



## Values in Indonesian History Textbook

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### **Abstract**

The Indonesian history textbook, the handbook for teachers and students learning history in high school, is compiled by the Ministry of Education and Culture team as teaching material for students. The contents of the published history textbooks have been revised several times to improve the material's content. However, things could still be improved in the material's content or terms of data presentation. Mistakes in history textbooks will have a negative impact on students and their ways of thinking about national history and others. This scientific work aims to objectively analyze and criticize the content of history textbooks for High School Grade X and analyze historical values in the context of history textbook material as history lessons for students. The method used in this scientific work uses qualitative research methods. The data collection technique used a literature review collected in the form of Grade X Indonesian history textbooks and other relevant literature studies. The data analysis technique uses descriptive qualitative by first doing data reduction and concluding. The results of this study show that criticism of Grade X Indonesian history textbooks, which were published in revisions in 2016, still needs to improve, especially in the material and presentation of incorrect historical data. The presentation of historical data in the form of photos of Sriwijaya heritage inscriptions that are irrelevant to the explanation is very dangerous for students' understanding. The presentation of historical values in history textbooks is not visible, so the material presented appears to be only chronological. It is necessary to add subtitles related to historical values in the textbook to achieve the purpose of studying history.

**Keywords:** *Criticism; Textbooks; Hindu-Buddhist*

### **Introduction**

History is past events that happened, which will not be repeated, are chronological, systematic, scientific, and have important values for the wider community (Rohaya, 2008). This understanding of history is certainly not a fictitious story and not a work of fiction, but indeed an event of historical facts that happened so that in this event, there are learning values that are important to know as present and future knowledge for anyone who studies it, including students at school.

Learning history taught to students uses various media, materials, tools, and other teaching materials, including history textbooks. Historical material taught to special students who use history textbooks is an obligation for teachers and students in schools, even though the history textbooks used by teachers or students are sometimes different in each school (Syahrman, 2021). Some use history textbooks from the Ministry of Education and Culture publishers directly. However, some use history

textbooks published by other publishers, even though they share the same material on history. The use of history textbooks in schools is an important policy carried out by the government, namely considering the importance of students being able to understand their nation's history. From historical events, you will be able to know and animate the struggles of the figures who built the Indonesian nation to the present day (Sarasati, 2021). To bring up a sense of nationalism in every nation's generation, knowing the local identity in each region, diversity, and many other things.

In the history textbooks used by teachers and students, it is certainly not arbitrary in compiling and presenting historical data in textbooks. Why is that? Because history textbooks are a history teaching material in schools, which will later be taught to students and become a guide for them in understanding their nation's history. Thus in history textbooks, it is not permissible to present wrong data even in terms of time, place of events, who the characters are, and so on. Because in history textbooks, if there is a misrepresentation of data and other things, it will have a fatal impact on students in the long or short term (Setianto, 2012). For example, mistakes are not allowed in the material in the history textbooks used in high school Grade X or the subject matter on Gradeical Indonesian history (Hindu-Buddhism and Islam) in presenting photos of inscriptions, temples, and other relics. If there is an error, it becomes the wrong material, and the victim is the student himself.

In another case found in Indonesian history textbooks, namely the presentation of history textbook material, it should not only write down material related to chronological history, but historical values in these events must be presented in the context of history textbook material (Romadi, 2017). In historical events, it is not sufficient to know the chronological history alone because, in learning history, it will become material that still requires deep analysis and needs to be reviewed by students so that historical events will contain historical values that are beneficial to students at school (Tati, 2021). Learning history is not only limited to knowing important events or events that are phenomenal developing in society but more than that; namely, learning history can be studied in terms of its values with various multidimensional fields of study. So that with these historical values, history can become useful knowledge for students at school.

