



## Indonesian History Subject for Peace Education Through the Integration of Local History

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**Abstract:** This research aimed to describe Indonesian history subject and identify peace education within Indonesian history subject through the integration of local history. This research was qualitative research with phenomenology approach. The data were collected through interview, observation and documentation. The research was taken place in Madrasah Aliyah Assalam Jambewangi, Selopuro District, Blitar Regency. The validity of the research was measured by triangulation. The data analysis technique used were data reduction, data presentation, and conclusion. The result showed that: 1) the teacher made lesson plan as teaching apparatus. The learning materials were delivered by lecturing and taken from textbook and worksheet. The teacher did not use any teaching media. The purpose of Indonesia history was not explained by the teacher. The students considered it as boring lesson for it was like a bedtime story time. 2) Peace education could not be implemented because the teacher had not taught ideally. Peace education can only be implemented when the teacher is creative and innovative, as well as raising local history.

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## Introduction

As an archipelago, Indonesia is a country with numerous tribes, cultures, and groups. It brings Indonesia as a nation full of diversity. The cultural diversity of Indonesia becomes a potential to develop the country (Bani, 2021). A diverse Indonesian culture forms various life pattern of people in different regions. Despite the diversity in Indonesia, Pancasila must to be positioned as the foundation in the people's life. According to (Hamja, 2017) that Pancasila is a reflection of the diversity of Indonesian that can be found in national identity, spirit, and foundation. The precepts of Pancasila consist of noble values which function as the national guidance and to unite the differences. Pancasila becomes a reference to bring peace in Indonesia in particular and also the world in general.

The individual's life in the society needs to refers upon the implementation of precept in Pancasila (Fitriani & Dewi, 2021). Pancasila which is practiced in the Indonesian's daily life will make the people to not easily provoked so that it brings peace and strengthens the integrity of the nation. In fact, there are complex problems in Indonesian people's life, one of which is the weak integrity. There are various conflicts among communities and organizations, especially some separatist organizations which want to be separated from the nation. There are several conflicts caused by the lack implementation of Pancasila values and the easily-provoked communities, that happened in the past or is currently taking place in Indonesia. There was an East Timor conflict, which was once part of Indonesia and now has become an independent country. The integration of East Timor into Indonesian territory only



occurred for 23 years from 1967 to 1999, and it ended after a referendum by the Indonesian government under President B.J. Habibie (Hudaya et al., 2019). Next, there was Free Aceh Movement or *Gerakan Aceh Merdeka* (GAM) which wanted Aceh to become an Islamic state. (Putri et al., 2021) emphasized that this movement aimed to reestablish as *Aceh Merdeka* which was the successor to the glory of Aceh kingdom in the past. The Free Papua Organization, which has been taking place until today, that wants Papua to be separated from Indonesia is also an example of a separatist movement or anti-government. Borrowing the opinion of (Widodo & Karnawati, 2019), the development of radicalism in Indonesia is triggered by domestic problems and the international political constellation that corner the socio-political life of Muslims.

An alternative solution to deal with these problems is peace education. According to Machali (2013), peace education is a learning process aims to create better citizens of the world. Good world citizens surely start from being good citizens within their own countries, including Indonesia. One of the learning processes to create good citizens can be done through peace education which is contained in Indonesian history subject. The ideal Indonesian history subject is able to transfer not only knowledge but also values. The transfer of knowledge alone is not enough, since it is also important to transfer values from Indonesian history that can shape students' attitudes. Learning Indonesian history has the aim of shaping the identity and character of the nation. (Sirnayatin, 2017) and (Jumardi, 2015) stated that Indonesian history has a fundamental role in building students' character. The process of shaping good character to the students can be used as a basis to bring peace education. Students as the next generation of the nation are expected to have a good attitude and character so they will not be easily influenced by others and become more critical.

Students must have strong nationalism in terms of science and technology, politics, culture and national identity (Basyari, 2013). Understanding Indonesian history will be easier when it raises the local history around the students. The process of transferring values or student attitudes will be carried out easily as well. Students' character becomes an effort to embody peace education. Students as the golden generation of 2045 will be able to bring peace to the country and the world if the objectives of learning Indonesian history can be achieved optimally

Unfortunately, history subject in Madrasa or Islamic school is still far from its learning objective. The teaching and learning process of Indonesian history is considered as something boring, and it becomes a subject that the majority of students hate. The problems regarding Indonesian history subject in Madrasa and the teaching of peace education through integration of local history in the learning process need to be further examined. It is done for the importance of students' role as the agent of peace for next generation. Santosa, et al. (2021) argued that peace education is closely related to history, especially regarding the issue of conflicts and peace. Peace education through history subject functions as a means to deliver peace values. This research, on the other hand, focused on Indonesian history subject in Madrasa from the point of view of integrating local history for peace education. This research aimed at: 1) describing Indonesian history subject, and 2) identifying peace education in Indonesian history subject through the integration of local history.

