBB di Indonesia. KTN membuat laporan yang disampaikan kepada Dewan Keamanan PBB, bahwa Belanda banyak melakukan pelanggaran. Hal ini telah menempatkan Indonesia lebih banyak didukung negara-negara lain....” (Sardiman & Lestariningsih, 2017b: 180, 181 & 182).

Based on the above explanation, the relationship between Indonesia and Australia has undergone quite significant changes. It started when the Labour Party led the government at the time, fully endorsing Indonesian independence and denouncing the Dutch East Indies government's acts of colonialism and imperialism. The political steps taken by Australia were to place itself as a consular commission (armistice), the Committee of Good Offices (good offices), and the KTN commission (mediator). The Australian role in the three commissions has provided significant assistance to Indonesia in safeguarding its independence and obtaining independence recognition from the Dutch East Indies government. Thus, the Indonesian government has placed Australia as a friendly country and has maintained bilateral relations in various fields to the present day.

### 3.4 Nationalism and Geopolitics

Nationalism discourse is considered very dominant in the historical textbooks especially in the narrative of the formation of the nation state on the XI class book curriculum 2013. In the context of Indonesian relations with Australia, the discourse is described as rising down to reach the peak of diplomatic relations between the two countries. This discourse puts the Indonesian nation as a nation



that has suffered massive and harrowing suffering in various fields, until nationalism emerges. The birth of nationalism in Indonesia, in addition to the long suffering in the fields of economic, social, educational, legal and political, was also influenced by the rising spirit of other colonial nations in achieving independence. The history of forming nationalism in Indonesia is due to the presence of a sense of dependence which is a subjective reaction, and then objective conditions geographically find their connectivity (Rachmat, 1996). In addition, the material discussion of the political importance between Indonesia and the Netherlands has been published in general in the history book of class XI curriculum 2013 with the success of the Indonesian country placing itself or the victory of diplomacy in the world arrangement among other interests brought by the government of the Hindu Netherland even among them including the United States or the Nations that have the purpose of hidden from the provision of such assistance. Political objects and geography are the analysis and relations between states and adaptation to environmental conditions within the country. Political geography is the geography of states and provides a geographical interpretation of international relations (Hayati & Yani, 2007). Geopolitics is also known as the view of Nusantara which has the meaning of the view and attitude of the Indonesian people about themselves and their diverse and strategic environment by prioritizing the unity and unity of the territory and still appreciating and respecting the independence in every aspect of national life to national goals. One of the discourses to introduce nationalism and geopolitics is to develop global independence on the students themselves.

### 3.5 Global Diversity

Global independence is based on the idea of our country. Indonesia is Bhineka Tunggal Ika. The choice of the word was taken from the Sutasoma book, in the sentence: "Rw neka dh Winuwus Buddha Wisma. Bhinneka rakwa ring apan kena parwanosen. Mangka ng jinatwa Z iwatatwa Tunggal. Bhinneka Tunggal Ika. tan hana Dharma mangraw". The true existence of the actualization of the words of the Tessabus in the teaching participants is through an effort to love differences (Laning, 2008). Culture, religion, tribe, race, and skin color are forms of differences that should be loved by students. Syihab (2019: 283) in K. N et al. (2022), state without a definition of tolerance, it is even a fundamental necessity in the construction of a state, especially with the diversity of tribes, traditions, and customs, as well as religion and the flow of beliefs. Based on the explanation above, one is expected to have a mature self-identity that can demonstrate a disappointment in the noble culture of his people and an open mindset about the cultural diversity of others (Juliani & Bastian, 2021). In the global context of Indonesian-Australian relations, the representation of today's global independence is understood and analyzed by understanding and analyzing the Netherlands, Australia, Britain, and America as the settlers of the past and not retaliating for the acts of those countries and also not feeling inferior as a nation that has ever experienced colonization, but rather collaborating and jointly eliminating all forms of action related to imperialism, colonialism, or colonization in the future.

#### 4. CONCLUSION

Historical subjects are one of the tools or media that are very important to implant the discourse of nationalism and geopolitics. One of the tools used in this practice is a history textbook. The preparation of historical materials in the Indonesian National History Textbook Curriculum 2013 is not independent of the influence of government policy. The curriculum is part of government policy in the field of education. Therefore, the choice of content and the determination of historical sources in the form of interpretation will be influenced by the political factors of the government. It aims to provide the internalization of nationalism and geopolitics discussed implicitly. Related explanatory forms in Indonesian national history textbooks on the 2013 curriculum include national insights, diplomatic relations, and political interests. National views, diplomatic relations, and political interests are forms of political actualization of a country with other countries in safeguarding its independence. If political actualization is associated with the approach or structure of writing national history textbooks for high school students, then use a more political approach (historical and global diversity).

The discourses of Indonesia-Australia relations developed in the Indonesian history textbook Curriculum 2013 for high school students are represented in the themes of nationalism and geopolitics. The construction of Indonesian nationalism is evident in the presentation of materials related to national insights, diplomatic relations, and political interests. Meanwhile, Indonesia's dominant construction in Indonesian historical textbooks is represented in a form of global independence which has the meaning of not placing the country of Australia as an invader despite ever being part of an ally when colonizing Indonesia. Thus, global independence becomes very important when discussing Indonesian relations with Australia or even with the Dutch, American, and British countries that have once settled in Indonesia in order to produce a holistic discussion in an effort to prevent the existence of imperialism and colonialism and any form of colonization in the future.

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