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## DEVELOPING WEST JAVA LOCAL HISTORY MATERIALS IN SOCIAL STUDIES LEARNING

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### *Abstract*

Social studies learning based on the local history of West Java aims to build a connection between students and everyday life. Local history materials will familiarize students with the community and living environment well; Have a positive sense of community and place of residence; Know and determine existing values such as hard work, mutual respect, respect, loyal friends, and cooperation/cooperation. The main limitation of this research problem is how to develop West Java Local History material in social studies learning. The historical method explores and describes local West Java historical materials that can be used in social studies learning through heuristics, source criticism, interpretation, and historiography. Aspects of West Java's local history material that can be developed include: the value of local wisdom, local communities and traditional villages in West Java, the history of Sundanese ethnicity, the history of the Cirebon Sultanate, the development of Islamic boarding schools in West Java, *Preanger Stelsel*, local resistance to western colonial rule, West Java figures, Priangan reorganization, growth of cities in West Java, Pasundan Association, Sekar Rukun, and West Java Governor.

**Keywords:** Local History; Local Wisdom; Sosial Studies Learning; West Java.

### **Preliminary**

Local history is the history of a "place" or "locality" whose boundaries are determined by the "agreement" proposed by the chronicler (Abdullah, 2010). Local history examines people's lives or especially communities from a specific neighborhood (neighborhood) in the dynamics of their development in various aspects of human life (Hardiana, 2017; Widja, 1991), while Finberg more specifically mentions; a community, township, or village (Finberg, 1973). The emergence of local history is motivated by the dissatisfaction of historians who see the dominant element of the ruling party in writing history so that there is an interest in revealing the history of the whole society, not only the history of those who rule, judge, or the history of certain classes (Kamarga & Kusmarni, 2007). The target of local history is the origin, growth, decline, and fall of local community groups, and the selection of events is determined by their level of importance in the development of the area in question (Abdullah, 2010).

The content of historical material on social studies in junior high school tells too much about developments that are far from the environment of students and their groups (Mira, 2022; Supardan, 2004). Finally, it is less touching with stories about students and their environment, and historical awareness cannot be formed in students. Thus, Therefore, local history material in social studies learning is significant to prioritize (Supardi, 2014; Syaharuddin, 2020). Local history that tells the story of the environment around the students needs to be held to overcome the gap in historical material (Douch, 1967). Local history material is easier to understand or

have because it brings students to the actual situation experienced in their environment compared to conventional historical material, so they can directly recognize their role in society (Fauzan, 2016).

One of the best approaches to learning about past uses is studying local history (Clarke & Lee, 2004). The role of local history, which provides identity and fills the vacuum, contributes to inter-ethnic solidarity, and the realization of elite integration with the masses in the context of a new community called "the nation" is often neglected (Supardan, 2008). The development of local history materials in social studies learning can bridge what is happening to him and his environment because learning local history builds the relationship of students with everyday life (Hasan, 1999). Studying local history in social studies learning allows students to connect to the past and enhances students' ability to contextualize their historical thinking and, in turn, engage in self-reflection (Clarke & Lee, 2004). Introducing local history material into social studies classes can help students better understand values and themselves (Ford, 2016). Even researching local history topics encourages students to study in museums and libraries, making them interact with communities and people outside of school (Ford, 2016).

Indonesian history material in social studies is more about certain majority ethnics, while local history and other ethnic minorities are unwritten mainly in Indonesia's national history (Rohman, 2016). Indeed, this is because local history writing still encounters many difficulties related to the scarcity of adequate sources and experts, and the writing is still "Javanese-centric" (Ricklefs, 2005; Abdullah, 2010). Therefore, developing local historical materials in Social Studies is impossible if the sources are unavailable. Moreover, there are not many writings on local historical events, so it is a challenge for historians to produce local writings to develop local history materials in Social Studies (Hasan, 2012).

Researchers have started to develop local history materials in social studies learning. In general, West Java local history researchers focus on three aspects such as local events (Ginanjari, 2017; Handy et al., 2022; Saripudin et al., 2022), local wisdom (Herdianto, 2016; Holilah, 2016; Qodariah & Armiyati, 2013; Wiradimadja, 2018), and local figures from West Java (Fanani, 2012; Suhendi, 2013). Many other studies discuss these three aspects, but most discuss local wisdom and historical events in West Java. This article will describe various materials on the local history of West Java that can be developed in social studies learning from pre-literate materials to Indonesia during the reformation period. The material is obtained from various studies carried out by historians. The local history material can be selected and packaged by the teacher in social studies learning to achieve the goals described previously.

