



Comparative Analysis of G30S PKI Materials in High School History Textbooks

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Abstract

This study aims to compare the material of the 30 September Movement (G30S) PKI in textbooks between the 1994 Curriculum by I Wayan Badrika and the 1994 Curriculum Perfected Based on the 1999 GBPP Supplement by Siti Waridah et al. This research was conducted to understand the differences in the presentation of material, points of view, and learning approaches used in the two curricula. The content analysis method was used to analyze the G30S PKI material in the textbooks used in both curricula. The results of this study show significant differences in the presentation of PKI G30S material between the 1994 Curriculum and the 1994 Curriculum Refined Through the 1999 GBPP Supplement. Differences were found in the material's content, where the 1994 Curriculum placed more emphasis on certain aspects of the PKI G30S events, while the 1994 Curriculum Refined Through GBPP 1999 Supplements has more comprehensive information. In addition, there are differences in viewpoints and interpretations of the event, with the 1994 Curriculum Enhanced Through GBPP Supplements 1999 showing a more inclusive and critical approach. The research also highlights a change in learning approaches, where the 1994 Curriculum Refined Through GBPP 1999 Supplements adopted a more active, participatory, and skills-based approach. In contrast, the 1994 Curriculum tended to use a more authoritative approach. In addition, this study shows changes in public responses to the presentation of PKI G30S material, reflecting changes in social values and views. The results of this study have important implications for developing a more objective and inclusive history curriculum.

Keywords: *G30S PKI; Curriculum; Textbook; Content Analysis; Learning Approach*

Introduction

Education is an important part of shaping the understanding of a nation's history and national identity. Historical material taught in textbooks significantly shapes students' perceptions of certain historical events (Mulyasa, 2017, p. 2). One of the historical events that had a major impact on Indonesian history was the 30 September Movement (G30S), or the PKI (Indonesian Communist Party), which occurred in 1965. The G30S PKI incident has a complex history and interpretation. For decades, teaching about the G30S PKI in Indonesian schools has experienced changes in content, perspectives, and learning approaches (Sirait, 2021, p. 3). One of the significant moments was the change in the education curriculum in Indonesia, namely from the 1994 Curriculum to the 1994 Curriculum Enhanced Through Supplements to the 1999 Teaching Program Outlines (GBPP).

The 1994 curriculum has certain characteristics in presenting G30S PKI material, which may be based on the social and political context. However, the social and political changes that have taken place in Indonesia, including reforms and changes in the educational paradigm, have affected changes in the education curriculum (Suparjan, 2020, p. 5). The 1994 Curriculum Enhanced Through Supplements to the 1999 GBPP was based on a new education approach, emphasizing more active, critical, and student-centered learning. In this context, there may be changes in the presentation of the G30S PKI material in textbooks regarding content, historical perspective, point of view, or the learning approach used (Suparjan, 2020, p. 6).

Comparing G30S PKI material in textbooks between the 1994 Curriculum and the 1994 Curriculum Enhanced Through the 1999 GBPP Supplements can better understand how the historical presentation and interpretation of these important events have changed from one curriculum to the next. It can also provide insight into changing values, messages and how education influences students' perceptions of national history and identity. By studying the differences between the two curricula, we can evaluate their impact on students' understanding of history and provide a basis for improvement in the presentation of historical material that is more objective, comprehensive, and accurate in the future (Agatta, Ismain, & Ridhoi, 2022, p. 11).

As an educational researcher or reviewer, comparing G30S PKI material in textbooks between the 1994 Curriculum and the 1994 Curriculum Enhanced Through the 1999 GBPP Supplements can provide valuable insights related to historical learning approaches, changes in historical interpretation, as well as the influence of social and political contexts on the presentation of historical material in the curriculum. In the Indonesian context, the events of the G30S PKI have a complex and sensitive historical meaning (Riyandanu, 2020, p. 12). The interpretation and emphasis given to these events can influence the younger generation's understanding of the nation's history, national identity, and the values held by the state (Arta, 2012, p. 11).