Indonesian history textbooks, which are handbooks for history teachers or students themselves, of course, apart from having a very important role in increasing students' understanding of the history of their nation in schools, the reality on the ground is that there are various problems as described in the description above. Of course, these problems do not have to occur when the author or the history textbook compiling team is more careful in compiling material or presenting historical data in textbooks. In this description, of course, the author offers an in-depth description regarding the issues above so that this writing will become an input or description that provides a clear picture regarding the direction of writing history textbooks for the present and the future related to historical values and material criticism. This material is important to raise because not all history textbook publications are perfect in presenting data or material, so there is a need for positive criticism and solutions regarding the objectivity of the contents of history textbooks.

The purpose of this paper is certainly inseparable from the answers to the questions described above. The author's solution is related to the analysis and criticism of Indonesian history textbook material on Gradeical history material in Grade X and to find out the historical values contained in the history textbook. So thus, the description of the problem and the solutions offered above become the basis for the author's interest in writing this scientific work well.

## **Methods**

The method used in this scientific work is qualitative, with a literature review approach from various research literature in the form of books, journals, and other research results. Qualitative research is research that aims to understand the condition of a context by directing it to a detailed and in-depth description of the portrait of the condition in a natural context (natural setting), about what happened

according to what is in the field of study (Nugrahani, 2014: 67) . In this study using qualitative methods is quite appropriate as a way of doing, the steps of data collection to data analysis.

The data collection technique uses a literature review from Indonesian history journals or textbooks and research results by sorting valid and objective data according to the data needed or relevant to the theme or topic (Subadi, 2006: 34). In collecting this data; the authors sorted the source data in the form of Indonesian history textbooks, especially for High School Grade X. In addition to collecting sources in journals relevant to the studies, the authors have compiled.

The data analysis technique used in this study is using descriptive qualitative analysis. Qualitative data analysis is inductive, an analysis based on the data obtained, then developed into a hypothesis (Sugiyono, 2019: 320). Based on the hypothesis formulated based on the data, it is then repeated again and again so that it can be concluded whether the hypothesis is accepted or rejected based on the data collected. If the hypothesis is accepted based on data that can be collected repeatedly using triangulation techniques, then the hypothesis develops into a theory.

## ***Results and Discussion***

### **Material Criticism of Indonesian History Textbook High School Grade X**

Indonesian history textbooks are used as reference books or handbooks for history teachers and students in schools throughout Indonesia; various types of books are used. The variety in question is from publishers of history textbooks, starting from the Ministry of Education and Culture or other private publishers. The various types of history textbooks that have been written by academic groups or directly from the curriculum and book center team, the Ministry of Education and Culture of the Republic of Indonesia, shows the importance of history textbooks as handbooks or references for teachers and students in learning history subjects in schools throughout the world. Indonesia.

The importance of writing history textbooks is related to the quality and credibility of history textbooks, both in content/material and in other terms (Rizaldi, 2021), such as presenting valid or authentic historical data so that the effect of presenting data or content that is correct and goodwill affect students' understanding of Indonesian history in the future properly. However, on the contrary, presenting historical data and content that could be better and correct will have a major effect on students' understanding of Indonesian history and have the effect of a long understanding of history that could be more right. So with so many authors or publishers of textbooks popping up daily, of course, there are also many challenges and problems in the history textbooks themselves, especially textbooks that have been circulated nationally and used by teachers and students so that critical criticism and analysis are needed and related to Indonesian history textbooks.

In this discussion, the Indonesian history textbooks discussed and studied more deeply are those for Grade X high school students, which the Ministry of Education and Culture published, the result of the third revision in 2016. The authors of this history textbook come from the team contributors consisting of Amurwani Dwi L et al. (2016). Meanwhile, the textbook review team, namely Purnawan Basundoro et al., are publishers from the curriculum and bookkeeping center, Balitbang, the Ministry of Education and Culture. This Grade X Indonesian history textbook for high school in detail consists of two textbooks, namely the 1st-semester textbook and the 2nd-semester textbook. Overall, this textbook looks up-to-date with a layout in the book that is dynamic and attractive for students in the current era. One textbook consists of 160 pages supported by display pictures or photos of evidence of historical heritage in the book. Although, in other respects, no work is perfect, this discussion will be studied and discussed more deeply in this regard, namely in the next chapter.



