



Militarization of History Education: A Study on New Order Era History Textbook

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Abstract. Textbook is one among main components in a learning at school. The writing process of a history textbook which is different than other majors depends on the interest of the ruling regime. This article aims to study military influence in history textbook writing during New Order Era. This research is a qualitative research which examines the narration in the history textbooks of New Order Era. Paul Ricoeur's hermeneutic-phenomenology approach is used in this research. The result of this study shows that history textbooks during New Order Era were used as a tool to legitimate the power. The historical narrations showcased the role of President Soeharto and the military. This is apparent in materials which give too much emphasize on topics about war, President Soeharto's role, supremacy of the Army, post-independence rebellions and the Communist Party.

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INTRODUCTION

The New Order regime in Indonesian history holds powerful influence. President Soeharto led this regime and ruled Indonesia for 32 years. In definition, the New Order is a regime which ruled from 1966 to 1998 (Dwicahyo, 2013). The government was established the moment Soeharto was appointed as an Interim President on February 12th, 1967 through the decree of *Majelis Permusyawaratan Rakyat* (MPRS) (Ismail, 1999, pp. 104–107). The term "New Order" (*Orde Baru*) was a term made by the regime itself to mark the new political order, separated from its predecessor called "Old Order." Therefore, New Order is not a post-vacuum term. Instead, it was a term intentionally made by the government to separate itself from the Directed-Democracy Order (Dwicahyo, 2013).

Since its emergence, the New Order government under President Soeharto made efforts to improve the nation's life once again. The government had four basic governmental management principles. *The first* is to conduct Pancasila and *Undang-Undang Dasar 1945* (UUD 1945) purely and consequently. Soeharto stated that the establishment of New Order was none other than to reshape people's life, the nation and the state. All of them must be based on the pure application of Pancasila and UUD 1945.

The second one is to fill the independence by realizing justice and welfare for all the people based on Pancasila and UUD 1945. *Third*, to build a state system which places the law as at the highest aspect of nation's life and to build a democratic society. *Fourth*, to carry on national building in all life aspects (Tim Pembinaan Penatar dan Bahan Penataran Pegawai Republik Indonesia, 1978, pp.167).

New Order's political power placed economy as its focus. By improving economic life, the government could gain sympathy from people despite the fact that it had just seized the power (Hariyono, 2006). In order to make the economical building easier, the government should maintain the political stability and national security. As it is stated by Moertopo, (1983, pp. 26–28), those two aspects are the requirement for the national building.

The orientation of economical building during the New Order often made Indonesia regarded as a country which followed the idea that national building (modernism) is everything (developmentalism). In that time, national building almost regarded as a "new religion" for most third world country (Fakih, 1996, pp. 69–107). In return, building-ism during New Order also bore new problems in education.

Stefan Stanciugelu, stated that in a totalitarian system like New Order, the relationship between the arbitrary selection of cultural significances and the power connections is very apparent. In this case, Soeharto's government used ideological manipulation through education to carry out its goal. Through education, the country wishes that her people can embrace the same ideology as the government, so that a favorable political circumstance occurs.

In this regard, the New Order government exerted a centralistic control which dominated local power. This pattern of political control also pushed uniformity over all aspects, including education. This caused the format of curriculum, textbook and even the learning result evaluation regulated uniformly, based on the instruction from the central government in Jakarta. This policy shut down any space for creativity, development and improvement for education which was suitable for social, economy and culture of the people (Tilaar, 1998, p. 26).

Related to history major, the New Order government was also aware that this major was a suitable tool for carrying out its political policy. Such idea is based on the fact that the major has significant role in building morality, nationalism and national character in order all the students become good citizen (Safitri, 2016, p. 645). Through, national seminar in 1971, the government succeeded to stop the philosophical and methodological debates about history. This success also affected the production of knowledge in history education.

The writing of history textbook for learning at school in essence is a part of development in Indonesian historiography. The idea to write history book actually had occurred during the early time of independence. During the Japanese occupation, there was a project to make a nationalistic history textbook. The result was two volumes of book from Sanusi Pane which were improved right after the independence.

