

THE 2013 CURRICULUM: STANDS ON TWO CONTRADICTIVE TRADITIONS

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ABSTRACT

The 2013 Curriculum on history learning is a contradictive combination between the major tradition and alternative tradition. The major tradition focused in morality inculcation, political history material, clarification teaching method, logical thinking, and morality assessment. Challenges in major tradition implementation are (1) value determination, (2) topics election, and (3) learning climate. Alternative tradition appeared as a critic for major tradition. Alternative tradition itself focused in historical skill, history knowledge, and historical method based on learning principle. The main challenges in alternative tradition implementation are mastery in science and learning methods. The major tradition creates attitude competency, included spiritual and social's value and morality; and alternative tradition creates knowledge and skill competency.

Keywords: *history curriculum, history learning approach, major tradition, alternative tradition, historical awareness, historical literature skill, value oriented learning, intellectuality oriented learning.*

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Introduction

There are two history learning approaches that have given patterns in all countries history learning curriculums, major tradition and alternative tradition. Based on the major tradition, history learning in school has to be a value oriented learning, included the morality value. Meanwhile, alternative tradition is oriented into intellectuality. There are three differences between these traditions: (1) learning objectives, (2) learning materials, and (3) learning approaches. Logically, it should be coherent between the objectives that has been decided with the implemented materials, and not the in the contrary case.

According to the urgency of teacher who could apply learning activity which could change student's knowledge, attitude, and skill, the 2013 Curriculum has to have an integrated competency formula between knowledge-attitude-skill (KAS) itself, but it's failed. Author assumed this failure is sourced from combining two contradictive traditions in history learning. As the efforts to prove the assumption, author needed to describe three topics, those are: (1) characteristic of the major tradition in history learning approach, (2) characteristic of the alternative tradition in history learning approach, and (3) problems that appeared from both traditions in the 2013 Curriculum.

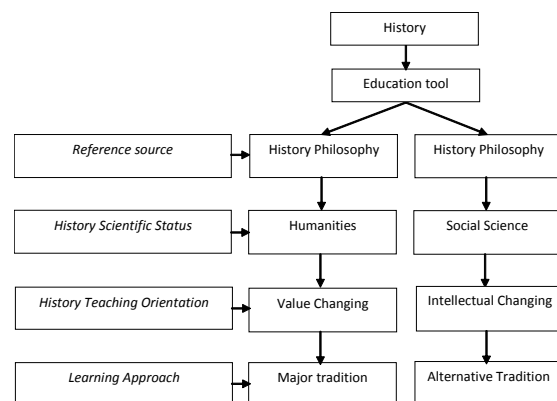
Formed of Two Contradictive Traditions of History Learning Approach

Emergence of these two contradictive poles about history as a humanities or as a social science has implicated to the history learning approach in school. The supporters of history as a study of humanities offer the major tradition; meanwhile on the other side there is a will also to implement the alternative tradition approach. Both of these

traditions agree that history is an education tool. But, both of them also claim their own objectives as the most appropriate objectives in history learning in school.

The position of history learning as a part of humanities, and as a part of social science is placed in a philosophical contradiction on scientific base. That covers (1) object of the studies (ontology), (2) method (epistemology), and (3) benefit of science (axiology). Based on that philosophical base, science is divided into three: natural science, social science, and humanities. History's place itself is divided as humanities and social science. This disagreement of history's position affects to the approach of history learning (look at Picture 1).

The supporters of history as a humanities demand that history learning in school has to be value oriented learning. On the contrary, the supporters of history as a social science wish that history learning in school has to be an intellectuality oriented learning. The supporters of value changing orientation offer the major tradition in history learning that actually had had effects in school education system. Meanwhile, the supporters of intellectuality changing orientation offer the alternative tradition in history learning. This alternative tradition appears as a critic for the major tradition.



Both of these history learning traditions, substantively offer different concept which includes these three consideration: (1) what kind of history, (2) why and for what history has to be taught, and (3) how history should be taught.

Learning Approach and Challenges Based on the Major Tradition

To understand history learning approach based on the man tradition, there are three marked points: (1) purpose of history (objectives), (2) what kind of history (materials), (3) how history should be taught.

In learning objectives, the major tradition describes that history learning should be value oriented. There are two kinds of value orientation: (1) intrinsic value based on national history which related to the value of national culture, and (2) morality value. The supporters of the major tradition assume there is a need to admit the complex side of knowledge about national political culture which has been assumed before in to the history curriculum. The supporters of the major tradition also believe that the objectives of history learning are to promote the morality value and develop the comprehension of it to the student. Morality relates to the standard attitude, like openness, justice, and integrity.