## Research Method

This research employed qualitative research with phenomenology approach. According to Cresswell (2010), phenomenology describes series of activities. The activities, in this research, were the integration of the local history within Indonesian history subject for peace education. The research took place in Madrasah Aliyah Assalam Jambewangi in



Kesamben District, Blitar Regency. The informants of this research covered: 1) school principal, 2) teacher of Indonesian history, and 3) students in Grade XI of Social Science class. The data were collected through interview, observation and documentation. The interview used open and unstructured method by taking notes on important information and recording the interview process by using mobile phone. The instruments were interview guidelines and mobile phone as recorder. Observation was done to observe the learning activities of Indonesian history subject in Grade XI of Social Science class. The observation used the instrument of observation guidelines to facilitate the things that must be observed. Documentation was used to retrieve data in the form of archives and photos of the research results.

Triangulation was used to measure the data validity. (Sugiyono, 2019) explained that triangulation is a way of collecting data by combining various data collection techniques and sources. In this study, data triangulation was carried out by combining data obtained from interviews, documentation and observations so that there was consistency and not contradictory. The data analysis technique, according to (Miles & Huberman, 2014), includes data reduction, data presentation and conclusion. Data reduction is carried out to select, classify, and group the important data. Data presentation explain the data obtained in research. Conclusion is used to verify the data so that they are proved to be trustworthy.

## **Results and Discussion**

### **Indonesian History Subject**

The teaching and learning process of Indonesian history at Madrasah Aliyah Assalam Jambewangi was carried out by several teachers. In grade X of Social Science, the class was taught by the teacher who had educational background of sociology. The lack of teaching hours for sociology subject made them taught Indonesian history to fulfill the lack of teaching hours. Indonesian history subject was considered as a story-telling session which was not difficult.

In grade X of Social Science, the teacher made a lesson plan. The lesson plans were made one week before the new semester began. The format of lesson plan used was developed from the format given by the Ministry of Religious Affairs. The process of making lesson plans was supervised and reviewed by Madrasa's supervisors before the new semester began. Therefore, the teacher was encouraged to make a lesson plan for Indonesian history subject every semester.

The teaching and learning process used interactive lecturing method and the tasks were provided in the worksheet (*LKS*). The teacher did not use of media or other teaching materials. The teacher explained the material by reading the information from the textbook. The lecturing method by explaining materials in the textbook made the students confused because the learning objectives were not explained. The goal of learning the materials in Indonesian History subject was not understood by the students. The students were bored and lazy to study Indonesian history. The lecturing method was like bedtime story time that made the students sleepy, and it was boring since it only explained the characters and years of event. The need to memorize all the materials made the students lost their interest so that they became passive and the learning process could not run effectively.

There are many other factors that need to be considered to achieve the learning objectives of Indonesian history subject. It needs full attention from teachers as well as policy makers in schools and government because Indonesian history is rich in values and developing good attitudes. Students as the next generation of the nation must be well-behave besides having good knowledge.



## **Peace Education in Indonesian History Subject through the Integration of Local History**

The teacher has not integrated local history into Indonesian history learning due to limited time, cost and knowledge. The teacher also did not know how to integrate the materials. The teacher expected that there were historical works, especially about Blitar, that could be used directly as teaching materials. Therefore, the teacher did not need compose the material themselves and only needed to apply them. The teacher understood the importance of integrating local history in learning Indonesian history, because it would ease the students to comprehend historical events in the surrounding area. Students would be easier to understand the material and grow positive attitude.

The students did not know the history of the area they lived in. They were only familiar with the history of Penataran Temple and Bung Karno's tomb. There never had any study tour activities in historical sites because it was difficult to get permission from the parents. The study tours conducted by school were usually taken place during school holidays. When study tour was done on an effective school day, it would interfere the teaching and learning activities of other subjects. Moreover, there was no budget allocation for historical study tour from the school, so the teacher must to raise fund from the students which made the parents to hesitate more.

The students did not understand peace and history education in the surrounding area. They were not interested to history because they thought that it was out-of-date and were taken place in unfamiliar area, so that they did not need to know it. The students assumed that learning Indonesian history had no impact on their positive attitudes because it contained ancient and outdated stories. It is expected that the school can integrate local history to Indonesian history subject. The integrated teaching materials will make the students aware of the history of their areas. Students who have historical awareness will have a strong attitude, independence, integrity to the nation, and will not be easily provoked. Learning past events can raise students' awareness of peace education. They will not be easily divided and will have strong unity.

