



Historical Learning in Border of Indonesia-Timor Leste

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Abstract

Learning history that is taught in schools has a strategic position in shaping the character and civilization of a dignified nation and in the formation of Indonesian man who has a sense of nationality and love of the country. By studying history at school it is hoped that students will get national insight which will be a milestone in the creation of nationalism and social solidarity. The type of this research is descriptive qualitative. Data completion technique used is interview, observation and document study. Once the data is collected, the data will be validated by means of triangulation. Data analysis technique used is interactive model. Results of this study show that in public high school 1 Malaka Timur in Indonesia-Timor Leste, still using Education Unit Level Curriculum (KTSP) and in teaching history, teachers always use Lecture, Discussion and Questioning Methods. Before implementing the teacher's learning starts first. Competency Standards & Basic Competencies, introductory methods, lesson plans, and instructional media. Implementation of learning consists of three stages, namely, initial activities, core activities (exploration, elaboration, confirmation), and end activities.

Keywords: History Learning; Indonesia-East Timor Border; Public High School 1 Malaka Timur;

Introduction

If it used to be heard in everyday life is the expression to call the territory of Indonesia only "*from Sabang to Merauke*" only, then now is not perfect except with the addition "*from Miangas to Rote*". This phrase includes three definitions that is about an application, affirmation, and empowerment to the territory of a country with abundant natural resources (SDA) potential to be utilized for the realization of the nation's ideals. With the broad characteristic of tens of thousands of islands and the diversity of society and culture so unique, the Unitary State of the Republic of Indonesia (NKRI) is faced with various problems that are not light, especially in the effort to build and foster national integration and social solidarity in border areas to strengthen Indonesia as a unitary state.

Indonesia's geographical condition with 17. 504 islands and sovereignty on land, sea and air, bordering on land directly with Malaysia, Timor Leste and Papua New Guinea, providing opportunities but also bringing the consequences of serious problems to overcome. The border region belongs not only to uniqueness but also to the strategic nature of a country that serves military, economic, constitutive, identity, national unity, state development and domestic interests. The border area may be referred to as

an indicator or criterion to the extent to which a country is able to protect or guarantee the security and prosperity of the population within the territory of the sovereign territory of the country concerned (Zuhdi., 2017).

By looking at the objective reality, a territorial integrity within the Unitary State of the Republic of Indonesia should be based on a comprehensive and holistic perspective supported by a strong state defense system through education to hack backwardness and national character.

History education taught in schools has a strategic position in shaping the character and civilization of a dignified nation and in the formation of Indonesian people who have a sense of nationality and love of the country. It is contained in Permendiknas Number 22 of 2006 which states that history teaches students about the past knowledge that contains values of wisdom that can be used to train intelligence, shape the attitude, character, and personality of learners.

History is a subject that instills knowledge, attitudes, and values about the process of change and development of Indonesian society and the world from the past to the present (Leo Agung & Sri Wahyuni., 2013). In line with this opinion explains that, learning history is intended to study the values contained in historical events that can be used as inspiration, motivation, guidance or principles for daily practical life either individually or as a member of society , nation or state (Daliman., 2012).

In general, historical material contains the values of heroism, exemplary, pioneering, patriotism, nationalism, and unyielding spirit that underlies the process of character building and the nation's life (nation and character building) learners. Historical lesson material is useful to instill awareness of unity, brotherhood, and solidarity to become the glue of the nation in facing the threat of disintegration of the nation and to instill and develop a responsible attitude in maintaining the balance and environmental sustainability.

Referring to the above explanation, it is necessary to analyze in depth the education system at the border, especially historical learning. Related to that, the history of learning at the border should be more emphasis on the values of nationalism to the students in order to nurture the life of nation and state and mutual respect.