Figure 1. The photo of the Indonesian history textbook for Grade X high school, published in the 2016 revision, is shown on the left side of the textbook for semester one and on the right for semester 2. (Documentation of Sholeh, 2022)

This textbook, published by the Ministry of Education and Culture, has been compiled to serve as a handbook for teachers or students at the high school level in Indonesia, which is related to implementing the 2013 curriculum (K-13) in schools, with the hope that the presence of this history textbook will bring convenience to teachers and students in understanding Indonesian history material properly and correctly. In addition, this history textbook is also designed as teaching material that responds to students to be even more active; not only is the teacher active, but students are now demanded to be even more active and responsive to problems so that 21st-century learning outcomes will truly be achieved. Well.

**Weaknesses in Presenting Data and Indonesian History Textbook Material for High School**

The Indonesian history textbook for High School Grade X is written and compiled by the Ministry of Education and Culture's team; based on the results of in-depth observations and studies, there are several weaknesses, especially in the presentation of historical data, including the following:

1. The presentation of historical data evidence in a photo has the wrong inscription left by Sriwijaya. What is ironic is that the data on historical heritage is not only used as a source that is narrated in textbooks but the historical data is used as an example in the form of illustrated photos to strengthen the explanation of historical narratives.

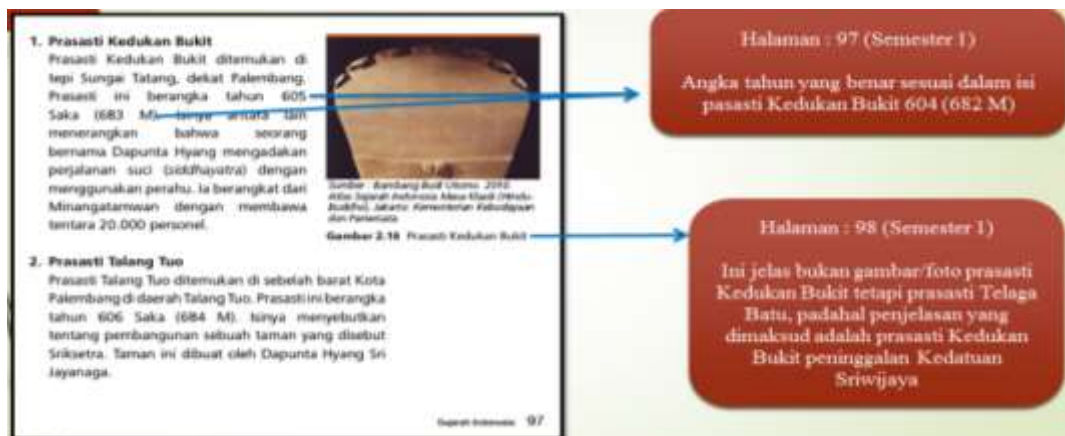
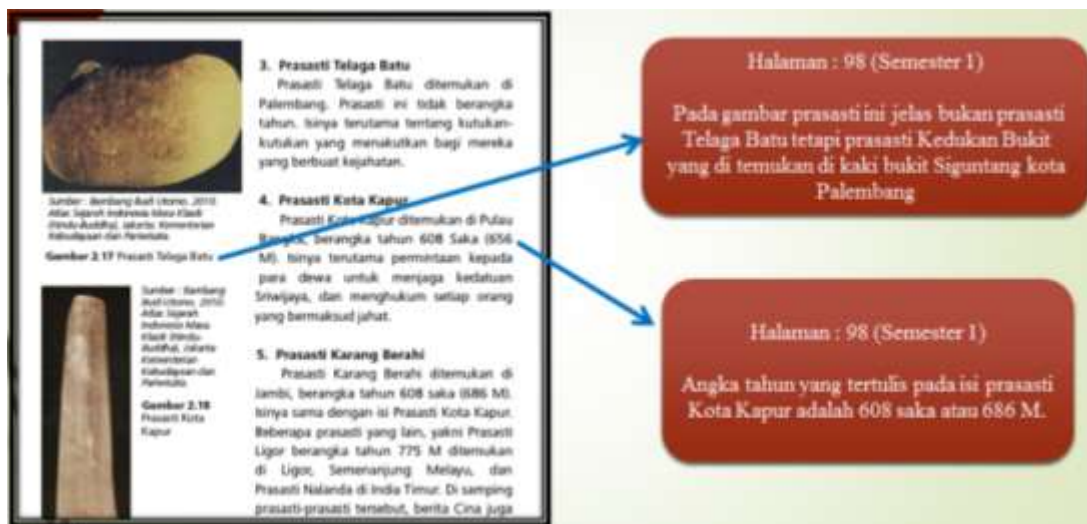


