



Volume 9(2), April 2018

ISSN 2085-0980

Contents

Foreword. [ii]

SHUAIBU UMAR GOKARU, AHMAD FAISAL ABDUL HAMID & AIZAN BINTI ALI MAT ZIN,

The Role of Uthman bin Foduye in Establishing Centre of Islamic Learning in Hausaland, Northern Nigeria: A Comparative Study of Pondok System in Kelantan, Malaysia. [125-136]

M. DIEN MADJID & JOHAN WAHYUDI,

Local Resistance in Kerinci in the 20th Century: Depati Parbo and the People's Struggle Against the Power of the Dutch East Indies (A Study of Archives and Oral History). [137-150]

HAJI TASSIM BIN HAJI ABU BAKAR,

The Residents of Kampong Ayer, 1906–1940: The Activities of Pengalu, Padian, and Handiwork. [151-158]

DUDUNG ABDURAHMAN,

Islam, Sufism, and Character Education in Indonesia History. [159-176]

ABDUL HARIS FATGEHIPON,

The Javanese Culture and Indonesian Civilian – Military Relations in the Era of Soeharto. [177-184]

Info-tawarikh-edutainment. [185-196]

TAWARIKH: International Journal for Historical Studies will provide a peer-reviewed forum for the publication of thought-leadership articles, briefings, discussion, applied research, case and comparative studies, expert comment and analysis on the key issues surrounding the history education and historical studies in general and its various aspects. Analysis will be practical and rigorous in nature. The TAWARIKH journal, with print ISSN 2085-0980, was firstly published on October 28, 2009, in the context to commemorate the Youth Pledge Day in Indonesia. Since issue of October 2009 to date, the TAWARIKH journal has been organized published by Minda Masagi Press owned by ASPENSI (the Association of Indonesian Scholars of History Education) in Bandung, West Java, Indonesia. This journal is published twice a year i.e. every October and April. For period 2012 to 2017, the TAWARIKH journal has been accredited by Ditjendikti Kemdikbud RI (Directorate-General of Higher Education, Ministry of Education and Culture of the Republic of Indonesia); and also by SINTA owned by Kemenristekdikti RI (Ministry of Research, Technology, and Higher Education of the Republic of Indonesia) in Jakarta. Available online also at: www.journals.mindamas.com/index.php/tawarikh

FOREWORD



History is always associated with stories or tale about the past. Therefore, the question is why people want to study or learn about the past. In general, people learn the past because driven by several things of which is the impulse to search identity, recreation, intellectuality, and education. The search for identity is related to legitimacy or identity as a nation. Recreation is understood as learning history to enjoy the wonders of the greatness of the past. The intellectual impulse arises in the form of a desire to manifest the writing of history as it is or history as something that happens, not something that has ever been said to happen. Whereas historical education is given to raise awareness as a nation.

The last two things always bring up a delicate debate for historians. Academics always want history to be written as it is. This means history is written in accordance with events that ever happened. The history of academics is always faced with a great narrative built by the government of a nation in order to bless its national identity. In Indonesia, the great narrative was built when Indonesia was under colonial rule, in which the Dutch government had mastered the Indonesian archipelago through a colonial state called the Dutch East Indies. The Dutch historian F.W. Stapel in his very famous book, "Geschiedenis van Nederlandsch Indie", constructed a narrative that the Dutch government had been in Indonesia for 350 years and the greatness of the Dutch built the Dutch East Indies. Other F.W. Stapel books, such as "Leerboek der Geschiedenis van Nederlandsch Indie" were made as history textbooks in Dutch Indies schools. The work of F.W. Stapel represented the writing of Dutch colonial centrist, or European centrist.

To raise the spirit of struggle and nationalism, the movement figures (especially Mohammad Yamin) constructed counter narratives from existing sources, which were the result of the study of Dutch scholars. In the great narrative built by the Indonesian movement figures, Indonesia was once a great country. The kingdoms such as Sriwijaya and Majapahit were examples of the greatness of Indonesia in pre-colonial times. The colonial government that has caused the Indonesian to be poor and stupid. To restore the glory of the past, the Indonesian must strive to become an independent nation. The values of struggle and heroism were narratives built by the figures of independence movement to arouse the surge of resistance against colonialism. These values of struggle were the basis of historical education to instill consciousness as a nation. The values of struggle that emerged in the history of education were an anti-tesa from a colonial centrist view of history. Sources of data used were the results of Dutch scholars research which was then given the meaning of Indonesian view, so that it was called the historical view that Indonesia centric.

The chaos in the writing of Indonesia books history for education emerged at the beginning of an Indonesian independent. The high nationalism spirit and the lack of Indonesian scholars who conduct historical research led to the writing of history that relies on history books written by Dutch scholars, who were then reinterpreted from Indonesian glasses. Therefore, not least the result was the reversal of the meaning of historical facts written by Dutch scholars. The characters in Dutch history books called "rebels" were given a re-meaning as "warriors and heroes" without going through critical reviews. Such history books were needed to raise the values of struggle, loyalty and love to the Indonesian state. To that end, in 1951, the Indonesian government established a National History Committee whose members consisted of Indonesian and Dutch historians working at the University of Indonesia and the Archeological Service in Jakarta.

The study of Indonesian centrist history gained its legitimacy in the first National History Congress in Yogyakarta in 1957. The soul of the seminar was the desire of national history writing from the nationalism glasses. As a follow-up of the seminar was the establishment of a team of national history books. The team then produced a book of "Indonesian National History" (six volumes) published by Balai Pustaka in Jakarta. This book was then used as the main reference for the writing of history text books in Indonesian schools.

The "Indonesian National History" books was then considered as highly indoctrinative and was a tool of legitimacy of the New Order government (1966-1998), especially the sixth volume of discussions ranging from the war of independence to the emergence of the New Order. Therefore, when the New Order collapsed in 1998, many people opposed, especially the content related to the events of September 30, 1965. Related to that, post-collapse of the New Order, a lot of history books related to the war of independence until the events of September 30, 1965 appeared. The books were written from various circles, especially from people who were involved in events around the period.

In connection with the birth of the industrial revolution 4.0, which was characterized by the rapid growth of communication and information technology, forcing people to be able to process the incoming information waves through the gadgets that were in the hands of everyone. Information should no longer be tracked in archive offices or libraries. Information is global, and goes directly to the head through the social media it controls.

Global information coming through social media can affect a person's point of view, which can unknowingly over time overcome the spirit of Indonesian nationalism. Under these conditions, historic education has a very strategic position to raise awareness of Indonesian nationalism. Historical education not only provides knowledge about past events, but also must be able to provide the values of morality, and can build the character of the nation.

Learning from the experience of the New Order regime, historical education should be based on comprehensive scientific studies and using authentic sources. Therefore, historical study should continue to be done. The government needs to provide sufficient funds for research and historical studies from various points of view. The results of the study were made into a material in historical education that was given the meaning of moral values, struggles, and love of the homeland. Thus, historical education is not used as a tool of legitimacy of a regime.

Do enjoy to reading the articles presented in the TAWARIKH journal, may be useful.

Bandung, West Java, Indonesia: April 30, 2018.

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