The idea to write history book with national characteristic was based on the reality that during the early years of independence, the history textbooks in the market published by both government and private mainly used Dutch's point of view. Subsequently, there were efforts to build Indonesia-centric narrations since the demand of the education during that time was to build national character. Therefore, the development of history textbook has a strong bond with the spirit of the era which mark it (Sumaludin, 2018).

It is undeniable that when we talk about the New Order, what we think is militarism since the government was controlled by the military. The government also gave a social and political message that the Army was the leader. As a result, all struggle was pushed to build nation's power in order to achieve national stability as a requirement to support national economic growth.

Based on Ali Moertopo's view related to the Army, the Dual-Function of the Indonesian National Guard (ABRI) during New Order was the dynamic of civilian and ABRI. It implies that the relation between civilian and ABRI should be conducted with utmost responsibility to keep the order based the situation and need (Moertopo, 1983, p. 256). All the head position in country's bureaucracy whether it was legislative or executive were taken by the military. Even in the informal and non-legal affairs, military would always be present.

When there was a demand for national values in 1983, a change in national curriculum happened in the next year which bore new form of history major, History Education of National Struggle (PSPB), aside from National History which had a similar focus with its new counterpart. From that reality, it is not too much if we place suspicion about any practice of education politicization over the history major curriculum, especially after the introduction of PSPB since it was designed to shape the young generation like what the government during that era intended (Safitri, 2016).

This study aims to delve into the design of New Order era history textbook. This study analyzes books which were published by the government through the Ministry of Education and Culture (*Kementerian Pendidikan dan Kebudayaan*) of Indonesia and private company as well. Such topic is chosen since it is related with the theme about history of militarization in history textbook.

METHOD

A history textbook describes the existing social attitudes which reflects the political view of its author and their understanding of social and political demands. A textbook also becomes an important media for presenting key facts or events of a nation, making looks either heroic or tragic (Shnirelman, 2011, p. 126). Thus, a study about history textbook can give a wide breakthrough about the regime in charge and its political steps in utilizing historical education for its interest.

To fulfill this purpose, this research uses Miles et al., (2014, p. 27) qualitative method which can describe a phenomenon as it is. For the approach, this study uses hermeneutic-phenomenology approach which was developed by Paul Ricoeur. Ricoeur (1991) stated that his approach is an effort to understand a phenomenon scientifically and comprehensively. By using these method and approach, this study tries to discover a phenomenon of the writing of militaristic history textbook in New Order era.

This research uses qualitative method to verify a number of theories and propositions about textbook developments the in past, namely the development during New Order era. This method is chosen because this study focuses itself on the process instead of its result. Qualitative method allows this research to interpret the writings, saying and act of the informants involved (Moleong, 2007, p. 7). In order to

produce a palpable analysis result, analytic induction is used to verify the theories and propositions which were discovered through observation on the field.

Takwin (2011, p. 2) viewed that Ricoeur's approach is a synthesis from some hermeneutic and phenomenology methods. Ricoeur argued that both hermeneutic and phenomenology are inseparable. Phenomenology is a base assumption which is unchangeable for hermeneutic. Phenomenology may not function to understand phenomenon as a whole without hermeneutic which interprets subject's experience.

This research describes a phenomenon in a comprehensive manner, in that it needs a complete and impartial understanding from its context. Therefore, Ricoeur's hermeneutic-phenomenology approach is suitable to study this phenomenon about the controversial history textbooks. This research analyzes terms related to "superiority," whether it is in the form of words, sentences and phrases as well. These terms are not only an object of particular knowledge, but also an object of vision. These terms are also placed as a sign of interest-group's presence ((Derrida, 1997, p. 12) as well as other groups which are represented by "inferior" terms. These other groups or "inferior groups" are usually regarded as the opposing side which often addressed by group in power as evil since they did not concur with the government.