Figure 1. Contents of Indonesian History textbooks (Amuwani et al., 2016)

The picture above shows a photo of the content in a history textbook for High School Grade X, explaining the development of the Sriwijaya Unity in Palembang with evidence in the form of inscriptions. However, ironically the data displayed is in the form of a photo of the inscription, which is meant to be wrong; namely, the photo of the inscription should be displayed as a photo of the Kedukan Bukit inscription. However, instead, the Telaga Batu inscription is displayed as supporting historical data in the narrative in the textbook. Data errors like this are not a High school matter, but on the contrary, the presentation of data in history textbooks that are wrong will have a big impact on students throughout Indonesia who have used this textbook as a handbook in learning Indonesian history for Grade X High School because this Indonesian history textbook was compiled based on policies from the Ministry of Education and Culture as the highest policy system in the world of education in Indonesia. Not only that, this textbook has been circulating since 2014 until now throughout Indonesia. Even though it has been revised three times, the last issue of the 2016 revision still misrepresents the data.

2. Incorrect year data writing, which is written in the description of the contents of the Kedukan Bukit inscription left by Sriwijaya and based on data from the 1992 South Sumatra archaeological report, compiled by Bamabang Utomo and the team (1992), based on the contents of the Kedukan Bukit inscription, it is written that the year 604 Saka or the same in a matter of AD becomes 682 AD. So the data written in the textbook Indonesian History needs to be the more accurate year of data, namely 605 Saka should be 604 Saka or the year written in AD 683 AD; the correct year data is 682 AD (Sholeh, 2017)

3.—incorrect presentation of the image data for the Telaga Batu inscription left by Sriwijaya.