Remembering that the history learning materials has to be appropriate with the objectives, it is needed to decide the materials itself. By the kind of material, according to the major tradition's first variant, it is about political history, or the country history. To reach the objectives, the materials should be well organized, started from the ancient ages until the

contemporary era. The reference usually refers to the text books sourced by secondary sources (the other books). The book configuration method itself is not written a certain political ideology, but always about the acknowledged big books. Collingwood used *Cutting-Paste History* (CPH) conception for the king of history that arranged by the authorities (Collingwood, 1993: 257-266). The CPH historian who does not depend on appropriate or inappropriate assessment is called as autonomic historian (Collingwood, 1993: 257-266).

In pedagogic aspect, the major tradition sues teachers' to be didactically active participation. The urgency of morality in history learning is generally admitted and the result could be measured because morality is the basic understanding the history subjects' characteristic and their attitude (Barton and Levstik, 2004: 106). There are three kinds of history learning based on the major tradition: the understanding of the moral vocabulary of any history learning material, the form of moral judgments on the basis of the evidence and historical inquiry, and the use of moral vocabulary to discuss and understand the history learning material (Arthur, Davies, Kerr, and Wrenn, 2000: 88). Teachers should be able to build an active interpretation of history. Pedagogical skills of teachers lie in the ability to connect a variety of disciplines in the teaching materials and deliver the explanation of history according to the political interest.

The consequence is that the students only have a passive participation. Students just need to assimilate, arrange, and create the teacher's interpretation. Methodically, students are asked to

appreciate the similarity and difference between moral vocabulary and morality values in the society on a historic period and contemporary era. Students' ability to critically reflect the morality questions and issues as a part of their studies is not only integrated in history education, but also in history discipline itself. Arthur et.al claimed that there is no one could learn history well without involve the morality judgment and morality decision Arthur, Davies, Kerr, and Wrenn, 2000: 96). Walsh asserted that the refusal encounter between ethics and history is a spontaneous rejection. The encounter actually exists in history, both as a discipline subject and as a history education's objective purposes. Just like as historical research and historians' interpretation, moral judgments in history teaching should be done carefully because it demands an assured certainty (Walsh, 1993: 180).

Learning approach in major traditions is argued. According to Smith, the morality integration to history learning harms history as a discipline, so the objective of history education should be focused like teaching to a capacity of historian. Smith divided three kinds of values: attitude value, procedural value, and substantive value (Smith, 1986: 82). Attitude value is the value required for a productive learning environment like for class discussion and debate, such as tolerance, respect their opinions and others. Procedural value is the main skills and techniques used by the historians, such as critical thinking, interpretation skills and the desire to interrogate the evidence arguments and ideas. The third type is the substantive values. Substantive value gives meaning to the actions, thoughts and feelings, and generally involves moral considerations. History learning should confine itself to attitude value,

procedural value, and substantive value; the unnecessary thing should be removed. The teachers' role in this condition has to be as neutral as they can and appreciate students' perspective in developing the morality value in history learning.

According to Lee, there are differences between history objective as a discipline and history objective as an educational objective. History objective as a discipline should become as priority, and not as the subordinate of history education objective. If the history education objective oriented in morality, so the history objective as a discipline cannot be used to support the educational purpose. It is because the morality exploration could undermine the objectivity and rationality of the historian. Kinloch observed that history teachers tend to focus on the moral issues only which able to provide the results of the most banal form of moral conclusions, but then actually compromises the results of historical research (Kinloch, 2001: 104).

According to Kinloch, exploration and values (moral) its not only assessment is usually done by way of a narrow and uncritical. Students often have to receive the taught-morality crudely. History teaching usually does not encourage the students to ask about values and ethics of the people, culture, and belief in the learned historical periods. Kinloch willed that history education should be focused on questions of history (what happened, why it happened and how it happened), instead of the true or false questions.

According to Walsh, comment the same thing with Lee and Kinloch that we could not differentiate between history assessment and moral judgment. It is a fallacy if they assumed that history judgment should release the morality consideration. If Lee

and Kinloch assume that the morality consideration as an emotional-subjectivity, Carr states that history interpretation can be measured by the morality judgment involvement (Carr, 1961: 79). Salmon explains that through involving the students in history investigation, students could understand the complexity of the world with understanding the decisions which was determined before. According to Salmon, somebody's attitude on the history period could be evaluated by the students and the students could get the meaningful lessons for today from that activity (Salmons, 2003: 139-149).

Responding to the criticisms to the morality judgment that could undermine the objectivity, Arthur et al. show that the morality judgment also could be objective; it is because the assessment of it involves rigorous aspect form historical evidences (Arthur, Davies, Kerr, and Wrenn, 2000: 98).

Moral lesson in history which involves morality reasoning and morality judgment does not mean that it could not involve in the assessment based on historical evidences. So, Arthur, et.al, conclude that it is not also meant to be against the morality placement in the history curriculum. Moral lesson in the history learning could strengthen the history discipline, and not weaken.