Based on the data presented, the discussion in this study contains the following:

### **Indonesian History Subject**

Indonesian history subject can shape the character of a dignified nation as well as introduce the noble values of the nation. According to (Afwan et al., 2020), knowledge about the past must contain local wisdom values which are useful in shaping the students' intelligence, attitudes, character and personality as in accordance with the Regulation of the Minister of National Education (*Permendiknas*) Number 22 of 2006 concerning Standard of Content. The learning process is ideally able to achieve the goal. The objective of Indonesian history subject is very clear, namely to shape students' attitudes and character. In the implementation of Indonesian history teaching and learning in schools, there are still many challenges and problems that require effective solutions. The problem in Indonesian history subject, if not addressed, will be resulted in lack of student attitudes and character in accordance with Pancasila values.

Problems in Indonesian history subject starts from teachers whose educational background is not from history education major. History subject has been underestimated so that it can be taught by any teacher from any degree. There has been a stigma that Indonesian history subject is only about telling stories. Ideally, history teachers must have educational qualification that are in line with the subjects being taught. It is emphasized by (Lestari, 2021) that in Indonesia, minimum educational qualification standard for teachers is Bachelor



Degree that is in line with the subjects to be taught. Thus, a history teacher ideally has a degree in history education. This factor certainly brings broad impact to the teacher's knowledge and understanding in the learning process.

History teacher who does not have a suitable educational qualification can lead to the meaningless learning process. This is contrary to the purpose of history education. It was explained by (Hasan, 2019) that if the paradigm of history subject is not improved, it will be more uninteresting to students. In addition, teaching the content only will make history subject to be meaningless. The meaningless teaching and learning process will make it difficult to instill historical values to the students' life. The stigma of history subject that lecturing is the only way to teach and it can be taught by any teacher from any degree has the effect that teacher cannot be creative and innovative. They do not use learning media and develop materials. They will only use materials from student's worksheet and textbook in learning Indonesian history. The teacher becomes very incompetent to teach the subject. This fact is contradictory to (Supriyadi, 2018) who stated that teachers must have learning innovations so that learning can run effectively, efficiently and productively to improve the quality of teaching and learning process.

It is even worse that Indonesian history subject is considered as boring subject with no added values to the students' attitude, where they must memorize the names of the figure and years. Whereas (Alfiyah, 2018) explained that learning process in Indonesian history subject is more than just memorizing facts and taking notes from the teacher's explanation, but it must be comprehensive to all aspects.

### **Peace Education in Indonesian History through the Integration of Local History**

During the teaching and learning process, the teacher has not implemented the integration of local history since the teacher did not know how to do it. In fact, the integration of local history in Indonesian history subject can increase students' motivation to learn more. In addition to that, the integration of local history can improve students' attitude. Integration of local history in Indonesian history subject is a solution that can be implemented since it is derived from living history, or the history of the surrounding (Wibowo, 2016). When the teacher can implement suitable integration of local history, the students' attitude that can be improved are the awareness and empathy of the history, nationalism, patriotism, and deep national identity. Unfortunately, schools prioritize academic achievement and not yet to balance it with character building that is embedded in local history (Yustira & Yefterson, 2021). When character building has been perceived by the students, it can improve their character so that peace education can be achieved.

The implementation of peace education is challenging, so it needs more effort to apply it in the teaching and learning process (Sufiyana, 2020). Peace education is important to strengthen the unity of Indonesia. Numerous conflicts among tribes, religions and groups emphasize the importance of peace education. Indonesian history subject contains many values that encourage peace when it can be done well and the learning objectives are achieved. It is in line with (Dijk et al., 2020) that the development of peace education needs to be done effectively to overcome the problems of inequality, unequal power and conflicting interests, especially in conflict. Peace education provides an alternative by providing knowledge about the conflict in the past and the solutions to maintain and create peace (Nurcholish, 2015). History education teaches events that allow students to contemplate the causes of the events until the resolutions. If students are able to do it, it will grow the attitude of students who love peace.



## Conclusion

This research is concluded as follows: (1) the problem found in Indonesian history subject was the teacher did not come from suitable education background for teaching history. Despite making lesson plan and teaching apparatus, the learning process was not delivered optimally because the teacher relied on lecturing method and took the material only from worksheet and textbook. There was no learning media being used. The purpose of Indonesian history subject also has not been explained well. The students were always bored because the lecturing method made them sleepy. Overall, the teacher has not taught effectively and innovatively. (2) Peace education has not been implemented because the teacher has not delivered the lesson optimally. There was no integration of local history to the subject so that peace education that should have been taught through local history could not be achieved. Peace education can be embedded when the teacher can bring innovative ways of teaching as well as integrating local history to Indonesian history subject.

## Recommendation

Based on the findings, there were various problems that need serious concern from various parties. First of all, Indonesian history subject must be taught by the teacher with the degree from history education. Second, it is recommendation to strengthen the implementation of peace education through Indonesian history subject, by understanding the effort of heroes who fought for the independence to increase the awareness of the importance of national unity. Peace education can be embedded through history of the local area to Indonesian history subject. It is aimed to ease the transfer knowledge and the character building of the students. If students have good attitudes and character, peace education can come true.

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