

Proceeding books:

The 2nd International Conference and Innovation Exhibiti on Global Education (ICEGE)

Doi: <https://doi.org/10.22236/ie.v1i1.146>

Defense Heritage Curriculum in Indonesian Schools

Moh. Suryadi Syarif¹, Arum Fatayan¹, Abd. Rahman A. Ghani¹, Jeanne Francoise²

¹University of Muhammadiyah Prof. DR. HAMKA

²Indonesia Defense University

Correspondence email: suryadi_syarif@uhamka.ac.id

ABSTRACT

This academic paper, that would be presented in *The 2nd International Conference and Innovative Exhibition on Global Education (ICEGE)*, 17-18 January 2020, University of Muhammadiyah Prof. Dr. Hamka Jakarta, offers a novelty about defense heritage curriculum in Indonesian schools, not just in text books, but also valuable activities. To explain the research output, this paper is using the theory of Defense Heritage, Modernism, and Education Evaluation by Prof. Abd. Rahman A. Ghani, with the qualitative method. The theory of defense heritage is used to explain the definition of defense heritage, while theory of modernism is used to explain that modern schools need modern curriculum to be more adapted with reality or threats that faced by Indonesian people. Education evaluation is used to know more about how this idea can be implemented in realistic way in some schools in Indonesia. This paper aims to raise more awareness about the importance of defense heritage in history curriculum and also to create more valuable activities for students to know more about the historical buildings, monuments, or museums around them, are important for Indonesian history.

Keywords: defense heritage, modernism, history curriculum, Indonesian history, school

INTRODUCTION

Indonesia is one of 161 countries, that participated and ratified UN General Assembly meeting proposed by UNESCO to define an international instrumental binding law to do protection of intangible heritage (Francoise, et al., 2008, p.88). On her research about defense heritage, Francoise stated that Indonesian government does not really apply about defense heritage concept.

For example in Padang and Surabaya, defense heritage is implemented as integral part of cultural heritage, so that the budget and activities related to preserve historical building is under cultural heritage concept. Although we know that defense heritage concept is quite different with cultural heritage concept, that is mentioned in Method section in this paper.

Besides, there is no coordination of heritage-related activities between local governments and central government. If local government does not have historical building, then they do not have budget to do some observation to search and if the local government have historical buildings, but they don't have budget, then what we can see is the abandoned pieces of art. There are lots of abandoned buildings or historical sites damaged, just because there is no budget for restoration.

It does not matter if there is still no defense heritage policy in Indonesia, or while Indonesian government, historians, NGO, or defense heritage analyst like Jeanne Francoise from Indonesia Defense University are in the process of creating the suitable defense heritage concept in Indonesia, here we can still discuss defense heritage curriculum in Indonesian schools.

This paper does not yet conduct field research in schools, but we can observe what we need to create defense heritage curriculum, as part of modernization our school curriculum, so that students don't feel bored to study about History, as well as Indonesian government provide more budget of creative activities for students to understand deeply their roots in history, as the nation of winning, not "*nation of babu*".

Proceeding books:

The 2nd International Conference and Innovation Exhibiti on Global Education (ICEGE)

RESEARCH METHOD

Defense Heritage

Article 1 of the United Nations Organization, Education and Cultural Convention (UNESCO) (1972) has three broad categories of cultural heritage; monuments, building groups and sites. The term cultural heritage includes movable heirlooms such as paintings, sculptures, coins and manuscripts, immovable inheritance such as monuments and archeological sites and underwater cultural heritage such as shipwrecks, underwater ruins and cities. This also includes intangible items such as oral traditions, performing arts and rituals (UNESCO, 1972) (O'Brien, et al, 2015, p.99).

Historic buildings or historic sites are defined as official locations where pieces of political, military, cultural, or social history have been preserved because of their cultural heritage values (Othman & Elsaay, 2018, p.1705-1707).

Modernism

Rosana (2011, p.46) said that modernism and social change is two aspects that linked each other. Modernisation is essentially covering a lot of fields, but which field would be prioritized by such community, it depends on how is the policy that ruled that community. Modernization is almost in the beginning faces the disorganization in the society, moreover those which concern values and norms inside the society, where that society is not ready for change, because the change is so fast with no pause. This can cause continuous disorganization, because society never has time to build reorganization.