Arthur also states that, "If morality lesson in history learning still has weakness, it does not mean that it has to be rejected at all. There is a need to be discussed around the best practices that should be done. There is a need to clarify the teachers' best way in history teaching about how the students face the morality value in history class, as well as the reason why the students need to do that."

Implementing the major tradition is not easy. At least, there are three challenges that should be faced by the teachers. *First*, because there are no values that can be referred, so teachers have to determine about the values. There are two criteria about the value: (1) the value could be explored, and (2) the value could be understood by the students. The benefits of the mentioned value-criteria are: (1) it would be useful for the society, (2) personal morality value can be spread out, and (3) the value itself would be discoursed in the society daily life (Walsh, 1993: 180). The things that should have more attention in determining the value is about the differentiation of cultural background and the variety of values impermanent and permanent between one cultural group with the other groups (Barton, and Levstik, 2004: 107). It is better to history teachers to not isolate themselves, they need to involve and take a part in the discussion of moral value that should be able to be achieved in history curriculum.

Second, the determination of the topics is very important for reaching its objectives. As Walsh notes that every history curriculum should involve moral lessons based on the values that have been selected or rejected on a topic or theme that will be studied (Barton and Levstik, 2004: 107). So, to develop moral oriented of history learning, history teachers should consider carefully about ethical suitability between the selected values and the students' values.

Third, as Maxwell reveals, largely education values that offered in history education are without theoretical base (Barton and Levstik, 2004: 80). Departed from Maxwell's again, there are three options

that could be used: values clarification, moral reasoning, and character education (Halstead and Taylor, 2000: 132). In implementing these approaches, history teachers are challenged to be able to create a learning situation which could help students to make their own perspective about moral issues in history learning materials, and respect the other students.

Fourth, the success parameters of those three approaches in history learning could be seen from the existence of positive relationship between morality and attitude. Morality lesson in history learning has to give chances to the students to show their understanding in a practical form. For that, teachers should be able to create the conducive learning climate in the class, so students can do discussion, debate, and reflective-analysis activity. Therefore, there is still no special research that could relate between subject and the best approach that could be used by history teacher. And, it could be said that there is still a lack of reference about the methods and strategies about the good teaching of morality.

Learning Approach and Challenges Based on the Alternative Tradition

The alternative tradition claimed that history learning will lose its objective if being focused in morality orientation (substantive values). History education which focuses on value and morality education is based on a weak argumentation. The fear of history learning will reduce when the students should debate serious things makes the learning becomes fun, but then it loses contact with the history discipline. In this session, there will be explanation about the objectives, materials, and approaches

based on the alternative tradition which is different than the major tradition.

In objective aspect, the alternative tradition states that the purpose of history learning should be released from the objective of history as a discipline. The objective of history learning according to the alternative tradition is to make historical literature skill. There are three kinds of knowledge that can reach the historical literature skill. First, knowledge about history as a discipline and its key concepts that make us know about explanation of the past. Second, knowledge about methodology and historiography. In the understanding of methodology and historiography, students are able to: (1) the truth of the story and its facts, (2) understand and appreciate the historical evidence, (3) have a will to tell a contrary story, and (4) appreciate people from the past, included the heroes. *Third*, meta-historic knowledge. History education should help students to: (1) leave the temporal discrimination perspective, and (2) adapt the history to daily life. These kinds of skills are related to the substantive knowledge called as meta-historic.

In material aspect, according to the alternative tradition, history is as a part of discipline. Special character of history as a discipline is about historical awareness. This historical awareness is a form of history knowledge that try to find truth standard (facts) and validity of historical statement and narration (Lorenz, 1994: 297-327). History discipline can be assumed as an organized metacognitive which focused in a practice activity which reflect what the historian do, assess the historian's statements, and why it is like that.

There are three materials according to the alternative tradition. *First*, the history key concept, history knowledge needs a different concept of understanding than any daily concept. In the morality learning that focused on daily life on historical event that could make the history knowledge disappeared. *Second*, history disposition, students could be said having the historical literature skill if they have certain disposition, such as caring to the facts, valid argument, and appreciating people from the past as the appreciation to the people nowadays. *Third*, substantial concept, historical literature learning wishes to form the students to have a deep understanding, such as the understanding that could create facts into useful information (Donovan, Bransford, and Pellegrino, 1999: 12). Such understanding can be obtained if students mastery in several concepts that relates to history materials.

Substantive concept is divided into three kinds: (1) history discipline procedural concept, and (2) second layer concept. Conceptions such as Industry Revolution, *aufklärung*, and Cold War; mentioned by Walsh as colligatory concept, means concept gained by organizing the specific phenomena in order to make processes and events that is easy to understand. Skill to mastery the colligatory concept has rolled as the primary key to make students able to understand the past history.