## **Method**

This study uses the literature review method by identifying, evaluating, and synthesizing the works of research results and the results of local historical thought in West Java that historians have produced (Ulhaq & Rahmawati, 2020). In simple terms, this research seeks to study the depth or breadth of existing research related to the local history of West Java. The results of the research will be selected and selected to be used as local history material in social studies learning. This study uses the stages of a literature review developed by Polit & Hungler in Carnwell (2001), which divides the stages into five.

- a. Define the scope of the topic to be reviewed. At this stage, it was determined that the literature being studied was related to local historical research in West Java from pre-literacy to Indonesia during the New Order and Reformation. In addition, the topic is also related to local wisdom and leaders of West Java.
- b. Identify relevant sources. Literature was obtained through online searches through Google Scholar, Jstor, Tandfonline (Taylor and Francis), and Garuda. From these various sources, around 100 kinds of literature were obtained and selected in the form of theses (30), dissertations (10), and journal articles (60).
- c. Review the literature. The research carried out is to describe their research and classify it using a matrix according to the periodization of West Java during the Pre-historic, Hindu-Buddhist, Islam, Western Colonialism, National Movement, Japanese occupation, Proclamation and Physical Revolution, the Old Order Period, New Order, and Reformation. One of the techniques used in the synthesis is to use a matrix managed based on key studies on specific topics. The key studies made are based on historical periodization. The synthesis matrix is a table/diagram that allows researchers to group and classify different arguments from several articles and combine different elements to get an overall impression/conclusion on the whole article (Ulhaq & Rahmawati, 2020).
- d. Write a review. The review carried out is to describe the essence of the research and share it using a synthetic matrix based on historical events, local wisdom, and local West Java figures; after that, enter systematically into the historical periodization that has been compiled.
- e. Apply the literature to the study to be conducted.

## **Results and Discussion**

### **1. West Java Local History Materials for Social Studies Learning**

Pre-historic material in West Java can be filled with the initial material for forming the West Java region, ancient animal and human fossils found in West Java, and their pre-historic culture. An explanation of the Hindu-Buddhist period can describe historical evidence, the system of government, social and cultural life, the economic system, and the religion of the Tarumanegara Kingdom and the Sunda Kingdom (Pajajaran and Galuh). Local history material during the Islamic period can describe the process of the entry of Islam in West Java, the conditions of the 15th century Sundanese, the history of Bandung Regency, the Cirebon Sultanate, the Banten Sultanate, and the development of Islamic boarding schools in West Java

(Karawang, Cirebon, Kuningan, Majalengka, Cianjur, Banjar, Garut, Bandung, Sumedang, Bogor, Tasikmalaya, Ciamis, Purwakarta, Sukabumi, and Subang). The discussion is not only about political aspects; socio-cultural and economic aspects are narrated in a balanced way.

The period of Western colonialism in West Java can discuss the arrival of the West to West Java, the expansion of European power, the fall of Jayakarta to the VOC, the influence of the VOC in Banten and Cirebon, the early development of *Preangerstelsel*, the reaction to the expansion of European power, the construction of the Daendels post road in West Java, Bandung in the Colonial Period, the construction of the railway line in Priangan, forced cultivation, and the role of Wiranatakusumah II and his successors. In addition, the material on the influence of the West in West Java on social, political, and government systems, education, culture, and belief can also be reviewed. Materials for the forerunner of the formation of cities in West Java can also be discussed, such as Bandung, Bogor (Buitenzorg), Sukabumi, Cianjur, and Tasikmalaya. The social movements in West Java that emerged as a reaction to colonial rule can be described in detail, including Cirebon People's Movement (1805-1818), Raksa Praja Movement (1842), Nyi Aciah Movement (1870-1871), Movement in Cikandi Udik (1845), the Movement in Ciomas (1886), the Resistance Movement in the Particle Land, and the Movement in Cilegon (1888). The study of local historical figures of West Java can be done by reviewing brief biographies of these figures, such as Wiranatakusumah II, Prince Nagarajaya, Bagus Rangin, and others.

Materials for the national movement that can be developed include the formation of the city and provincial governments, education in West Java during the colonial period, the birth of the Indonesian national movement, and the development of the organization of the national movement in West Java. Movement organizations in West Java that can be discussed include Paguyuban Pasundan, Islamic Organizations in West Java (Persis, NU, etc.), Sekar Rukun, and Laskar Hezbollah Cirebon. The figures of the national movement in West Java that can be described are Rd. Ayu Dewi Sartika, Rd. Ayu Lasminingrat, Nyi Rd. Siti Djenab, Dr. Danoedirdjo Setia Budi, Kyai Haji Abdul Halim, Kyai Haji Akhmad Hassan, Oto Iskandar Di Nata, Juanda, Ema Baratakusumah, and Iwa Kusumasumantri.