RESULTS and DISCUSSION

Main Characteristic of History Textbooks During New Order Era

Paxton (in Percy, 2014, p. 46) stated that historical narrative is, instead of scientifically made, it is the creation of the author which is configured personally. The narration is more like an act of rhetorical interpretation and the historical narratives during New Order is also included. Textbooks or other history books as a form of narration during this era possessed rich political and ideological content since the goal was to legitimate Soeharto's regime. The books also materialistic in some sense which befitted with the narration at that time. For this study, the researchers took five textbooks from New Order era which are:

1. *Sejarah Nasional Indonesia Jilid 3*, authored by G. Mudjanto et al;
2. *Sejarah Nasional Indonesia dan Dunia, Program Inti, Jilid 3*, authored by Ibnuoe Soewarsono;
3. *Sejarah Nasional Indonesia 3*, authored by Nugroho Notosusanto;
4. *Sejarah I*, authored by Supartono Widyosiswoyo;
5. *Sejarah Untuk SMA*, authored by Z.H. Idris dan Tugiman.

The following, is the result of the discovery from those books.

Contents About War with Large Portion and Provocative Titles

In one of the books, namely *Sejarah Untuk SMA* (Idris & Tugiyono, 1979), researcher found that materials related to wars and conflicts get large portion. Aside from that, many terms which have strong tie with such topic like *confrontation, battle, skirmish* and even terms which pointed to any hostile action are over-used.

This militaristic pattern and way of introducing history is also found in some chapter titles. For example, in the fourth chapter of *Sejarah Untuk SMA*, the title is *Relation with Europe and Its Paces: Era of Confrontation, Swindling and its Aftermath on 1870*. This chapter explains about the struggle against European invasion in 16-17th century which divided into some sections and described as follows.

- 1 The Sultanate of Ternate's success in warding off Portuguese from North Moluccas during the war (1570-1575).
- 2 The failure of allied forces of Demak, Aceh, Palembang and Bintan to seize Malacca from Portuguese on 1513.
- 3 The success of Commander Fatahillah from Demak in liberating northern coast of Java and holding the port of Sunda Kelapa in which its name changed to Jakarta on June 22nd, 1527.
- 4 Sultan Hasanuddin's hostility as Dutch East India Company's enemy from East Indonesia and Bugis marines' confrontation against Dutch (Idris & Tugiyono, 1979).

Explicit titles about war are also found in the next chapter of this book. In the fifth chapter which title is "War Against Colonialism and Their Backgrounds," war and struggle are always become the title of every section. Struggles in Moluccas; *Padri War and Its Background*; War of Diponegoro (Idris & Tugiyono, 1979, pp. 43-50) - are some of these war-themed titles in this chapter. From this finding, it can be inferred that a military domination is very prominent.

Other than militaristic color of the narration, *Sejarah Nasional Indonesia Jilid 3* (Mudjanto, et al., 1992) also provides a number of provocative titles in its chapter. In this book, there are section titles like "The Denial of The Spirit of 1945," "The Trial of Liberal Democracy System" (Mudjanto, et al., 1992: 133) and "The Trial of Directed-Democracy" (Mudjanto et al., 1992, p. 154). These titles only showed that the book was intended to attack the group which was regarded by the ruling regime as an opposition, namely the Old Order.

Soeharto's Role and Program Showcase in Many Events

One of the most striking character of history textbooks during New Order is the showcasing of Soeharto's role, although in reality, he only held insignificant merit compared to other figures. The goal was to depict his figure as a hero. Even in *Sejarah Untuk SMA*, he was mentioned together with some high-ranking soldiers of the Army although at that time, he was only an ordinary officer (Idris & Tugiyono, 1979, p. 74). This kind of forced-mentioning only gives the impression that the ruling political group had purposefully used the book as a tool to claim legitimacy.