In her newer research in 2015, Rosana (2015, p.67) also said that modernization can be released from human life, because modernization is one of social change that happens in the society. Society cannot avoid it because each society human is always facing changes and always want to change. Changes in that society life is a normal social phenomenon, because each human has unlimited desire or interest.

Education Evaluation

Prof. Abd. Rahman A.Ghani (2008, p.165) on his research said that learning is a system whose its substances are interacted each other. The success of the learning is can be determined, for example, by teacher skills in choosing and implementing the right method and learning strategy used by the students. Prof. Abd. Rahman A.Ghani also said that one successful method on learning is students' independent learning.

One measuring tool is used to evaluate learning quality, as well as to encourage student learning activity, is formative evaluation. It is integral part of learning, to identify learning needs and difficulties in learning. Measurement instruments used in evaluation education can be some tests, quiz, essay, or multiple choices. Non-test can be scale, observation, and interview (Ghani, 2008, p.166).

RESULTS AND DISCUSSION

If we connect to Max Weber research that there is a relation between Religion and Economic growth, as Indonesians we can agree that Religion is first point in our philosophy, Pancasila and it becomes the moral compass on what we want to do with our future education.

Our future of history curriculum will be modernized by the need of knowing the defense heritage concept, that recognized by UNESCO lately in 2000s. The existence of this defense heritage concept is in line with modern history learning. The modern world wants to know more about the global history, to find hidden treasure of a nation, or to find a way to protect historical buildings, because perhaps there will be nuclear war or World War III after US-Iran tension.

If other countries already changed their history curriculum, then Indonesia must start this trend, but the changes does not mean to be Westernized. The curriculum changes must lead to the more civilized society of Indonesian people.

Proceeding books:

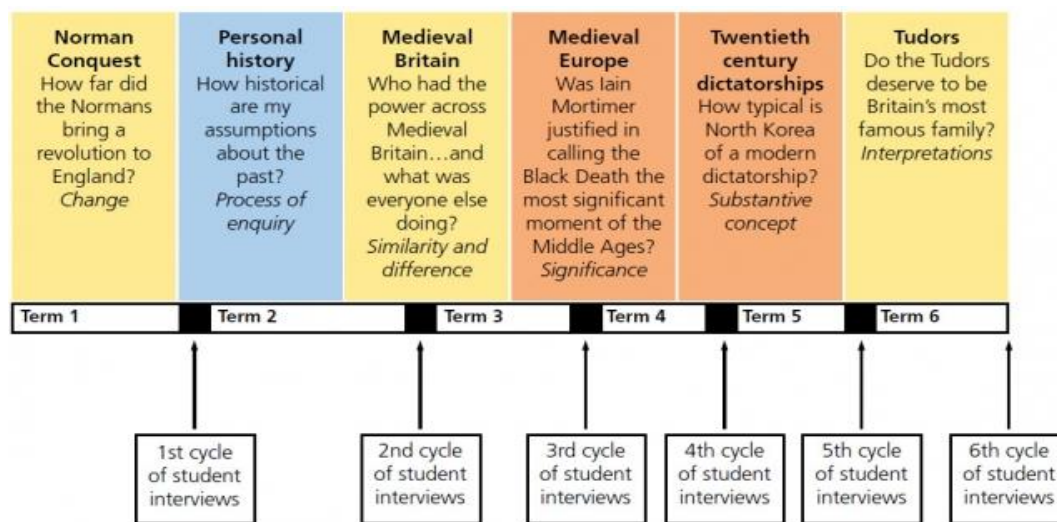
The 2nd International Conference and Innovation Exhibiti on Global Education (ICEGE)

Authors agree on Inkeles-Smith research (quoted on Rahayu, p.78) that the core aspect of modernization is human quality. It is why this paper will talk about the importance to add defense heritage curriculum in Indonesian schools, because to know history is to predict future.