Materials that can be developed during the periodization of West Java during the Japanese occupation to the Physical Revolution include:

- a. The entry of the Japanese Army;
- b. Socio-Cultural and Economic Life during the Japanese period (education, religious life, forced labor, socio-cultural and economic life; political and military life in West Java);
- c. Resistances against the Japanese in Cirebon, Garut, Indramayu, and Sukamanah.

- d. Sundanese figures of the Japanese period (R.A.A. Wiranatakusuma, Ajengan Ahmad Sanusi, R.A Darya, and Sakti Alamsyah, Gatot Mangkupraja, K.H. Zaenal Mustafa, Rd. Tumenggung Endoeng Soeryaputra, Muh. Moesa Suriakarta, Ahmad Komar, T. Kalih Wiriaatmadja, Sosro M.P. Saman, Didi Sudarman, Muh. Moesa Suriakarta Legawa, and Sahlan).
- e. The state of West Java in the early days of independence (Formation of Regional Government in West Java, Influence of the Proclamation in Tatar Sunda).
- f. Physical Revolution 1945-1949 in West Java (*Bandung Lautan Api*, Battle of Gekbrong, Battle of Bojongkokosan, and War of Kerawang Bekasi).

Meanwhile, materials that can be developed regarding West Java from 1950-1965 (Old Order Period) include Pasundan State, APRA in Bandung and Sumedang, and the Governor of West Java during the Old Order. The governors of West Java reviewed were: Mas Sutardjo Kertohadikusumo (August 18, 1945-December 1945), Datuk Djamin (December 1945-1946), Murdjani (1946-1947), R. Mas Sewaka (1947-1948), Ukar Bratakusumah (1948- 1950), R. Mas Sewaka (September 1 1950-May 9 1951), Sanusi Hardjadinata (1951-1956), Ipik Gandamana (1956-1960), and Mashudi (1960-1965). In the social and economic aspects, materials that can be developed include the development of traditional badawang arts in Rancaekek, Bandung Regency in 1961-2000, the policy of the government of the Republic of Indonesia regarding the dual citizenship agreement against the Chinese (1955-1969), the role of H. Opo Mustopa in the development of the Kandangsapi Islamic Boarding School in Cianjur Regency, the development of Bio Farma (1950-1965), and the nationalization of Dutch companies in West Java.

Materials for the development of West Java during the New Order and Reformation period that can be developed include:

- a. Political aspects (West Java and the New Order Development, Elections in West Java, The Single Principle of Pancasila, Peter, the Bandung and Tasikmalaya riots in 1973, Economic crisis in West Java, Early dynamics of reform in West Java, Separation of Banten and West Java. Elections in West Java during the Reformation era, the terrorism case in West Java, the controversy over the names of Pasundan and West Java, the plan for the formation of the Cirebon Province, and the expansion of the region in West Java);
- b. Economic aspects (Development of West Java and Banten Banks, Kite Industry in Rancakalong Sumedang, Cibaduyut Shoe Industry Center, Textile Industry in Dayeuh Kolot, Leather Industry in Sukastrel Village, PTPN VIII Pasir Nangka Tea Plantation, Sukanagara District, Cianjur Regency, Firecracker Crafts Community in Indramayu 1970-2003, Salt Farmers in Losarang, Indramayu Regency 1982-2008, Bunkeng Sumedang Tofu Industry 1985-1998, Convection Industry in Padasuka Village, Bandung Regency 1997-2005, Fish Cultivation Using KJA Technique in Jatiluhur Reservoir, Tile Industry in Purwakarta, Economic Condition at Padalarang Station 1998, Cilembu Sweet Potato Cultivation, Sumedang Regency 1980, and Situjuah Urbanist Work Ethic in Bandung City 1974-2007);
- c. Social and cultural aspects (Government Policy of the Republic of Indonesia Regarding Dual Citizenship Agreements Against Ethnic Chinese (1955-1969), Pencak Silat in

Cianjur, Sampyong Arts in Majalengka Regency, Badawang Traditional Arts in Rancaekek, Bandung Regency in 1961-2000, Blantek Arts in Waru Village Parung District, Bogor Regency 1978, and Natural Disasters in West Java during the New Order.

- d. The history of the Governor of West Java (Mashudi (1965-1970), Solihin G.P. (1970-1975), Aang Kunaefi (1975-1985), Yogie Suardi Memet (1985-1993), R. Nuriana (1993-2003), Danny Setiawan (June 13, 2003 - June 13, 2008), Ahmad Heryawan (June 13, 2008 - June 13, 2018), and Ridwan Kamil (September 5, 2018).

