



A Analysis of "Academic History" Writing in the 2013 Curriculum History Learning

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Abstract: The writing of history books, including history textbooks/modules, cannot be separated from the spirit of the period in which they were written. According to the development of historiography in Indonesia, there are at least three forms of historical writing, namely ideological, inheritance, and academic, which are the result of how a period affects the composition of historical texts. Academic history is a term to describe how historical texts are processed from a rigorous methodological stage of historical research, or what is known as historiography. The method used in this research is content analysis method. This method works by collecting and analyzing the meaning content of a text. The analysis focuses on the historiography of historical textbooks used in schools, especially the 2013 Curriculum History Module issued by the Ministry of Education and Culture in 2020, how the module correctly reconstructs events or how they are arranged based on the principles of historical science. Some scientific requirements such as the source of the facts used, the truth of the facts, the approach to the facts, the spatial aspect, the time aspect, whether those have been fulfilled properly or not.

Keywords: Academic history, History textbook, History module, 2013 curriculum, Historiography.



Introduction

Academic issues are an interesting aspect to study in historical writing. The term history is often used with the term history which exposes past events with more structured and analytical arguments (Mulyana & Darmiasti, 2009). Arguments in academic history are of course limited by caution to avoid narratives that exceed facts (Wilaela, 2016). So the writing of this academic history will guide the reader to be critical by tracing the evidence to its origin and uncovering the details that make up the argument (Hitchcock, 2013). It is natural that academic history writing is usually written by a history expert who was born from a university environment with a history or related discipline (Sikarskie, 2013).

Because of its critical and analytical nature, academic history is considered important for students to study. This is because historical education is expected to be able to contribute to producing graduates who are critical and able to face the problems that exist in the present and in the future, both the problems they have and those that occur in the community (Widja, 2018). Critical and analytical learning are considered to be very much needed (Chusni et al., 2021), with these two aspects, ideally students can solve existing problems instead of just being able to deal with them wisely. However, it seems that the system applied in history learning in schools has not accommodated the need for critical and analytical learning (Syaputra & Sariyatun, 2019).

Methods

The approach used in the study of this textbook/module is a qualitative approach. This approach is holistic and often involves a rich collection of data from various sources to gain a deeper understanding (Nassaji, 2015) by providing a descriptive picture of more specific social situations by focusing on certain aspects (Nasution, 2019).). The author describes the actual picture of the reality under study, namely the reality in the SMA Learning Module, more specifically Indonesian History Class X KD 3.1 to KD 3.8.

Table 1. List of KD, Materials, and Authors in the Study of the Modules Discussed

No.	KD	Materials
1	3.1	Synchronic and Diachronic Thinking Concepts in History
2	3.2;	Change and Sustainability in History
3	3.3;	Early Human Life and The Origin of Ancestors
4	3.4;	The Life of the Indonesian Prehistoric Society
5	3.5;	The Process of Entry and Development of Hindu-Buddhist Religion and Culture in Indonesia
6	3.6;	The Development of Public Life, Government and Culture during the Hindu-Buddhist Kingdoms in Indonesia
7	3.7;	Theory about the Entry Process of Islamic Religion and Culture to Indonesia
8	3.8;	The Development of Community Life during the Islamic Kingdom

The data used is in the form of text or historical narrative in the module. Processing and analysis of data used by means of content analysis (content analysis) of the text. Content analysis is an analysis that is flexible enough to be applied to textual, visual, and audio data (Stemler, 2015). Content analysis is an analysis used to identify and document the attitudes, views, and interests of individuals, small or large groups, or different cultural groups (Dricko & Maschi, 2016). The author tries to read carefully the description of historical material in the textbook and then it is marked based on the category of history as history science and education.

Results and Discussion

Textbooks or history lesson modules are one of the sources commonly used in schools that function to support the learning process (Lau et al., 2017). Usually modules are written by experts or experts in the field (history). In Indonesia, history textbooks/modules are usually written by lecturers, teachers, and people with an interest in history. Textbooks or history modules are one of historiographical works, so even if they are intended for educational purposes, the



text/module cannot be separated from the rules of historical (academic) scholarship.

There are six academic rules that apply in history textbooks/modules as revealed by Sjamsuddin (in Sumaludin, 2018), namely:

1. The factual substance that must be accounted for
2. Interpretation and or explanation
3. Presentation and rhetoric that must be in accordance with developmental psychology theory
4. The introduction of historical concepts (Indonesian and General) needs to use criteria
5. Technical-conceptual history textbooks follow the GBPP (curriculum)
6. Complete illustrations, pictures, photos, historical maps in informative and narrative settings and layouts.

History textbooks/modules must contain factual substances that must be accounted for and presentations that are in accordance with the academic tradition of historical education. However, if it is not balanced with easy language and interesting delivery. Will make writing nothing more than a sea of facts that make students feel bored. As revealed by Hasan (2012) that concern for dry, straight-forward academic aspects and emotionless delivery will cause history textbooks to dry up, especially if the book is used fully in the learning process.

Based on the study of the Class X High School History module, here are some examples of the results of text analysis:

1. Illustrations, pictures, photos, and maps are informative and equipped with narrative explanations, it's just that there are many layout errors that reduce the clarity value of the illustrations displayed, such as the display of images of Paleolithic relics without descriptions of object names and inserted in other narratives (wrong place).
2. The conclusions from the statements expressed are considered less coherent as ideas to be conveyed. The author describes new ideas outside of the writing in the content section, considering that in the content section, the author does not mention the various techniques in farming or mention that rice fields are a certain technique of farming. Even if you want to mention the relationship



between farming techniques in today's society and the people of the Neolithic era, the author should first mention the difference between *berhuma* and rice fields. If you want to present a new idea in writing, you should make one or two paragraphs that are constructive in the content section. Such errors will usually make the reader feel confused in determining the essence after reading the conclusion.

3. The statements have tried to reveal the arguments of each theory of the entry of Hindu-Buddhist teachings and culture into Indonesia in a fairly exploratory manner, where it is called the difference in theories that focus on seeing the role of the Indonesian nation, whether passive or active. In the Indonesian History Module KD. 3.6 several relics to prove the existence of these two teachings and cultures have also been tried to be presented, only that there are evidences and explanations tare expressed inappropriately.

Discussion and Recommendations

Textbooks/modules are an important part of the history learning process and this can be understood because historical textbooks/modules are considered as the most important teaching materials so that their existence is an inseparable part of the learning process. Textbooks/modules for history lessons, even though they are intended for educational purposes, do not mean breaking away from the use of historiographical academic principles in the science of history. Scientific requirements must still be considered. Some scientific requirements such as the source of the facts used, the truth of the facts, the interpretation approach to the facts, the spatial aspect, the time aspect, and so on. Ideally, there is a synchronization between the educational mission and the use of scientific principles in the historiography of history textbooks.

Therefore, it is better if the content, whether the textbook or the history module is written carefully, checks readability, neatness of the layout, pays attention to the coherence between sentences in the ideas to be conveyed, and of course academic rules, namely the accuracy of the explanations and evidence revealed. It is also deemed necessary to balance students' reading, not just fixating on the textbook, other historical sources are already very easily accessible to students. The teacher as a facilitator is another aspect that must be considered, history with heavy arguments will be understood through the delivery of a good teacher.

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