Changes in the education curriculum reflect social, political, and educational changes that occur at a certain time. The 1994 curriculum may reflect the political context at that time, while the 1994 curriculum, enhanced through the 1999 GBPP supplements, may reflect a change in the educational paradigm that was more inclusive and democratic (Hartono & Huda, 2020, p. 6). In comparing G30S PKI material in the textbooks of the two curricula, it is important to pay attention to changes in the content of the materials, viewpoints, historical perspectives, and the learning approaches used. In addition, the differences in the values to be conveyed to students and the community's response to the presentation of the material must also be considered (Suparjan, 2017, p. 5).

Research on the differences between the 1994 Curriculum and the 1994 Curriculum Enhanced Through the 1999 GBPP Supplements in the presentation of G30S PKI material can make an important contribution to our understanding of national history, changes in education, and the role of textbooks in shaping students' thinking (Hartono, Huda, & Arseat, n.d., p. 13). The results of this study can provide valuable input for education policymakers in developing a better curriculum in the future. In addition, studying these differences is also important for promoting an objective, critical and inclusive understanding of historical events so that students can develop analytical skills, critical thinking, and deeper insight into their nation's history.

By understanding the differences between the two curricula, we can identify the strengths and weaknesses of each and establish a constructive dialogue to improve the presentation of historical material in the future.

Research Methods

This research is a descriptive study using a quantitative research design (quantitative descriptive) and documents (Grade 12th High School textbooks for Curriculum 1994 and Curriculum 1994 improvements based on GBPP 1999) as objects, using content analysis techniques (Eriyanto, 2015, p. 11). The data collection technique in this study was to use the observation method by conducting a direct analysis of the grade 12th High School textbooks of the Curriculum 1994 and the Curriculum 1994 improvements based on the GBPP 1999 based on predetermined categories. The study uses a textbook assessment instrument modified in such a way (Sugiyono, 2020, p. 32). The data analysis technique in this study uses descriptive data processing techniques, namely by explaining a problem, symptom, or event as it is and not testing the truth of the hypothesis (Ridder, Miles, Michael Huberman, & Saldaña, 2014).

Results and Discussion

The comparison of G30S/PKI material in grade 3 high school textbooks between the 1994 Curriculum and the 1994 Curriculum was refined based on the 1999 GBPP based on aspects including presentation of the material, learning approaches, and community views regarding the material in question. In outline, the comparison can be seen in the following table:

Table 1. Textbook Comparison Results

Aspects	Grade 12 th High School History Textbooks	
	Curriculum 1994	Curriculum 1994 Improved GBPP 1999
Presentation of Learning Material	In general, this textbook is organized coherently, although it is still briefly related to the G30S/PKI rebellion, starting from the preparation, process of rebellion, and the crushing of the G30S/PKI.	In this textbook, explanations only focus on crushing the G30S/PKI rebellion in big cities, for example, Jakarta and Yogyakarta.
Learning Approach	Learning approach: a. Active b. participatory c. Skills-Based	The learning approach tends to be more: a. Inclusive b. Critical
Society's Response to the Presentation of G30S/PKI Materials	The public tends to see events in a more complex, albeit brief, way.	The community is more focused on seeing aspects of the G30S/PKI movement as a movement that must be crushed.

Source: High School Textbook Grade 12th, Processed by Researchers (2023)

1. Aspects of Material Presentation

Grade 12th high school textbooks with the 1994 curriculum and textbooks enhanced based on GBPP 199 offer a different approach to presenting material regarding the G30S/PKI uprising. Although coherently in the 1994 curriculum textbook, the material presented is still limited and brief. It covers the preparation, the process of the rebellion, and the general crushing of the G30S/PKI. On the other hand, an enhanced textbook focusing on big cities such as Jakarta and Yogyakarta provides a more detailed

explanation of suppressing the rebellion. In this context, explanations regarding the preparation and process of the uprising may be ignored or shortened to provide greater space for an explanation of the events of the crackdowns in the areas mentioned. Thus, these two textbooks emphasize different aspects of presenting G30S/PKI material, with the 1994 curriculum textbook providing an overview while the enhanced textbook focuses more on suppressing rebellions in big cities.