If we can take a look on History curriculum in American schools, we can find that teachers put the students to think or criticize, not just accept the history, so students can learn the errors, bad and good people, or inevitable war, to predict the future. Students are the future leaders of the nation. To add critical questions like that, is also such effort of teachers to do education evaluation, that is explained by Prof. Abd. Rahman A. Ghani on Method section of this paper.

Indonesian history curriculum is still on process to be more modernized and more student-centered. In Indonesia, teachers just give subjects to be memorized by students; the dates, people, and events. If the students are creative, they can go to Google and find the whole history, but the problem is what will be in test are those given by the teachers and students don't ask critical question, such as "why A is hero, but B is not?".

Figure 1: Example of history curriculum in American school



(Note. Source: Watson, April 2019).

Figure 2: Example of history curriculum in American school

Grade 9	Grade 10	Grade 11	Grade 12
European History	Nonwestern Cultures	United States History	Dual Enrollment World History*
Honors European History*	Honors Nonwestern Cultures*	AP United States History*	Honors Renaissance History
Honors Renaissance History*		Honors Women's Studies I and II (1 sem each)	Honors Women's Studies I and II (1 sem each)
		Government (1 sem)	Government (1 sem)
		Economics (1 sem)	Economics (1 sem)

* Department approval required

Note. Source: Salem Academy

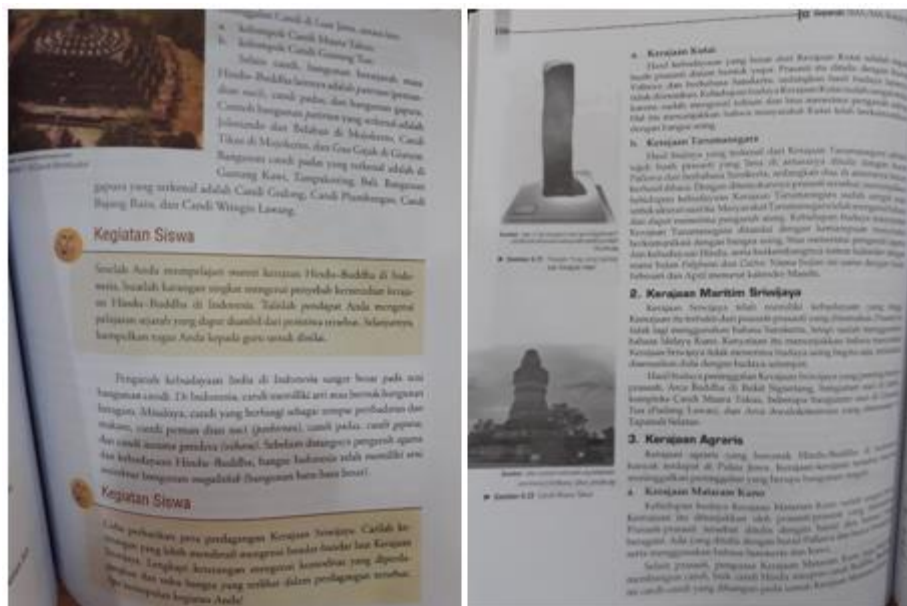
Moreover, by adding defense heritage curriculum, students can be more active in *Bela Negara* under Indonesian Ministry of Defense's state defense program, for example visiting fortresses, hiding caves,

Proceeding books:

The 2nd International Conference and Innovation Exhibiti on Global Education (ICEGE)

national and local museums, historical ports, and others. Currently, based on 2015 National Socio-Economic Survey data, only 6.43% of Indonesian people visit historical relics and cultural heritage. When viewed from the aspect of age, those who visited the museum under the age of 17 were only 8.57% while 5.07% were at the adult age (Source: Indonesian Ministry of Education and Culture, 2019).

Figure 3: Example of history on Indonesian high school book



Note. Source: Gramedia

The Novelty of this paper is to add defense heritage curriculum with several aspects:

1. Modernization curriculum is not Westernization curriculum.

Indonesia implementation of defense heritage curriculum is perhaps different with other countries, because each country has their own perspective of history. For example there is education evaluation for students to visit the nearest historical building, monuments, or museums in their city and after that they must write report in essay format. Then in class students can discuss why some buildings are important for a nation, but is seen as bad memory for other nation.