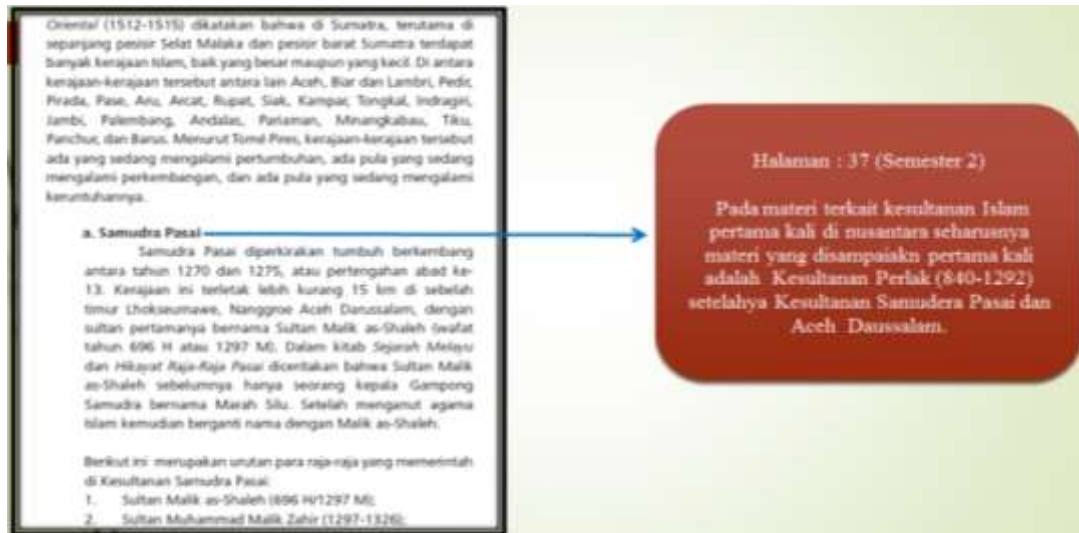


The picture above explains the contents of the incorrect presentation of history textbooks in presenting examples of supporting data for historical evidence of Sriwijaya heritage in the form of inscriptions. The contents of the textbook explain the development of the Sriwijaya sovereignty by discussing the contents of the Telaga Batu inscription. However, it becomes chaotic when showing supporting evidence in the form of a picture of the Telaga Batu inscription, but what is shown is a photo of the Kedukan Bukit inscription.

4. A mistake in writing the year of the Kota Kapur inscription left by Sriwijaya. In the picture above, the textbook's author is trying to explain the contents of the Kota Kapur inscription left by Sriwijaya, which was found in the village of Kota Kapur on the island of Bangka. However, unfortunately, the citing of the year saka numbers that are written is not quite right, namely the year 608 Saka, even though the correct data is 606 Saka. Likewise, the conversion from Saka to AD needs to be corrected; what is written in the textbook is 656 AD. The correct number is 686 AD

(Sholeh, 2019). Errors in numerical data in writing history are fatal mistakes because, in every mention of a specific year, there is a chronological event that cannot be cut into pieces in the narration of history. So also, in interpreting events that will be relevant to events that occurred in other places, it is necessary to be precise in writing down historical data even though the differences are in days, months, and years, let alone centuries.

5. The presentation of material about the Islamic empire for the first time in the archipelago needed to be more accurate.



In the picture above, one of the contents in the Indonesian history textbook for High School Grade X is on page 37 of the textbook for semester 2 (Even). The presentation of the material mentions the development of Islam for the first time, and the first Islamic ruler or sultanate in the archipelago is explained by the Samudera Pasai sultanate, even though the latest data or the results of existing research explain that the first Islamic ruler was the Perlak sultanate (840-1292). The history textbooks that will become guidebooks in learning history in schools should have been carried out before being circulated in schools throughout Indonesia; the central government carried out data validation and material review. So that after this textbook is distributed to schools nationally, it will be fine for future generations of Indonesians to understand their nation's history.

### Historical Values in Indonesian History Textbooks as Student Learning in Schools

History is a science that studies past events, cannot be repeated, actually happened, is rational, scientific, and has benefits for knowledge and the wider community. In this historical sense, it indirectly states that past events are not only to be remembered or remembered by individuals or groups but more than that. So a past event is studied not only as a reminder or collective memory but is indeed studied for knowledge or experience taken from the values of the event as life lessons for the present and the future. Of course, the learning in question is the historical values contained in a past event, both positive and negative historical values in various multidimensional fields of science. So historical values become the main in studying an important historical event, and these values become the main in studying history in schools.

Value is something abstract but contains taste, can be felt, and can be understood by a person or group of people with knowledge. Then talking about past historical events will talk about historical values contained in these historical events. History is not only a reminder of memory or a remembrance of the past, but it is knowledge full of lessons learned from history, namely through the study of historical values. So also the writing in the preparation of Indonesian history textbooks for high school students, of

course in the textbook, writing a historical event containing historical values is very important for students or readers of the textbook to understand and learn.

Historical values in textbooks are very important to be written and described in the form of historical narratives in every historical event written in textbooks. Textbooks do not only write chronological historical narratives because the purpose of historical education is related to how teachers can transfer knowledge in the form of historical learning values in an important past event for the present and the future. Presenting historical values in learning will achieve the learning objectives rather than just conveying chronological historical narratives so that students or students feel easily bored. The history learning received is more about memorizing the names of rulers, when events occurred, where events occurred, and so on; even though it is important in studying history, its historical value is more important for students.