The using of historical literature skill suits the teaching of reading and writing ability. That skill is also called historical active awareness, as the center of self-orientation about time, and attitude that does not separate past, present, and future. The historical active awareness also suits the understanding of the second

layer concept, the understanding about history time, such as understanding about change, development, and continuity in history. These three concepts are the framework of history knowledge that could make students build big illustration of the human in the past, and also about specific knowledge of the past that is being studied in a smaller scale (small illustration) (Shemilt. 2009: 76). It is very important regarding to the time understanding, because the misunderstanding about the concept could make the history cannot be understood, or useful. It is clear that the concept of the second layer is an important conceptual tool that should be mastered by the students in order to understand history.

In pedagogic aspect, teacher abilities in didactic and pedagogic have the same importance. According to history learning that should increase the history understanding and can give appropriate teaching based on empirical evidence related to students' characteristic, so it is need to history teacher to not only master in history discipline but also in leaning theory.

It seems the teachers should be able to manage classroom activities cleverly so they can create students' history understanding. It will not be achieved if teachers stick in a low level thinking. Teachers, who want their students to be in a high level idea, need to treat the students as adults, start to suggest what should be read, than to teach a set of terms. Teachers need to be reflexive and stimulate towards various kinds of knowledge that we call as the theoretical understanding. Maybe, what happens at this time is history teachers perceive that they has taught literature skills, but

actually these skill are not capable to be reflected in students intellectually forming, even sometimes lower than the curriculum goals.

To obtain the success of alternative tradition, at least there are three challenges that should be faced by the history teachers. *First*, mastery in the three history knowledge: (1) substantive knowledge, (2) procedural knowledge, and (3) history discipline conception. *Second*, history teachers are expected to comprehend the character of their students at least in two points: (1) how the students study the history, and (2) how the students understand the subject. Teachers have to learn about learning theory, although in implementation their understanding maybe different from the theory. It is needed to relate the theory with the practice to trigger students' understanding in history. Knowledge about how the students learn and making the students learn about history are two different variables that can determine the intellectuality oriented learning approach.

Position of History Curriculum in 2013 Curriculum

In 2013 Curriculum, attitude competency is explicitly stated. The attitude competency is divided to (1) spiritual attitude and social attitude, (2) knowledge competency and skill competency. Read carefully about the core competency (KI) and basic competency (KD) in 2013 Curriculum, on history subject context in Senior High School grade X. The curriculum creators claim that this curriculum is an integrated curriculum, but author could not find any relationship between the KAS competencies. Author assumed that between core competency and

basic competency in the 2013 Curriculum there are no interrelatedness that could influent one to another.

Because of the willingness to combine two contradictive traditions in history learning, it cannot be found any integrated relation in it. In the core competency (KI) and basic competency (KD), it looks clearly that the attitude competency is a major tradition characterized, but the knowledge and skill as alternative characterized tradition. The attitude competency seemed too be forced, because the attitude competency in the basic competency (KD) is totally unrelated to the formulation of knowledge competency. The attitude and knowledge are sourced from different traditions and both are not integrated, then substantially 2013 Curriculum has some problems.

Conclusion

Based on the description above, it can be concluded that there are two learning contradictive approach traditions in history learning. The opposition comes from debate in placing history as a part of humanities or as a part of social science. Both of these tradition have three aspects that have different character aspect: objectives, materials, and methods.

The 2013 Curriculum wants to combine both of these tradition. It can be recognized from its core competency (KI) and its basic competency (KD). The attitude competency formula is taken from the major tradition, and the knowledge and skill competencies are taken from the alternative tradition. The attempt to integrate both tradition is not wrong at all, but it seems unlogic, because on curriculum it is written that the attitude competency is derived from knowledge

competency. In the 2013 Curriculum, it appears that the formulation of attitude competency and knowledge competency are completely unrelated. There is no knowledge competency formula that can support the achievement of attitude competency. It is because the knowledge competency takes the alternative tradition which carries on historian competency. And, it is wrong if the historian uses the moral interpretation because it can undermine the history objectivity. Beside, historian does not have authority to claim which one is the good or bad, or which one is the right or wrong.

However, both of the major tradition and alternative tradition, as well as the 2013 Curriculum had the good goals that must be supported by teachers. Through this paper, it is expected that readers of history teacher can determine the best option. The success of the implementation of good teaching by both traditions or the 2013 Curriculum is highly depend on the teachers. All approaches require teachers to master history discipline and the didactic methods. No matter how great the formulation of objective history curriculum, it would not be achieved if teachers do not have the ability to master the disciplines and the pedagogy. []

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