## **2. Teaching West Java Local History Materials in Social Studies Learning**

The historical material in Social Studies Learning tells a lot about developments that are far from the environment of the students and their groups so that they are less touching with stories about themselves. Therefore, teaching local history materials in Social Studies has a significant role in presenting historical events close to students. The elasticity of local history can present various phenomena related to family history, social history in the local scope, the role of local heroes in local and national struggles, local culture, ethnic origins, and various events that occurred in the past. Local figures can be from government circles (Regents, Governors, Kings) and figures described in the beginning. Douch (1967) describes three forms of local history learning in schools, namely:

- a. Taking examples from local events to give a more vivid illustration of the descriptions of national history and world history being taught,
- b. Holding environmental exploration activities (tours) by inviting students to the environment around the school or students observing directly historical sources and collecting school data. The visit activity can examine local events, local figures, and local wisdom of West Java.
- c. Particular and reasonably in-depth study of historical aspects in the environment around students; this is usually organized and carried out like a professional history study.

Local history materials will make students familiar with the community and where they live; have a positive sense of pride in their community and place of residence; know and determine existing values such as hard work, mutual respect, respect, loyal friends, and cooperation/cooperation (Hasan, 2012). According to Supriatna (2007), the development of local history materials in social studies can be done by inviting students to research and write history close to the student's environment. Besides inviting students to research and write history close to the student's environment. The teacher introduced the local history research steps at length and in detail, starting with topic selection, heuristics, verification, interpretation, and historiography (Supriatna, 2007).

One of the obstacles to developing local history materials in social studies is that local history writing still encounters many difficulties related to the scarcity of adequate sources and experts, and the writing is still "Java-centric" (Ricklefs, 1981; Abdullah, 2010). Local history learning needs to be supported by the availability of learning resources, reference books, and

textbooks, as well as the research results of historians. The development of a curriculum that contains local history for the SMP/MTs level, according to Hasan (2012), must pay attention to the following things, namely:

- a. At the secondary level (junior high school), it is better to introduce the historical understanding skills and skills needed in the historical discipline, namely historical thinking, historical analysis and interpretation, and historical research capabilities;
- b. The position of local historical material, namely local historical events, is no longer a mere source but also an object of student history study. This opportunity teaches them to develop historical insight, understanding, and skills. They can relate directly to the source and examine the source in the process of historical research. They can train themselves in the interpretation of history, and even if there are differences between them, it will have a very high educational value;
- c. Students are trained to deal with various versions of historical stories or alternative history;
- d. Local history material raised in the curriculum must be an essential event and deserve attention from history;
- e. The developed local history curriculum should be not only an inheritance of the value of excellence but also lessons from the failures and bad behavior of the nation.

The scope of local history materials in Junior high School was developed by taking into account the following matters, namely:

- a. View the past as a source of inspiration, motivation, and strength to build a spirit of nationality and unity.
- b. Each historical period has events and or figures at the local level and has an equally important position in the course of Indonesian history
- c. Has the task of introducing critical historical events that occurred throughout Indonesia and historical periods to the nation's young generation
- d. The development of historical thinking, and the concepts of time, space, change, and sustainability is fundamental to studying Indonesian history.

The values developed in learning local history must help students develop their identities and help them understand and have and formulate roles. The following are the characteristics of adolescent moral development, namely:

- a Begins to wonder about the various phenomena that occur in the surrounding environment as the basis for forming their self-worth.
- b Teenagers begin to make their judgments in dealing with famous problems related to their environment, for example, politics, humanity, war, and social conditions.
- c They no longer accept the rigid, simple, and absolute ideas given to them so far without rebuttal.
- d Begins to see the existence of irregularities and imbalances between what they believed in the past and the reality around them.
- e What has been done and experienced by the community can be valuable knowledge, which for history education is needed in building various positive values in students (Hasan, 2012).