Malaka District is one of the districts in West Timor Province of East Nusa Tenggara Province which is directly adjacent to the Democratic Republic of Timor Leste (RDTL). As the front porch of the Unitary State of the Republic of Indonesia (NKRI), it is necessary to have an adequate education so that the students are taught about the importance of living as a nation and state in the border area of Indonesia-Timor Leste. It is important to look back at the educational process held in the border areas, especially on history learning. As a follow-up to the development of national identity through the revitalization of education then, as an effort to see and analyze the learning history in schools, especially in the border areas of Indonesia-Timor Leste in order to obtain a complete and detailed picture.

Based on the above description, the purpose of this study will be studied about the history learning at the border of Indonesia-Timor Leste.

Methodology

This research was conducted at Public High School 1 Malaka Timur, East Malaka Subdistrict, Malaka Regency, East Nusa Tenggara Province. Using descriptive-qualitative research methods to obtain a clearer picture of the ongoing situation and more emphasis on process and meaning. The strategy used is a single case study. Data collection techniques use observation, interviews, and document studies aimed at obtaining information in qualitative research. The types of interviews to be used are in-depth interviews

with principals, history teachers, learners to support the arguments or information needed. Ahmadi, (2014) explains that data collection techniques used in qualitative research emphasize the types of interview techniques, particularly in-depth interviews.

Next make observations that aim to observe directly the interaction in learning between teachers and students. According to Yin (2013), said that the evidence of observation is often useful to provide additional information about the topic to be studied.

Then do document studies. Sugiyono (2013) describes the document which is a record of events that have passed. Documents may be in the form of writings, drawings, or monumental works of a person. The study documents as a source of data in the form of curriculum to find standards of competence and basic competence, syllabus to see the material, indicators, tasks of learners, and learning resources. Learning Implementation Plan (RPP) to see the material of learning objectives of history in Public High School 1 Malaka Timur.

Once data is obtained, the data will be described and analyzed, then validated using triangulation techniques. Triangulasi used is triangulation of source used to get truth, triangulation method is done by collecting data of same kind but by using technique or method of collecting different data, triangulation of researcher is result of researcher either data or conclusion about certain part or whole can be tested its validity from some researcher the other, and triangulation theory by using more than one perspective in discussing the issues studied (HB Sutopo., 2006).

In qualitative research, data analysis technique is done in interactive form with three stages: data reduction, data presentation, and conclusion or verification (Miles & Huberman., 1992).

Learning Planning

Learning planning is an important stage in designing a lesson. Learning planning is poured in the form of learning tools used to support the learning process. Planning is the result of a deep thought process. The results of the assessment and in-depth selection process of various alternatives that are considered to have value effectiveness and efficiency. Planning is the beginning of all processes of a rational implementation of activities.

In learning history at the Indonesia-East Timor border at Public High School 1 Malaka Timur, the history teacher first prepares the planning or the learning plan. Learning planning is very important to be done by a teacher because the plan will determine what will be done by a teacher to teach students. Learning planning can be arranged based on the needs within the time period specified by a teacher and the planning should be carried out easily and precisely on the targets of course remain guided by the curriculum.

Based on an interview with history teacher at Public High School 1 Malaka Timur revealed that, learning planning is very important for a teacher in implementing learning in the classroom. Planning is a teacher guide in conveying learning and can avoid the things that deviate in learning. The existence of learning planning, help teachers to prepare the material that will be delivered in the classroom so that the teacher when entering the class already has a qualified provision for teaching. The learning plan is also adapted to the applicable curriculum.

Planning learning has a very broad meaning. That is, lesson planning is not solely taken from the handbook but the teacher also adds his or her own mind to be applied into a written design or a learning device. As a school on the state border, teachers are always required to be more creative and innovative in designing learning in schools. But the lack of supporting facilities in the border area causes teachers can

not apply more creative and innovative learning methods. This impacts on the planning of learning in a class that is simple. Teachers only apply learning according to what is in the handbook and add other material that is considered important to explain to the students.

Furthermore, the history teacher of Public High School 1 Malaka Timur explained that the lesson planning includes making syllabus, lesson plan, year program, and semester program. In the implementation, teachers prepare and make their own all the learning planning tools to suit the characteristics of students, school circumstances, and the curriculum used. Teachers always include the values of life of the nation in every learning plan so that students are always taught to have the attitude of patriotism, nationalism and the life of nation and state or Nation and Character Building. Teachers always prepare a Lesson Plan each day while syllabus tools, annual programs, and semester programs are created early in the semester and beginning of the new school year.