In high school textbooks for grade 3 with the 1994 curriculum, the presentation of the G30S/PKI material is coherent even though it is still short in scope. This book covers three main aspects of the G30S/PKI rebellion: the preparation, the process, and the crushing of the G30S/PKI. At the preparation stage, this book briefly explains the preparations made by the G30S/PKI rebels before launching the rebellion. Although not detailed, the book mentions several factors, such as weapon collection, member recruitment, and tactical planning. At the stage of the rebellion process, the material presented in this textbook provides an overview of how the G30S/PKI rebellion occurred. Briefly explain the attacks on important figures, strategic places, or other activities during the rebellion (Badrika, 2003).

Meanwhile, in the sub-material aspect of the G30S/PKI suppression, this book also provides information about the government's efforts to quell the G30S/PKI rebellion. Explanations include efforts to arrest the perpetrators, the role of the Indonesian National Armed Forces (TNI) and security forces, as well as the impact of the suppression of this rebellion on the political and social situation in Indonesia.

In textbooks with an enhanced curriculum based on the 1999 GBPP, explanations about the G30S/PKI rebellion focus more on crushing rebellions in big cities such as Jakarta and Yogyakarta. This shows a shift in focus from presenting the material. This textbook provides a more detailed explanation of the G30S/PKI crackdown in the areas mentioned, including the role of the TNI, operational activities, and their impact on the political and social situation in these cities. In this context, there is a change in the way the material is presented. Information about the preparations for and the process of the G30S/PKI uprising is either ignored or given briefly, focusing mainly on suppressing the rebellion in the big cities. A more detailed explanation describes the events and roles associated with suppressing the G30S/PKI rebellion in these areas (Waridah, Sukardi, & Sunarto, 2003).

2. Aspects of the Learning Approach

The learning approach to textbooks with the 1994 curriculum and enhanced textbooks based on the 1999 GBPP makes a difference in presenting G30S/PKI material to students. The 1994 curriculum textbook emphasizes an active, participatory, and skill-based approach. Students are encouraged to be actively involved in discussion, analysis, and understanding of the material. They are also invited to participate in role-play or practical activities related to G30S/PKI material. On the other hand, enhanced textbooks based on the 1999 GBPP apply a more inclusive and critical approach. This book seeks to cover various perspectives on the G30S/PKI uprising and encourage students to develop critical thinking skills in analyzing historical sources. Thus, these two approaches have a different focus on providing a comprehensive understanding of G30S/PKI to students, emphasizing active engagement and skills development in the 1994 curriculum textbooks, while enhanced textbooks based on the 1999 GBPP emphasize inclusiveness and thinking. Critical in understanding the event.

The learning approach to textbooks with the 1994 curriculum emphasizes the active involvement of students in the learning process. Students are encouraged to actively discuss, analyze, and understand the G30S/PKI material. They may be asked to seek additional information, participate in role-plays, or do practical activities related to the studied material. This learning approach also promotes student participation. Students are invited to share opinions, discuss, and actively contribute to learning about G30S/PKI. By actively involving students, they can better understand the historical context and the implications of the event's significance. Textbooks with the 1994 curriculum are designed with a skills-based approach. Apart from presenting historical information about the G30S/PKI, this book also encourages students to develop certain skills. For example, students can be invited to analyze historical

sources, develop critical thinking skills, or practice presentation and writing skills through assignments related to G30S/PKI material (Badrika, 2003).