2. Teachers give students more space to have critical thinking in history class.

In New Year 2020, Jakarta and surrounding areas had experienced big floods. This experience can be used as education evaluation, for example in history class, teacher can ask “what do you do if there are defense heritage buildings, museums, or artefacts, were broken by natural disasters?”. First of all students must know if there are nearest historical building, monuments, or museums in their city.

3. Comparative study on defense heritage curriculum.

Indonesia is the biggest country in ASEAN. In first step of creating defense heritage curriculum, Indonesian Ministry of Education can invite other ASEAN countries' Ministry of Education to listen their experiences about the changes of history curriculum in this modern time, so we can evaluate which is the best and suitable curriculum of defense heritage for Indonesian students. Then evaluation education still continues.

CONCLUSIONS

Defense heritage is new concept for ASEAN countries. The countries that are ready to build the defense heritage concept are coming from developed countries, such as America, Australia, Europe, and Singapore. Indonesian government only recognize cultural heritage activities.

Proceeding books:

The 2nd International Conference and Innovation Exhibiti on Global Education (ICEGE)

Indonesia can add defense heritage curriculum, so that students are aware of the nearest historical building, monuments, or museums in their city, respect the nation founding fathers and heroes, being proud of the nation, and to anticipate historical misunderstanding. This change curriculum can be helped by the evaluation education as part of modern education, to preserve national history and to prepare students as future qualified human being in the Golden Year 2045.

REFERENCES

- Francoise, Jeanne and Gerald Theodorus L. Toruan. 2019. "Defense Heritage Policy Review In Supporting Padang Local Tourism", *The 2nd International Conference on Culinary, Fashion, Beauty, and Tourism: Industry 4.0 Toward Opportunities and Challenges of Implementation at Tourism Sector*, State University of Padang, 9-10 September 2019.
- Francoise, Jeanne; I Wayan Midhio; and Triyoga Budi Prasetyo. 2018. "Defense Heritage Protection in Indonesia", *International Journal of Multidisciplinary Thought*, Vol. 07, No.02, pp.87-98.
- Francoise, Jeanne, Mohammad Suryadi Syarif, and Prof. Abd. Rahman A.Ghani. 2019. "Surabaya City as The Centre of Indonesian Defence Heritage Tourism", *Los Angeles International Business Education Social Sciences Tourism and Technology*, 12-13 December 2019.
- Ghani, Prof. Abd. Rahman A. 2008. "The Effects of Formative Test and Learning Autonomy on the SMA Learners' Achievement in Economics in Jakarta Province", *Jurnal Penelitian dan Evaluasi Pendidikan, Nomor 2, Tahun XII, Tahun 2008*.
- O'Brien, Geoff, et al. 2015. "Developing a model for building resilience to climate risks for cultural heritage", *Journal of Cultural Heritage Management and Sustainable Development, Vol.5 No.2, 2015*.
- Othman, Ayman Ahmed Ezzat&Heba Elsaay. 2018. "Adaptive reuse: an innovative approach for generating sustainable values for historic buildings in developing countries", *Organization, Technology, and Management in Construction*, 2018.
- Rahayu, Teguh Imam. "Teori Pembangunan Dunia Ketiga Dalam Teori Modernisasi Sub Teori Harrod-Domar: Tabungan dan Investasi". Fakultas Ekonomi dan Ilmu Sosial, Univ. Sultan Fatah Demak.
- Rosana, Ellya. 2011. "Modernisasi dan Perubahan Sosial", *Jurnal TAPIs Vol.7 No.12 Januari-Juli 2011*.
- Rosana, Ellya. 2015. "Modernisasi dalam Perspektif Perubahan Sosial", *Al-AdYaN/Vol.X, NO.1/Januari-Juni/2015*.
- <https://www.history.org.uk/publications/resource/9559/structuring-a-history-curriculum-for-powerful-reve>
- <https://www.salemacademy.com/academics/courses-of-study/history-curriculum>
- <https://kebudayaan.kemdikbud.go.id/museum-harus-bergerak-maju-dan-membuka-diri/>