In addition, the annual program and semester program is not less important in supporting learning tools because these two tools will facilitate the teacher in managing the learning time. Teachers will easily arrange schedules for learning, evaluation and other activities needed during the learning process.

Implementation of Learning

Based on the observations and findings in the field shows that in Public High School 1 Malaka Timur on the border of Indonesia-Timor Leste still use Education Unit Level Curriculum (KTSP) and in the process of teaching history implementation in school has not run optimally because not all students play an active role in following learning activities.

The learning process of history is emphasized on the planting of students' values and character. When the teacher enters the classroom, the student greets the teacher and the teacher returns greetings to the students then invites them to sit down and the teacher checks the students' attendance. The next activity, the teacher asks one of the students to pray before starting the lesson. After praying, the teacher writes the competency standard, basic competence, and the teacher conveys the learning objectives to be achieved by the students. The teacher always performs the activity before beginning the lesson. This initial activity is an activity that aims to create an effective learning atmosphere and prepare students in following the next learning activities. These early activities included greetings, presences, apperception, and then delivered the Competency Standards, Basic Competencies, indicators and learning objectives.

In the core activities of learning history, the teacher will deliver the material using Lecture, Discussion, and Questioning Methods. In an interview with teachers of public high school 1 Malaka Timur history, the methods used in teaching history are Lecture, Discussion and Questioning Methods for various considerations. In addition to easy and fast, also lack of supporting facilities or learning media (books, LCD, images) to apply better methods and trends.

Limitations of learning support facilities become one of the most serious obstacles in education today, not least in the border areas of Indonesia-Timor Leste. Teachers always use the method as it is to implement the learning so that the delivery of material to students is not absorbed properly. It was discovered by one of the students in public high school 1 Malaka Timur. He explained that during this history teacher always lecturing in delivering history lesson then make the question and student answer the question then discuss group. From the above explanation it is known that besides the lack of supporting facilities of learning, history teacher at the border of Indonesia-Timor Leste is less creative in developing learning. It was seen when the delivery of the monotonous subject matter and seemed to repeat the same method so that the students became bored while studying history.

Based on observations, interviews, and document studies it is known that, in the core activities include three stages of exploration, elaboration, and confirmation. At the exploration stage, the teacher will explain to the students all the materials that have been designed or planned beforehand. After explaining all the materials, the teacher will elaborate by involving the students to make a list of questions about the material that has been presented. Then the teacher and students both answer the questions or the teacher asks the students and the students answer and assign the students. This is done to determine the extent to which students' understanding of the material just described by the teacher.

At the confirmation stage, the teacher with the students concludes all the material that has been described. Teachers can also divide students into groups and give materials to each group for discussion. After the discussion, students from various groups will present the results of group discussions in front of the class and be responded by other groups. In the discussion, the teacher only acts as a facilitator. Student discussion activities include observing, questioning, exploring, associating, and communicating activities. In addition students are also given a task by the teacher.

From the three stages in the core activities, the teacher always explains the importance of patriotism, nationalism, nationalism and Nation and Character Building values to the students so that the nationality value will be held firmly in the life of the nation on the border of Indonesia-Timor Leste.

The final activity is a closing activity in a more teacher-oriented learning process conducted by the teacher to assess the learning activities. These activities include a stage of reflection on the material already discussed, assessing student learning outcomes, and informing the topic or discussion at the next meeting. In learning activities learners do not seem to have the spirit when following the history lesson to complete.

In the final activity in history learning, teachers again convey about the value of patriotism, nationalism, nationalism and Nation and Character Building to students. Nationality values are always emphasized in every learning, especially learning history because SMA Negeri 1 East Malacca is one of the schools located on the border of Indonesia and East Timor so that the students' guidance in socializing in the border area of the Unitary State of the Republic of Indonesia.