The narration in the book even goes as far as giving a full regard to Soeharto in rather exaggerating manner while implicitly putting aside the role of a local ruler of high regards, Sultan Hamengku Buwono IX (Idris & Tugiyono, 1979, p. 89). Soeharto who at that time had become a colonel is described as person who initiated the Mass Strike of March 1st, 1949 and successfully held the city of Yogyakarta for six hours. In fact, it was the Sultan who planned the attack in the first place while units from the Army executed it. It was not merely Soeharto who led the strike. Instead, the attack unit were divided into three groups and Soeharto only led the eastern one. Nevertheless, the book only mentioned him as the only person who brought a success in the attack.

Materials about the New Order and its programs are not different. The showcase of its program which always proclaimed itself as the best while following Pancasila and *Undang-Undang Dasar 1945* are found almost in all the books. In this case, the programs are mentioned briefly but detailed like Soeharto's policy of Five Year Development Program (Widyosiswoyo, 1979, p. 226). Beside this, there are also statements which point the vague advantages of New Order's power in a eutopic manner like in *Sejarah Nasional Indonesia 3* (Notosusanto, 1992, p. 230).

Supremacy of The Army

The New Order always involved military in every institution it built in order to support its rule (Budiarso, 2000, pp. 2–3). During this regime's reign, the military was not only functioned as a national guard, but also took wide role in civil affairs. The most conspicuous organizations in these policies related to this were the Dual-function of ABRI, ABRI in the legislative assembly and other civil bureaucracy.

This kind of privilege is also apparent in the book in which ABRI or the Army is depicted as a supreme organization that fought for noble cause. In *Sejarah Untuk SMA*, there are a handful of descriptions of ABRI as an excellent institution which protect the country. In reality, it was not a mistake to regard the ABRI as the only organization for the country's defense. However, the descriptions in the book are hyperbolic and over-praising the ABRI (Idris & Tugiyono, 1979, p. 87).

Disregard of Soekarno's Role

As it is stated prior, the New Order has an objective to eradicate any influence from its predecessor. The Old Order was always be regarded as a bad example, thus the regime built narrations which disregard it. Since President Soekarno was the symbol of the Old Order, the regime placed accusing narratives in history books at him for any political blunders he made.

Among many examples of this kind of treatment, the first can be found in *Sejarah Untuk SMA*. In that book, it is stated that without Soekarno's *intervention*, the people of Surabaya struggled to defend their city from the invading Allied Forces of British and Dutch (Idris & Tugiyono, 1979, p. 103). Although it is implicit, the statement is enough to stir the reader's thought that Soekarno as a president didn't take role at all in an attempt to defend his people.

Other example also presents in *Sejarah Nasional Indonesia Jilid 3* on a topic related to Indonesia's independence. In this case, there is a statement which said that Soekarno was too immersed in his consideration to decide about the right time to proclaim the independence. It is implied that he was too scared if such daring and one-sided action might provoke a punitive action from either Japan or Allied Forces (Mudjanto et al., 1992, p. 177).

The narration also implied a blatant mockery towards the Old Order. In the same book on the material about the rise of the New Order, there are statements about the grim reality of Soekarno's era. The related paragraph implies that the Old Order had deviated from Pancasila and *Undang-Undang Dasar 1945* with a clear intention to discredit the Soekarno's reign while praising the successor as the true defender of the nation.

New Order Era History Textbooks and Government's Purpose

Textbook is one among important medias for achieving success in school. Based on Rule of The National Education Ministry 2008, textbooks for elementary, middle and high schools as well as in colleges which contain learning materials in order to improve faith, character, personality, mastery of science and

technology, awareness and aesthetic ability, kinesthetic skill and physical fitness which are formulated based on national education standard (Sitepu, 2012, p. 17). Such definition determined the position of a textbook as an obligatory guidebook in a learning. The book contains learning material and its objectives which follows the national education objective.

A textbook also functions as a manual for students in their study. For the teacher, it has a purpose to make the students understand a certain major. In detail, (Sitepu, 2012, p. 17) stated that a textbook has some major roles for the students which are:

1. to prepare both individual and group in a class before the study starts;
2. as a media to interact in class;
3. to help in doing tasks from the teacher;
4. to prepare for formative and summative tests.