The historical values in Indonesian history textbooks for Grade X for high school should be able to write down part of the subtitles in the textbook. The method used is by first explaining the chronological historical narrative; then, in the subtitles section, you can enter what historical values are contained in these historical events. As an example, the textbooks discussed in this paper relate to Indonesia's history in the Gradeical period (Hindu-Buddhism and Islam). They are starting with the presentation of historical material on the development of the Buddhist-style Sriwijaya empire in Palembang to the expansion of power outside Palembang, such as the regions of Bangka, Lampung, Jambi, the Malacca Straits, and up to the sea around the Indian Ocean. After the presentation of the historical narrative has been completed, supported by evidence in the form of pictures or other photos, the next step is subtitles related to historical values in the development of Sriwijaya sovereignty can be explained with narratives that are easy to students to understand and refer to the material in the previous sub-heading section.

## ***Discussion***

History lessons at school are very interesting when in the learning process using textbooks as handbooks in the teaching and learning process at school. The importance of the history textbook must have objectivity in various aspects of the textbook. As is the case in presenting the material, it must be precise, and the historical data used must be valid and can be scientifically accounted for. The presentation of the material is chronological, and more important, in this history textbook, historical values can be explained easily to be understood by students or textbook readers. With the values described, knowledge transfer will be conveyed properly so that studying history benefits the wider community.

In Ratmelia's research (2018) titled "Moral values in history textbooks: an analysis of Grade X Indonesian History textbooks." This study also explains the values of historical events contained in these events; one of the highlights of this research is related to the moral values in historical events. These moral values are especially in Indonesian High School Grade X history textbooks. In addition, research conducted by Afiqoh (2018) is titled "Inculcation of local wisdom values in Learning the History of Islamic Development in Indonesia in Grade X Students." This study is certainly related to historical values contained in history textbooks for Grade X, namely how the historical values in question are historical values in the form of local wisdom values. This study also explains how the importance of historical values must be taught by students, especially related to local wisdom values in their respective regions.

In Ratmelia's (2018) and Afiqoh's (2018) research, as briefly stated above, the contents of their research both study historical values contained in a past event. So that historical events convey values that are important and useful for present and future life. Because studying history will feel incomplete if you only know enough according to what questions, who, where, and so on without knowing what historical

value can be taken as learning value from the past for the present and the future. Studying history is not to get a material or physical advantage for people who study history but to study history to get knowledge that is not material but provides benefits for human life today and in the future. By studying history, you will learn historical values, which are full of knowledge and experience, to make people wise.

As in the description of this research, and also explained in the previous section, namely related to criticism of Gradeic Indonesian history textbooks for High School Grade X, so as a whole, it can be understood the importance of writing a history with data and presentation of historical data that is precise and correct. Likewise, the Gradeic Indonesian history textbook for Grade X is explained not only to write chronological history in the textbook, but it is time to explain what historical values are contained in the historical events being studied. So that studying history gets useful knowledge for human life through the values contained in that history.

### **Conclusion**

The Indonesian history textbook for High School Grade X published by the Ministry of Education and Culture as a result of the 2016 revision has various inputs in the field of material, presentation of historical data, and sub-materials on historical values that need to be presented properly. The writer or compiler should have been more thorough in Indonesian history textbooks, especially regarding the presentation of historical data. There are errors in displaying examples of images of inscriptions left by Sriwijaya, including errors in writing the year in the description of the contents of the inscriptions, systematic presentation of historical material that is less chronological, presentation of historical data about the first Islamic sultanates in the archipelago which do not use the latest research data.

In Indonesian history textbooks, it is better to present historical values contained in historical events, which are presented in the subtitles section after the chronological presentation of history. Historical values must be written and conveyed in history textbooks because every important historical event must contain historical values that are very important for students' knowledge because studying history is to transfer historical values contained in historical events.

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