Evaluation of Learning

A teacher must be obliged to evaluate learning. This activity is intended to know how far students understanding of history lessons. According to Arikunto (1996), evaluation is an Indonesian term for evaluation which means assessment. Further explained that the evaluation covers two activities namely the process of measuring and assessing. Measuring is a more quantitative activity while judging is a qualitative activity. Evaluating something means that the process demands to measure something first and then judge. This assessment aims to see whether the learning effort has reached the goal or not.

Regarding the evaluation, the history teacher at public high school 1 Malaka Timur explained that assessment is very important to measure students' ability to understand the lesson that has been delivered. Assessment is in the form of assignment (making clippings and scientific papers), daily tests, midterm exam, and final exam semester.

Evaluation of learning by teachers is done in various ways, one of them is by asking students to ask the teacher about the lessons that have not been understood at the end of the delivery of the material. It is basically a teacher technique to evaluate the extent to which students understand the history lesson delivered. But there are some students who are active to ask questions and many are still embarrassed to ask questions and express opinions.

Another evaluation technique that teachers use is a daily test done at the end of the lesson. The value of the evaluation is used as a cumulative value for the students as a benchmark in determining the grade at the end of the semester or class increase.

Evaluation is done only as a tool to serve as a benchmark of class increase. In this case the attitude evaluation is not implemented against the students. Therefore, the orientation of students to Indonesia is not a problem so the evaluation of students' attitudes is unnecessary especially related to the attitude of nationalism.

Evaluations relating to assessments of educators, whether self-evaluating or monitoring of stakeholder evaluations are not well implemented. The above results in the use of a monotonous teaching method every year. In addition, the lack of learning media, the use of books or learning resources are incomplete resulting in learning does not achieve the goals set.

Obstacles of Learning

Learning process is an activity that involves the active role of students in learning activities. Learning activities are very important not only during the learning process but will have an impact on the future. But in the learning process is often encountered problems that must be considered teachers and seek solutions together.

Constraints that are often faced by teachers are facilities and infrastructure supporting inadequate learning such as: learning support media, resource books for both teachers and students, and the lack of knowledge of teachers about the methods of learning.

The big obstacles faced by teachers in the border area is the supporting facilities of learning so that the methods and learning media used are also limited and monotonous. The lack of teaching materials resulted in a lack of subject matter to be delivered. In addition, the lack of student handbooks leads to less developed lessons.

In addition to some of the above obstacles, other constraints faced by teachers and students is the allocation of time history lessons are always in the afternoon or hours end of lessons. This is expressed by the history teacher of SMA Negeri 1 Malaka Timur in the interview that the allocation of history lesson time at the end of the lesson also greatly affects the seriousness of the students in hearing and absorbing material explained by the teacher.

Conclusion

Based on the research results revealed that, in the learning process of history on the border of Indonesia-Timor Leste runs less than the maximum. This is due to the lack of supporting learning media, supporting facilities, as well as the lack of creative history teachers in designing and implementing learning in the classroom.

Learning planning is very important to be done by a teacher because the plan will determine what will be done by a teacher to teach students. After planning the lesson, the teacher will carry out the learning as the draft has been made based on the applicable curriculum.

Evaluation is done only as a tool to serve as a benchmark of class increase. In this case the attitude evaluation is not implemented against the students. Therefore, the orientation of students to

Indonesia is not a problem so the evaluation of students' attitudes is unnecessary especially related to the attitude of nationalism.

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Suggestion

From the above research, it can be given some suggestions as follows:

- Teachers must have creativity and innovative in designing learning history in schools with minimal learning support facilities so that students do not get bored while studying history.
- As the country's foremost porch, governments should always pay attention to supporting facilities in border schools. One of them is Public High School 1 Malaka Timur in East Malaka Subdistrict, Malaka District, East Nusa Tenggara Province.
- The allocation of historical lessons should also be conducted in the morning as history lessons are one of the most important subjects and should receive special attention from the local government.
- With this research is expected to have further in-depth research on the implementation of learning in border schools, especially on the border of Indonesia-Timor Leste.

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