Enhanced learning approaches based on GBPP 1999 tend to be more inclusive. This means that this textbook may attempt to cover multiple perspectives and points of view regarding the G30S/PKI uprising. In teaching this material, efforts can be made to avoid bias or a point of view that is too narrow. This enhanced learning approach also encourages students to develop critical thinking skills. This textbook may emphasize the importance of critically analyzing historical sources regarding the G30S/PKI. Students are encouraged to evaluate evidence, question existing viewpoints, and develop a deep understanding of the events through critical thinking. In this comparison, the learning approach to textbooks with the 1994 curriculum tends to be more active, participatory, and skill-based, while an enhanced approach based on the 1999 GBPP tends to be more inclusive and critical. Both of these approaches have the same goal: to provide students with a comprehensive and critical understanding of the G30S/PKI rebellion, but with a different emphasis on student involvement and skills development (Waridah et al., 2003).

3. Community Response to Presentation of G30S/PKI Material

Textbooks with the 1994 curriculum and enhanced textbooks based on the 1999 GBPP provide a different learning approach in presenting G30S/PKI material to students. In the 1994 curriculum textbooks, people tend to view the G30S/PKI incident more complexly, even though the presentation is brief. The materials were prepared to provide a thorough understanding of the incident, including preparation, the process of rebellion, and crushing. On the other hand, the improved textbook based on the 1999 GBPP emphasized more aspects of the G30S/PKI movement that had to be crushed. The main focus of the presentation of this material is the suppression of the rebellion, with an emphasis on the role of the TNI and operational activities in dealing with this movement. Thus, these two approaches reflect the different perspectives of society on the G30S/PKI incident, where the 1994 curriculum textbook tries to present a more complex and holistic understanding, while the enhanced textbook emphasizes aspects of annihilating movements in response to threats felt.

The learning approach in this textbook reflects the understanding that people tend to see the G30S/PKI incident in a more complex way, even though the presentation of the material is done briefly. This textbook may describe various aspects related to the event, including the preparation, rebellion, and suppression process. Thus, students can better understand the historical context and the implications of the importance of the G30S/PKI events in Indonesian history (Badrika, 2003).

The learning approach in this textbook shows that the community is more focused on aspects of the G30S/PKI movement as a movement that must be crushed. In the improved textbook based on the 1999 GBPP, the explanation and presentation of G30S/PKI material may be more focused on suppressing the rebellion. This reflected the view that the G30S/PKI incident was considered a threat that needed to be addressed by the government and society at that time. For this reason, this textbook may emphasize the crackdown aspect, including the role of the TNI and operational activities in dealing with the movement. In this comparison, the learning approach to textbooks with the 1994 curriculum emphasizes a more complex understanding of G30S/PKI, while in textbooks enhanced based on the 1999 GBPP, the focus is more on aspects of crushing the movement. This difference reflects the different perspectives of society on the G30S/PKI incident, where in the refined curriculum, rebellion is seen as a threat that needs to be followed up firmly (Waridah et al., 2003).

Conclusion

From the discussion above can be concluded several things related to the material of this article. First, high school textbooks with the 1994 curriculum grade 12th and textbooks enhanced based on GBPP

199 offer a different approach to presenting material regarding the G30S/PKI uprising. Although coherently in the 1994 curriculum textbook, the material presented is still limited and brief. It covers the preparation, the process of the rebellion, and the general crushing of the G30S/PKI. On the other hand, an enhanced textbook focusing on big cities such as Jakarta and Yogyakarta provides a more detailed explanation of suppressing the rebellion.

Second, the 1994 curriculum textbook emphasizes an active, participatory, and skill-based approach. Students are encouraged to be actively involved in discussion, analysis, and understanding of the material. They are also invited to participate in role-play or practical activities related to G30S/PKI material. On the other hand, enhanced textbooks based on the 1999 GBPP apply a more inclusive and critical approach.

Third, in the 1994 curriculum textbooks, people tend to see the G30S/PKI incident more complexly, even though the presentation is brief. The materials were prepared to provide a thorough understanding of the incident, including preparation, the process of rebellion, and crushing. On the other hand, the improved textbook based on the 1999 GBPP emphasized more aspects of the G30S/PKI movement that had to be crushed.

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