For the teachers the textbook will help to:

1. design a learning;
2. prepare learning sources;
3. develop contextual learning sources;
4. give tasks;
5. set evaluation material.

Regarding how important it is for the country's education, Indonesian government released a policy for publishing textbook. The textbooks are divided into some majors like mathematics, science, based on education levels. Like other majors' textbook, history textbook has a vital role for both students and teacher. Moreover, history is strategic major for moral and character building.

In his article, Helius Sjamsuddin (2000) explained that an ideal history textbook has six criteria which are as follows.

1. Credible and factual contents;
2. Interpretation and explanation;
3. Exposition which follows theories of psychological development;
4. Requirements-based introduction for historical concepts;
5. Technically and conceptually should follows the curriculum;
6. Availability of illustrations, pictures, photos and historical maps in an informative and narrative setting and layouts.

Another problem regarding the quality of a history textbook in Sjamsuddin's view is the conflict of interest between the need to fulfill the academic requirements and profit for the publishers. The conflict sometimes forces the author to work in haste due to publisher's demand who wants to sell the book as fast as possible. Even worse, there are rivalries of publishers in marketing their book.

Regarding textbook and its relation with curriculum, Hasan (2000) explained that textbook should follow curriculum which adapts to the changing of era. Curriculum in itself is a main reference for writing history book. The target, goal, materials and method to present them are the components which must be in accordance with the curriculum (Sitepu, 2012, p. 62). Since the target readers of the textbook are students and teachers, its goals should follow the national education objectives and the curriculum. By following this rule, the regime interpreted and assigned a meaning to events for drawing supporters for its agenda and crush presumed political foes (Odebiyi & Sunal, 2020, p. 242).

Big changes also happened in history curriculum of Indonesia. Following the emergence of New Order on 1975, the major change was to cleanse or discredit the previous regime. When the New Order's control ceased on 1998, the next power in control also did the same. Surjomihardjo (in Sutjiatiningsih, 1995, pp. 93-94) mentioned that the anti-Soekarno campaign was launched at almost all fields, including education. The New Order replaced the Pancawardhana and new-style curricula of 1964 with improved curriculum of 1968.

The New Order regime put a great concern for history education since the government needed a legitimacy support. Therefore, the regime dominated the history explanation, especially about the political crisis during 1965-1968. This plan was followed by the designation of national history book. The Minister of Education and Culture Sjarif Thajeb afterward organized a committee for this purpose on April, 1970. As for the head of the project, the committee appointed Dr. Sartono Kartodirdjo from Gadjah Mada University.

This plan was deemed successful since it could accomplish its goal to strengthen New Order's political footing. Syukur (2012) stated that the government's success in publishing the National History Indonesia (SNI) had unified people's understanding about the history of their nation, thus cementing their nationalism. The influence even still exists until this day although the regime officially ceased its power on 1998. That thing proves that the regime harnessed the history as a tool to strengthen their power.

Such condition also indicates about how low the criticism aspect and democracy during that era in which there were no variation in historical narrative and debatable discourses. It means that during that

era, only the government's version of history which should only exist which was realized in the form of SNI. SNI had become the sole main source for all history books that even textbooks for high school level were its mere derivative. No matter how low the quality of the book was, it might pass and be published as far as there was SNI in its reference.

Despite there was no standard for writing textbook, no protest was addressed to the publisher. On the other hand, books which could be categorized as standard which showed decent references like Bayang-Bayang PKI (The Communist Party's Shadow) from Institut Studi Arus Informasi (ISAI) was banned by the government. The reason was because it didn't follow government's rule.

As stated prior, the narrative in the history textbooks which tend to disregard Soekarno was the agenda of the New Order regime. The political goal was to give a bad remark for Soekarno's rule while giving superior impression for the New Order. This policy is apparent in history textbooks for high school which used 1975 curriculum.