From the study of the student's character, the following are the specific principles of developing local history materials in Junior High School, namely:

- a. Junior high school students can look for information from oral sources and other evidence, such as photographs and personal/family files. In addition, there are still many things that can be explored, such as relics of the past that are considered necessary/historic either by individuals (families) or the surrounding community; the next are people who are considered meritorious or have an essential role (local figures); local traditions and other significant events for the communities concerned.
- b. Local history learning should be more accessible for students to understand by inviting students to see real life directly, not learning material far from reality (Mulyana & Gunawan, 2007). Thus, learning resources can be sourced from students' daily experiences because the emotional closeness of students to the environment is a valuable learning resource.
- c. Previous students are provided with an understanding of historical concepts that can be used as analytical tools to see the reality of society. One of these concepts is social change. The concept is taught with concrete examples because, in school children, abstract thinking is a level of thinking that is too high. Things studied in the concept of social change can start from the family and the Neighbourhood environment to the urban village and the district environment.
- d. The spatial elements developed in local history can raise many themes, such as social, economic, political, and other aspects (Mulyana & Gunawan, 2007).
- e. Learning local history must develop the values of local wisdom, which grow and develop in students' lives.
- f. Learning local history can examine cultural elements in the form of *mentalite*. The *mentalite* is how they understand themselves and their world and express themselves through religion, rituals, clothing, and music (Mulyana & Gunawan, 2007). *Mentalite* can be seen in traditional ceremonies, typical clothes, and singing songs.
- g. Local history materials can examine the process of social change in a smaller scope, namely, the family. The elements of social change that can be seen from the family, among others: are social mobility, aspects of education, work ethic, family economy, value system, and applied norms.
- h. The development of local history materials is focused on developing thinking skills and historical skills so that students understand the main concepts of history, master historical skills, and strengthen the use of key concepts and basic skills when they study historical events.
- i. Every local historical event is designed as a complete and in-depth learning activity, carried out in groups or individually
- j. The local history learning process provides opportunities for students to use various sources, textbooks, reference books, resource persons, or artifacts and broad opportunities to produce "her or his histories."

Douch (1967), Kamarga (2007), Darmawan (2007), and Widja (1991) revealed that several learning models could be developed on local history materials, namely:

- a. Inquiry model. This model provides opportunities for students to learn more deeply about the environment in which they live by reviewing daily notes and interviews. According to Joyce, Weil, and Coulhon (2009), there are at least several steps of social inquiry, namely:
  - 1) Formulate the problem
  - 2) Formulate a hypothesis
  - 3) Data collection and verification
  - 4) Processing data and formulating an explanation
  - 5) Analyze research strategies and develop the most effective ones.



- b. Living history models. This model invites students to write down the history of the environment around students. This model encourages students to be more sensitive to the environment. The topics developed were compiling family history, observing population settlement patterns, observing population development, observing local historical monuments, observing social developments or changes, observing the development of community economic life, observing the entry of new technology in the village, and observing village developments.
- c. They are taking examples from local events to provide clear illustrations that can strengthen the generalization of national history. These illustrations may involve 'big people,' various 'big events,' or consist of ordinary articles and films, such as tools, costumes, buildings, institutions, or institutions. This approach is recommended to be applied in the school environment (primary and secondary with different material depths).
- d. Carrying out environmental learning with environmental learning, students learn to collect historical sources available in their surroundings and then explain their relationship to each other so that they become a series of stories according to their topics. Not only in the form of history in terms of the sequence of events but also various aspects of life such as geography, industry, agriculture, arts, poverty, other socio-economic problems, and even politics at the local level, etc. This learning model will most likely invite students to carry out learning activities outside the classroom, so they must be well organized. Even so, it must be considered and strived for its implementation will not reduce lesson hours significantly; these activities are carried out at certain times, outside class hours. It should not be done often; in this case, it requires many topics and is often done only.
- e. Developing case studies is complex, making them more suitable for college students. The case study approach requires more severe planning and completion than the previous approach. For this reason, it must be organized and carried out in ways such as professional historical studies, using procedures commonly used by researchers. Requires longer time: topic selection, planning, analysis of facts, and preparation of results reports ready to be discussed in class. It can be done only once a semester in group work.

## **Conclusion**

The emergence of local history was motivated by the dissatisfaction of historians who saw the dominant element of the ruling party in the writing of history, so there was an interest in revealing the history of the whole society, not only the history of those who ruled, judged, or the history of certain classes. So far, local history has received less attention, is often considered unimportant, and is not contextual to national history. Local history writing still has many difficulties related to the scarcity of adequate sources and experts, and the writing is still "Javanese-centric."

Local history learning in Social Studies develops students' potential for active and creative thinking. The only problem so far is that although there is a concern for the appreciation of local history by holding various seminars and formal discussions on local history, it is only limited to the "inventory and documentation" step of Indonesian history at the local level, not yet moving into a more comprehensive framework of the study. Severe and critical in the "methodological" and "structural" aspects. There are many writings about local historical events, and teachers can use these to develop local history materials in social studies

learning. Local history that has not been revealed is a challenge for historians to produce local historical writings as a basis for developing local history education materials.

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