One among many examples of this policy can be found in G. Mujanto's book which titled *Sejarah Nasional Indonesia Jilid 3*. In this book, many negative labels for Soekarno and his government by mentioning him as a shameless fraud. By using this labeling and combined with the amelioration of Soeharto's regime, the book was enough to incriminate the previous government for its blunders.

This incrimination of Soekarno becomes the most prominent mark of narration during Soeharto's era. This treatment to the predecessor of New Order was under an official project, led by (Fraenkel, 1997). Notosusanto, (1992, p. 8) as mentioned by Darji Darmomiharjo. The objective of the project was to delegitimize Soekarno. Since Notosusanto succeeded in fulfilling New Order's goal for history education, he was awarded with some prestigious positions like becoming a rector of Universitas Indonesia and Minister of Education and Culture.

The 1984 Curriculum as one among curricula made in New Order's era also has a strong political message. During this time, the government issued a new major called History Education of Nation's Struggle (PSPB). From its issuing process, there were some problems like its hasty release, availability of textbook and teacher's understanding about the major. Some experts even viewed PSPB as a doctrine, rather than a history (Hasan & hamid, 1997). Nevertheless, since PSPB was mentioned in the Country's Main Goal, nothing could change it.

Since the Colonial Dutch era until this day, political interest never leaves the education of history (Sutjiatiningsih, 1995, p. 95). Even on 1994, just some years before the New Order returned its mandate, the history textbooks still mentioned the regime's successes. These books displayed the government's achievements in an exaggerating manner that they had turned into government's annual program report for students. This in return rose New Order's legitimacy.

A change of pace occurred after the termination of New Order's power, in which national history of Indonesia got a rewrite. The making of new narration also prompted a supplement in history teaching. The Indonesia Historian Society (MSI) with the aid from Directorate of History from Ministry of Education and Culture managed to publish the supplement which explained about controversies in Indonesian history. The topics encased in supplement includes The Group of 30 September (Communist Party), Special Order of March 11th (Supersemar), Mass Assault of 1 March 1949, the rise of New Order and the Integration of East Timor (Adam, 2007, p. 14).

CONCLUSION

The books which are studied in this research as a product of Soeharto's regime represent the regime's political interest towards history education with a certain standard in delivering it. Each of these books have its own schematic of writing. Three books which are *Sejarah Nasional Indonesia 3*, *Sejarah Nasional Indonesia Jilid 3*, dan *Sejarah I* have relatively decent schematic of writing since their publishers were credible enough and under supervision of Education and Culture Ministry.

The other two, *Sejarah Untuk SMA Sejarah Nasional Indonesia dan Dunia*, and *Program Inti, Jilid 3* however, do not meet standard since the materials are often overlapping and delivered unchronologically. The low quality of these books probably was because they were intended to fulfill the need for summary in history major. It should be noted that summary books of history material were in high demand during New Order era, aside from standard textbook.

Regarding the materials provided in the books, the government's political contents are really apparent in them. These contents are not totally fictive, but the manner in delivering them which looked more like bringing them into a spotlight with too much emphasis gives an impression that history has lost its objectivity. Repetition in some points and the use of provocative titles makes the writing become subjective.

The source of deficiencies in the textbooks during this era actually can be found in the use of history itself. The regime utilized historiography as a mean to legitimate its power. The historical writing was merely an “order” from the militaristic government. For this role, Nugroho Notosusanto was chosen to write voluminous pro-Soeharto historical narratives. The goal, was to drive people to support the military regime and despise the communists. Thus, the historical writing always gave a regard and all the credits for the military force in defending the nation. Soekarno as the previous president who maintained close relation with the communists was also regarded as an enemy and bad example, making it justifiable to erase him from Indonesian history.

From the beginning, since the purpose of the historical writing was to keep national stability, critical historiography with an objective and holistic view was a taboo. Therefore, these five books are a reflection of the historical writing during the New Order government which intended it with only a single interpretation to prevent any conflict which threatened the country. As a result, history during this era had lost its basic purpose as a mean to convey a message from the past. Instead, history had become a tool for a group to strengthen their power.

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